

# Year 5&6: Mysterious Maya



## Essential Learning:

By the end of this topic, you will have learned:

### Enquiry Driver:

How did the Maya civilisation live and what was the reason for their decline?

- When the Maya Empire began and ended within the context of world history
- Chronological order of some of the key events in Mayan history
- How Mayan religion impacted on their everyday life and how their society was organised
- Compare and contrast the Maya and Egyptian civilisations (building pyramids, self-image in art)
- The influence of Maya understanding of number on modern day maths
- How sculpture, hieroglyphs and art help us learn what Mayan culture was like

### Chronology

Make connections between periods of history

### Continuity and Change

Explain change and continuity across and within periods of history

### Cause and Consequence

Analyse and explain the results of historical event, situations and changes

### Historical Vocabulary

Interpret historical language in the context of concepts and questions linked to periods of history

### Perspectives and Interpretations

Explain how and why different historical viewpoints and interpretations have been constructed

### Similarities and Differences

Analyse the diverse experiences, beliefs and attitudes of people in past societies

### Prior Learning:

Children will have studied Ancient Egyptians in Y3&4  
Children have a developing understanding of chronology

### Curriculum Enrichment:

Making masks, headdresses and traditional art  
Mexican food and hot chocolate tasting

**Key Vocabulary:** Maya, Mayan, Mesoamerica, Mexico, Guatemala, Belize, timeline, era, Empire, ancient, civilisation, artefact, society, ruins, Chichen Itza, pyramid, hieroglyphs, astronomy, sacrifice, nobles, warriors, similarities, differences, chronology

## Skills/National Curriculum Links

### History

**NC:** 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.

#### Children should:

- Place events, people and changes into correct periods of time.
- Recognise and understand the broad chronology of major events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied.
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade
- Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers.
- Recognise social, cultural, religious and ethnic diversity of societies.
- Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them.
- Select and combine information from different sources.
- Recall, select, organise and communicate historical information in a variety of ways.

#### Key questions:

Where is Mesoamerica on a world map? How were the Mayan ruins discovered by Europeans? How do archaeologists use evidence to find out about the past? What facts can be deduced about the Maya from archaeological discoveries?

How was the Mayan society organised? What were some of the roles of the different members of Mayan society? How did religion affect people's daily lives? Are there any similarities between the Maya and other ancient civilisations studied previously?

How were the Maya and Egyptians similar/different?

What, would you say, were the major achievements made by the Maya civilisation?

#### Resources:

<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

<https://www.dkfindout.com/uk/history/mayans/>

<https://www.nationalgeographic.org/media/modern-day-maya/>

## Science

### NC:

- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Life Education van)

## Geography

**NC:** Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references.

### Animals including Humans

#### Children should:

- Select and plan the most appropriate type of scientific enquiry to answer specific questions.
- Make predictions based on scientific knowledge and understanding.
- Carry out a range of scientific investigations.
- Recognise and control variables where appropriate during investigations.
- Take measurements using a range of scientific equipment with accuracy and precision.
- Decide when observations and measurements need to be checked, by repeating, to give more reliable data.
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT.
- Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions.
- Present reports of findings in written form, displays and presentations.
- Use test results to make predictions and set up further comparative and fair tests.

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

**Download this from Shared Drive for your unit**

#### **Working Scientifically**

Carry out a range of pulse rate investigations:

- fair test – effect of different activities on my pulse rate

#### Children should:

- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes.
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways.
- Use appropriate geographical vocabulary to communicate in a variety of ways.

Locate the areas in which the Maya used to live on a modern-day map of Central America. Label these on a world map.

Compare the modern-day map to a Mesoamerican map showing the Maya civilisation settlements.

- pattern seeking – exploring which groups of people may have higher or lower resting pulse rates
- observation over time - how long does it take my pulse rate to return to my resting pulse rate (recovery rate)
- pattern seeking – exploring recovery rate for different groups of people.

## DT

NC:

### Design and make Mayan headdresses

Children should:

- Explore alternative ways of making their product, if first attempts fail.
- Check work as it develops and modify as necessary
- Evaluate their products, identifying strengths and areas for development, and make appropriate changes
- Generate and clarify ideas for products, considering intended purpose.
- Plan what they have to do, suggesting a sequence of actions and alternatives if needed.
- Choose how to communicate design ideas as they develop, considering use and purpose.
- Select from a wide range of tools and equipment to perform practical tasks accurately.



