

Year 5: How do we know what life was like for the Mayans?

Previous learning: In this unit of work, the year 5 pupils will explore the social, cultural and religious aspects of the time period. The pupils will also use a range of sources to learn about the time period. The pupils will build upon their prior knowledge, developing their understanding of chronological order and communicating using historical vocabulary. In year 3, pupils learnt about the Roman Army. In Year 5, pupils will compare the Mayan warriors to the Roman army and answer valid historical questions, 'Which warriors would win in combat' In year 4, pupils retrieved information about an aspect of society, 'pupils schooling'. In year 5 pupils will explore Mayan hierarchy and economy, including trade. In years 3 and 4, pupils explored temples and gods. In year 5, pupils will further develop their understanding of ancient religions exploring the Mayan gods. Pupils will draw upon their knowledge of the Greek Gods studied in year 4.

Sticky Knowledge

1. The rise of the Maya began about 250 CE, and what is known to archaeologists as the Classic Period of Mayan culture and lasted until about 900 CE.
2. Maya (Mesoamerican Indians) occupied a nearly continuous territory in southern Mexico, Guatemala, and northern Belize.
3. Prices were standardised but money as we know it was not used. For cheap goods they used cacao beans.
4. The ancient Maya quarried immense quantities of building stone, used advanced techniques of irrigation and developed a system of hieroglyphic writing and calendrical systems.

Disciplinary knowledge

1. Explain how everyday life in an ancient civilisation changed or continued during different periods.
2. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
3. Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.
4. Explain why an aspect of world history is significant.
5. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.
6. Sequence and make connections between periods of world history on a timeline.

Week 1	Mayans increased the value and status of chocolate. Chocolate day. Mayan architecture and art.	
	To say why chocolate was important to the Mayans.	To know why chocolate was important to the Mayans and give reasons for its importance in the world today.
Week 2	Key events of the Mayan civilizations including ways of life.	
	To understand the role of the warrior.	To understand some key events in Mayan's history using artefacts.
	To use written sources to find out information.	To research using sources and artefacts.
Week 3	Mayan Gods and religious ceremonies	
	To be aware of religious aspects practised by Mayans.	To retrieve information from a range of sources about Mayan Gods and religious ceremonies.
Week 4	Mayan calendars, sundials and hieroglyphics	
	To say what a calendar and sundial is.	To describe the impact of Mayan calendars, sundials and hieroglyphics on life today.
Week 5	Similarities and differences between the rise and fall of the Mayans and the Romans	
	To give some facts about Mayan warriors and the Roman Army from visual sources.	To identify the similarities and differences of two warriors.
	To say what was the same	To evaluate the strengths

	and what was different between the Mayan warriors and Roman army.	and weaknesses of Mayan warriors and the Roman army. To understand the rise and fall of the civilisations.
Week 6	Art/DT - Collage. Mosaics (masks)	
	To design and make a fabric product using basic stitching.	To join materials using different types of stitching to make a 3D mask.