

Solar Centre – Marvellous Mayans Spring 2

Enquiry question: What was life like at the height of the Mayan civilisation?

National Curriculum Objectives		Core Knowledge & Key Questions			Local links					
<p>Develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events of Mayan Civilisation fit within a chronological framework and identify similarities and differences between ways of life in different periods. To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. Study a non-European society that provides contrasts with British history</p>		<p>Who were the Mayans?</p> <ul style="list-style-type: none"> To place Mayan civilisation on a time line Identify where in the world the Mayans lived <p>How do we know what life was like 1000 years ago?</p> <ul style="list-style-type: none"> We learn from Present day Maya peoples as well as: Archaeological remains Spanish Conquest sources Artefacts and hieroglyphs Oral tradition <p>What do the ruins of the Maya tell you about the importance of religion to their civilisation?</p> <ul style="list-style-type: none"> gods and goddesses rituals (Sacrificing) Chichen Itza <p>Why is the 365 day solar calendar employed by the Maya particularly impressive?</p> <ul style="list-style-type: none"> expert mathematicians and astronomers 2 calendar cycles which coincided every 52 years religious and solar calendar- festivals and events marked 			<table border="1"> <thead> <tr> <th>Key Figures</th> <th>Linked Texts</th> </tr> </thead> <tbody> <tr> <td>Emperor Pacal The Conquistadors Hernán Cortés</td> <td><i>The Chocolate Tree (a Mayan folktale)- L Lowry & R Keep</i> <i>Folktales of Mexico</i> <i>Horrible Histories</i></td> </tr> </tbody> </table>		Key Figures	Linked Texts	Emperor Pacal The Conquistadors Hernán Cortés	<i>The Chocolate Tree (a Mayan folktale)- L Lowry & R Keep</i> <i>Folktales of Mexico</i> <i>Horrible Histories</i>
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<p>Prior Learning</p> <ul style="list-style-type: none"> History - builds on children's chronological understanding of Ancient civilisations and historical enquiry skills (previous study of Ancient Egypt and Ancient Greece) 		<p>What skills did the Mayan people have and have these continued today?</p> <ul style="list-style-type: none"> weaving building cooking astronomy and maths 			<p>Future Learning</p> <ul style="list-style-type: none"> continue to develop understanding of the impact of inventions, culture and various aspects or ancient civilisations when studying other historical eras 					
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity					
<p><i>When did the Mayan era begin and end?</i> <i>How does it fit in with other eras we know about?</i> <i>(Ancient Egypt, Ancient Greece)</i></p>	<p><i>What levels of hierarchy were there in Maya times?</i> <i>How was life in the Mayan era different to our lives today?</i></p>	<p><i>How did things change with the arrival of the Spanish?</i></p>	<p><i>Why did the Mayan era suddenly end?</i></p>	<p><i>Why is the Mayan era significant?</i> <i>What remains of the era today?</i></p>	<p><i>How do we know about the Mayan Era?</i></p>					

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • 2600 BCE Mayan civilisation begins • 500 CE Tikal becomes first great Mayan city • 683 CE Emperor Pacal dies at 80 • 899 CE Tikal is abandoned • 900 CE Mayan history collapses • 1517 CE Spanish arrive in Maya land bringing diseases that kill 90% of natives • 1541 CE Spanish conquer the Mayans 	<p>Mexico, Mesoamerica, Maya, civilisation, architecture, archaeologist, temple, hieroglyph, sacrifice, conquest, monument, codices, pyramid, astronomy, priest, calendar, maize, corn.</p>	<ul style="list-style-type: none"> • I can ask questions about what life was like for people in the past. • I can identify differences between ways of life at different periods in history. • I can use dates, timelines and chronological terms with increasing accuracy. • I can recount the main events of a significant event or time period, giving some interesting detail • I can use a variety of sources (artefacts, photos, first-hand accounts, simple texts, visits to museums) and my own observations to answer questions and find out about the past.

