

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization** c. AD 900; Benin (West Africa) c. AD 900-1300.

Who were the Mayan Civilisation and why do we remember them today?






KEY LEARNING –

Children will learn about who the Mayans were and know some of their major achievements, including their ability to build stone stepped pyramids, large cities, and their own system of mathematics. They will know that the Mayan civilisation were accomplished scientists as they tracked a solar year of 365 days. They will know that the greatest Mayan city had 10,000s of inhabitants and that the civilisation lasted 2,000 years (and was at its height AD1300-AD900). They will know that the civilisation was one of the most sophisticated societies of their age with a strong belief system. They will know why the civilisation were was able to grow so strong (e.g. they knew how to hunt, irrigate fields, grow crops like maize). They will know what life was like at the height of the Mayan civilisation. They will understand that society was hierarchical (with a king at the top and slaves at the bottom) and understand the similarities and differences between rich and poor, for example where they lived. They will understand how we know what life was like 1,000 years ago. They will explain why human sacrifice was practised (to appease their gods and collect the human blood from the bodies). They will identify reasons for the decline of the Mayan civilisation and understand the impact that Spanish conquerors had on the Mayan population and Mayan practices.

KS1 – have explored similarities and differences between the class system in the 20th century (on board the Titanic). Have learnt about the achievements and legacy of local heroes (Captain Edward Smith and Reginald Mitchell), national heroes (Florence Nightingale, Edith Cavell), and events (Great Fire of London and the Titanic).

LKS2 – Social structure of Ancient Egyptians (pharaohs); knowledge that an emperor was in control of an empire. Ancient Egyptian culture – their beliefs about the afterlife. The legacy the Romans had on Britain, the impact the Greeks had on Britain, the achievements/inventions by the Ancient Egyptians (pyramid building).

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
	Social structure – king above craftspeople, then farmers, then slaves at the bottom. Similarities and differences between rich and poor.	Their belief about human sacrifice. Their architecture – pyramids, cities.		Their own system of mathematics, accomplished scientists (solar calendar).
	Previous learning - KS1 – children have explored the similarities and differences between rich and poor on the Titanic. LKS2 – Social structure for the Ancient Egyptians – Pharaoh at the top, slaves at the bottom. Romans – emperor was the leader of an empire.	Previous learning - LKS2 – Ancient Egyptian culture – their beliefs about the afterlife.		Previous learning - KS1 – Have learnt about the achievements and legacy of local heroes (Captain Edward Smith and Reginald Mitchell), national heroes (Florence Nightingale, Edith Cavell), and events (Great Fire of London and the Titanic). LKS2 – The legacy the Romans had on Britain, the impact the Greeks had on Britain, the achievements/inventions by the Ancient Egyptians (pyramid building).

Chronological Understanding

- Know and sequence key events of time studied, comparing where it fits in with times studied in previous year groups.
- Use relevant terms and period labels, eg. Stone Age, Bronze Age, Romans, Anglo-Saxons, Vikings, Greeks, Ancient Egyptians, Mayas and Victorians.
- Develop a chronologically secure understanding of British, local and **world history** across the periods studied.
- Place the time, period of history and context on a timeline.

Disciplinary Skills

Change and continuity

Similarity and difference

- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. – Compare similarities and differences between rich and poor.
- Make links with different time periods studied.
- Describe change throughout time.

Cause and consequence

- Give reasons for historical events, the results of historical events, situations and changes.
- Start to analyse and explain the reasons for, and results of historical events, situations and change.
Why did the Mayan civilisation decline?

Historical significance

Explain the significance of events, people and **developments**. – Understand the significance of Mayan inventions and the impact it had.

Historical interpretation

- Suggest explanations for different versions of events.
- Understand that different evidence creates different conclusions.
Why the Mayan civilisation declined. Explore why historians have different opinions.

Historical enquiry

- Plan a historical enquiry.
- Suggest the evidence needed to carry out the enquiry.
- Identify methods to use to carry out the research.
- Ask historical questions of increasing difficulty e.g. who governed, how and with what results?
- Use a range of sources to find out about a particular aspect of the past.
- Select relevant sections of information.
- Bring knowledge gathering from several sources together in a fluent account.
How do we know what life was like 1,000 years ago? Children to ask their own questions and answer the question.

Organisation and communication

- Communicate knowledge and understanding using historical terms and relevant historical information from a range of sources in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Show written and oral evidence of continuity and change as well as indicating simple causation.
- Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Construct explanations for past events using cause and effect.

Vocabulary

Irrigate, Mayan, Maya, civilisation, archaeologist, astronomy, mathematician, scientist, architecture, city state, codex, hieroglyph, jade, maize, myth, observatory, priest, pyramid, Xibalba, primary source, secondary source, evidence.