



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Ancient Mayans	5	Autumn 1	12+ hours
End of Key Stage Objectives.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should address and devise historically valid questions about change, cause, similarity, difference and significance. • Pupils should understand how our knowledge of the past is constructed from a range of sources. 			
End of unit objectives.	<ul style="list-style-type: none"> • I can place the Mayans' on a timeline of World history. • I can locate on a world map where the Ancient Mayans originated. • I can discuss the Mayans' culture and their beliefs. • I can understand the different ways in which the Ancient Mayans communicated. • I can recall some of the calendars used by the Mayans and how this impacts us today. • I can discuss the history of chocolate and how this impacts us today. • I can recognise and discuss primary sources. • I can investigate artefacts for clues to ascertain what it might have been used for and why. 			


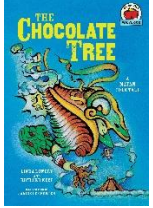
Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hours	<p>Who were the Ancient Mayans?</p> <p>Key Vocabulary: Timeline, Chronological order, BC, AD, Continent, Civilisation, Drought, Cities</p>	<p>Introduce the Mayans</p> <p>Use a Padlet to ask the children what they already know about the Mayans. Use this as your cold start. (At the end of the unit do this again to show the children's progress and understanding) You could also do this as a kahoot quiz and children write down their score at the start of the unit and then at the end to show their progress and level.</p> <p>Have a blank timeline with the following time eras (Stone age, Bronze ag, Iron age, Romans, Anglo Saxons, Vikings, Egyptians, Guy Fawkes, Amy Johnson, Queen Elizabeth I) Children place these on the timeline with their new topic Mayans and place them all correctly. Showing an understanding of chronology.</p> <p><u>New Lesson.</u></p> <p>Children then go through Twinkl PowerPoint (Meeting The Maya) to start to have an understanding of this.</p> <p><u>New Lesson.</u></p> <p>Then use Collins resource2 to be able to label the part of the world the Mayans came from.</p> <ol style="list-style-type: none"> 1. the countries of Mexico and Colombia 2. the country of Panama and its capital city, Panama City 3. the country of Costa Rica and its capital city, San José 4. the country of Nicaragua and its capital city, Managua 5. the country of Honduras and its capital city, Tegucigalpa 6. the country of El Salvador and its capital city, San Salvador 7. the country of Guatemala and its capital city, Guatemala City. 	<p>Padlet</p> <p>Timeline</p> <p>Twinkl Meeting the Mayans PowerPoint</p> <p>Collins resources 2 and 4</p>

			<p>Next show the children collins resource 4, showing 4 different types of maps, and 4 pictures of the landscape.</p> <p>Is to use these eight sources of information to write a short paragraph describing the landscape (height and shape of the land), climate (temperature and rain/fall) and natural vegetation (plants and trees not grown by humans) of the region of Central America in which the Maya live. Generally speaking, the region is hot and wet (which gives most of it an equatorial or tropical climate), but with cooler more temperate weather in the mountain regions to the south, and with one much drier area along the coast to the north. The high ground of mountains with a number of volcanoes borders the Pacific Ocean to the south, while the lower land in the centre and north borders the Gulf of Mexico and the Caribbean Sea.</p> <p>At the end of this lesson children should have a time line, a map and a paragraph of writing in their books.</p>	
Lesson 2	1 hour	<p>What are the practices of a society in the wider world?</p> <p>Key Vocabulary: Civilisation, Cities, Pyramids, Orante Sculptures, Middleworld, Upperworld, Underworld</p>	<p>Introduce the children to the Mayans religious belief and the rituals and festivals they held. Use twinkl PowerPoint (Mayans god and religion)</p> <p>Before getting to slide 11 Give the children a picture of the god and see if they can match it to the information cards about that god, (they could do this as a group on their table)</p> <p>Then go through these gods.</p> <p>Children then go over 5 comprehension questions at the end to check their understanding.</p>	

Key Vocabulary:
Cyclical, Stars, Planets,
Calendar System,
Modern, Ancient,
Wheels, Notches

Collect some examples of calendars and diaries to use with this session. Ask the chn: What do we use calendars for? Why are they useful? What would our modern life be like without a calendar to keep track of time? The Maya civilisation had one! Why do you think the Maya, so long ago, needed a calendar system? Encourage the chn to conclude that calendars are cyclical – they count time in seasons and cycles. Tell the chn that people groups who rely on the natural seasons for growing crops, etc. are accomplished and attentive calendar keepers. The Maya also tracked the stars and planets and developed several calendars based on the Sun, Moon and Venus. Show chn the presentation covering 4 different Maya calendars (session resource), which contains some questions to discuss and consider. Ask chn to do this in pairs or small groups before sharing their answers with the class. Share the modern calendars and diaries with the class and discuss the similarities and differences between our calendar system and the Maya. Say to the chn: Imagine a series of wheels, each one larger than the other. The smallest wheel is a week, with notches for each day. A larger wheel is a year, with notches for each month. They interlock and rotate. Every seven days the week-wheel begins again. The Maya would say, a new week is 'seated'. Every 28-31 days a new month is seated. Every 365 days a new year is seated. Every four years there is an election, an Olympic Games, etc. We don't see our calendar as wheels but we think in cycles. And we need definite snapshots in time. Sometimes "my birthday is September 21st" is good to help our friends remember to buy presents but it doesn't tell us how old we are. There have been many 21sts, and many Septembers, and even many September 21sts throughout history, but September 21st, 1971 identifies exactly one snapshot of the day-number wheel and the month-name wheel, one unique day in all history.

Activity: Make a Mayan calendar and know how to read it:

			<p>The following link is a good activity to complete, (will need to be purchased) https://www.mayaarchaeologist.co.uk/school-resources/maya-world/maya-calendar/#7</p>	
<p>Lesson 5</p>	<p>1 hour</p>	<p>How do the Mayans contrast with British history?</p> <p>Key Vocabulary: Cacao Beans, Maize, Medicine, Rich</p>	<p>Show the children a video of the telling of the story 'The chocolate Tree'</p> <p>https://www.youtube.com/watch?v=XHRGSI7ZSC8</p> <p>Children then sit at a table and independently tell the Mayan folk tale of The Chocolate Tree.</p> <p>Examples of work:</p> 	 <p>Video on youtube reading the book</p>

Lesson 6	1 hour	<p>How did an ancient civilisation impact on our lives today?</p> <p>Key Vocabulary: Cacao Beans, Maize, Medicine, Rich, Chronological Order</p>	<p>https://www.bbc.co.uk/bitesize/articles/zngsqp3</p> <p>Looking at the timeline of chocolate using the bbc link as well and the twinkl timeline lesson to support. Go over how Chocolate came about to having Cadburys as a local chocolate factory now.</p> <p>Children create a timeline of chocolate in their books.</p>	<p>BBC link</p> <p>Twinkl chocolate timeline resources</p>
Lesson 8	1 hour	<p>What Mayan artefacts were discovered?</p> <p>Key Vocabulary: Artefacts, Sources, Evidence, Reliability</p>	<p>Using Plan bee and other images found from the internet, Children explore the content of the smart notebook recapping the Maya and the discovery of many artefacts found from their time.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past. What are the objects? Where were they found? What were they used for? How old do you think they are?</p> <p>Children will have a series of photos and artefacts from the Mayan period. Children will have a series of hypotheses linked to the Mayan period that they must agree with or disagree with based on the evidence they have. Encourage children to justify their ideas.</p>	<p>PlanBee PPTs</p> <p>Artefacts and Hypothesis Smart Notebook and resource sheets.</p>