Mysterious Mayans – Term 2
Southville Primary School

Year 6

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Breton Collection - Bristol Museum Chocolate - MShed	MShed	Adela Breton (grew up in Bath)	Classroom Museum Exhibit

Diversity, Equity and Inclusion	Linked Learning
Non-European study - the children reflect on different perspectives and cultures.	Y2 - Rainforests; Y4 - Anglo-Saxons; Y5 - American Geography

Driver 1: History *What were the key achievements of the ancient Maya society?*	Driver 2: Geography *How did the geography of Mesoamerica influence the development and culture of the ancient Maya civilization?*
Driver 1 Objectives	**Driver 2 Objectives**
a non-European society that provides contrasts with British history - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Mayan civilisation c. AD 900 **Substantive Historical Concept:** Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work: - Community and culture - Conflict and disaster - Exploration and invention - Hierarchy and power	**Locational knowledge** - Locate central America on a map. - Physical geography of landscapes of Maya habitats (northern and central lowlands and southern highlands - influences of human geography (farming, trading)) - Locate the world's countries, with focus on North and South America and countries of particular interest to pupils(Central America) - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Driver 1 Disciplinary Knowledge and Skills	**Driver 2 Disciplinary Knowledge and Skills**
This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school. **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied	The use of knowledge and how children become a little more 'expert' as a geographer. **Asks geographical questions**: Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing? **Builds knowledge** of a places, people, environments and processes and makes connections between them

• **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability • **Cause and Consequence** – the reason and result of the things that happened in history • **Change and Continuity** – how key people, places and events changed or stayed the same over time • **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why? • Historical significance – why people, events and ideas are important in our studies	• **Considers the impact** of human and geography on the environment, including the climate sustainability • **Compares** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different? • **Collects and analyses data** • **Looks at and interprets a range of sources**: maps, diagrams, globes, aerial photographs • **Communicates geographical information**: creating maps, graphs, presenting, writing
Driver 1 Key Vocabulary	**Driver 2 Key Vocabulary**
• **Tier 1:** cause, change, consequence, same, different • **Tier 2:** significance, interpretation, evidence, daily life, agriculture, sacrifice, culture, society, trade, ruler, legacy, compare, contrast, chronology • **Tier 3:** Mesoamerica, civilization, city-state, pyramid, slash and burn, hieroglyph (glyph), codex, cenote, Chichén Itzá, Pakal the Great, astronomy, Haab, Tzolk'in, Long Count Calendar	• **Tier 2:** human geography, physical geography, settlement, trade, economy, climate, rainforest, jungle, resources, farming, building, transportation, adapt, compare, environment, landscape, influence • **Tier 3:** biome, Mesoamerica, cacao, chocolate, city-state, Northern Lowlands, Central Lowlands, Southern Highlands, Tikal, Chichén Itzá, Palenque, Copán, Yaxchilán, Uxmal, Coba, Calakmul, Xunantunich

Driver 1 Sequence	**Driver 2 Sequence**
1. **WALT**: create a timeline to show the different periods of Maya history 2. **WALT**: make deductions from visual clues to explore why we study the Maya in KS2 history 3. **WALT**: consider why the Maya civilization was able to grow 4. **WALT**: explore the hierarchy and daily life of a typical ancient Maya settlement 5. **WALT**: consider whether human sacrifice makes the Maya 'bloodthirsty' 6. **WALT**: recognise and evaluate achievements of the Ancient Maya civilization 7. **WALT**: explore how the Maya kept track of time using astronomy and calendars 8. **WALT**: ask valid historical questions and make inferences 9. **WALT**: explore the significance of Pakal the Great 10. **WALT**: analyse evidence to draw conclusions on why the Maya civilization collapsed in the ninth century 11. **WALT**: compare how the Maya and Anglo-Saxons were affected by invasion 12. **WALT**: plan and curate a Maya museum exhibit to showcase our learning this term	1. **WALT**: use an atlas to locate ancient Maya cities in mesoamerica 2. **WALT**: explore the physical geography of mesoamerica 3. **WALT**: explore the key features of a typical Maya city-state 4. **WALT**: compare the geographical features of an ancient maya and anglo-saxon settlement 5. **WALT**: explore how the physical geography (landscape) of the Maya affected trade 6. **WALT**: consider how Maya settlers adapted to live in the rainforest environment 7. **WALT**: explore how the physical geography of the Maya civilization affected their farming techniques 8. **WALT**: understand how the Maya grew chocolate and how it influenced their culture 9. **WALT**: use our geographical knowledge of ancient Maya to create a trading strategy game 10. **WALT**: use our geographical knowledge of ancient Maya to create a trading strategy game (continued)