

Year Group	4
Term	Autumn 1
Subject	History

Topic	Mayas
Curriculum Intent	Who were the Mayas and how did they develop such a sophisticated civilisation?

Key Vocabulary	Maya civilisation, Mesoamerica, maya people, gods, priests, calendar, cities, temple, monument, pyramid, codice, number system, hieroglyphs
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skills	To generate questions that the conquistadors might have asked To look at artefacts to help find out about the Maya civilisation To start to order events chronologically To understand how our society is run and who makes our decisions before comparing this with how Maya society was structured
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Knowledge	Pupils will know: • All about some of the Maya temple ruins • what an archaeologist does. They will be given a brief overview of the Maya civilisation. • about different groups of Maya people from kings and nobles to slaves and farmers.. • the Maya believed in different Gods and how this affected their daily lives. They will explore some of the Maya gods and what they demanded from the Maya people, including bloodletting and human sacrifice, as well as learning about the role of priests and beliefs about the afterlife. • major achievements of the Maya, specifically a complete writing and number system. • what could have caused Maya to abandon their major cities. They will discover that the Maya didn't disappear completely and that Maya people still live in the area today.
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Week	Learning Objective	Activities	Outcome
1	What do we know about the Maya?	Introductory lesson. Children create title page and generate learning questions. Consider history skills and define 'chronology' and 'artefacts.' View online resources and introductory guided reading pages in Maya Civilisation study book. What is difference between Maya and Mayan? Explain that people often say Mayan when they mean Maya.	To gain a sense of who, when and where the Maya people were.
2	To find out where and when the Maya people lived.	What and where was the Maya Civilisation? Work through PDF PP. Children to use atlases to locate Maya civilisation. Colour on copy of map. Use Maya timelines and British history timelines to compare and place chronology. Finish with myths and facts about Maya. Study secondary source/artefact pictures of temples. Surviving stonework is where we gain a lot of information.	To identify where and when the Maya people lived. To gain a strong sense of chronology.
3	To understand the Maya number system. Cross curricular-Maths.	Go through powerpoint. Children work in pairs to decipher numbers. Complete differentiated activity sheets. Challenge: Create problems for a partner to solve. Children could also create posters for display.	I can read numbers using the Maya symbols for 0, 1 and 5. I can solve problems and write numbers using the Maya symbols for 0, 1 and 5
4	To find how we know about Maya religion and beliefs through archaeological digs.	Explain that the Maya believed they needed to offer sacrifices to their gods to keep them happy and to stop the sun from dying and ending the world. These sacrifices were sometimes food or precious objects, but blood sacrifices were also important. Go through some of the different ways blood was offered. Consider the importance of priests in Maya society. How does this compare with our society? Who runs it? Look at artefact picture of blood letting. Activity produce and information poster about Maya religion – identifying sources.	Children to create a fact file about Maya religion for display. Include: -Information on gods. -Festivals -Priests -Optional: Blood letting. OR Complete Maya gods fact file (SEN)
5	To identify and evaluate historical sources though examinig Maya hieroglyphs.	Introduction to hieroglyphs. How are these similar/different to our own alphabet system? Study hieroglyph evidence. What has been left behind?	To learn about the Maya writing system and how it differs from ours. To produce a piece of Maya artwork

		Challenge question: How do we know about Maya writing if the Spanish destroyed many examples of it? Examine and evaluate sources, consider historical bias.	
6	To find out about the decline of the Maya civilisation.	Explain that no one knows what happened. Show children the possible explanation on the slides and ask them which they think is the most likely and why. Tell children that the Maya civilisation didn't end completely. Small groups of the Maya continued to live in the rainforests and volcanic mountains of Mesoamerica and some still live there today. Similarities/differences with Ancient Maya?	Children to decide which of the causes are most likely to have caused the downfall of the Maya then put them in order from most likely to least likely. Children review their learning questions from the first lesson. How many have they answered? Where could they go to find further information?