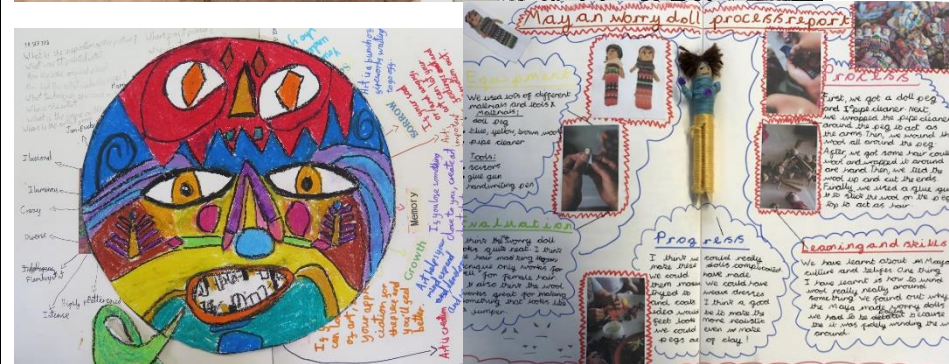
## Art

NC: to improve their mastery of art and design techniques, including drawing, painting and *sculpture* with a range of materials

### Sculpture

Traditional Mayan Art, Masks and jewellery

<http://gomersalprimaryschoolart.blogspot.com/2018/11/ancient-maya-art.html?q=ink>



	<p><b>Children should:</b></p> <ul style="list-style-type: none"> <li>- Explore further the use of clay e.g. slabs, coils, slips, etc.</li> <li>- Create sculpture and constructions with increasing independence.</li> </ul>
<p><b>Computing/ICT</b></p>	<p><b>PSHE</b></p>
<p><b><u>Copywrite and ownership</u></b></p> <ul style="list-style-type: none"> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><a href="#">Search and Access Resources ▶ Strand ▶ Copyright and Ownership (projectevolve.co.uk)</a></p> <p><b><u>Privacy and Security</u></b></p> <p><b>NC:</b> Be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Understand the opportunities computer networks offer for communication and collaboration. For full resources and lesson plans follow the following link:- <a href="#">Search and Access Resources ▶ Strand ▶ Privacy and Security (projectevolve.co.uk)</a></p>	<p><b><u>The human Body – 6 lessons</u></b></p> <p><b><u>Value – Responsibility</u></b> Science Link (Y5/6 National Curriculum) <i>(Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged including how some drugs and other substances can be harmful to the human Body; (Non-statutory guidance) Pupils might work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p> <p><a href="#">Growing up and changing bodies</a> (Y5) LO: Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. (Statutory)</p> <p><a href="#">Changing bodies and feelings</a> (Y5) LO: Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. (Statutory)</p> <p><a href="#">Smoking: what is normal?</a> (Y5) LO: Understand the actual norms around smoking and the reasons for common misperceptions of these. (Statutory)</p> <p><a href="#">What's the story?</a> (Y5) LO: Identify, write and discuss issues currently in the media concerning health and wellbeing;</p>

Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. (Statutory)

[Would you risk it?](#) (Y5)  
 LO: Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking /alcohol and the reasons for common misperceptions of these. (Statutory)

[Independence and responsibility](#) (Y5) (Value Link)  
 LO: Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.

**Music**

Music Specialist

BBC Ten Pieces – Aaron Copland Rodeo – Hoe-Down

<https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zdrck2p>

**Cross-curricular Maths:**

**RE**

**Statistics:**  
 Graphs to show gestation periods comparing different animals inc humans.

**Christianity** (God)  
 How do Christians mark ‘turning points’ on the journey of life?  
**Coverage:**

- Salvation
- Forgiveness

**English Focus**

## Mayan Myths

**Class Novel:** The Chocolate Tree by Linda Lowery

**Reading Phase:** Range of Mayan Myths including the Hero Twins. Discuss the characters, setting and plot. Good v evil characters; humans becoming gods if they pass their tests; similarities to other myths from different cultures read EG Egyptian and Greek. Use inference and deduction to think about how characters feel at certain points of the stories. Summarise key events in the stories. Highlight and annotate key features. Collect key vocabulary linked to the genre of myths.

**Gathering Content:** Use role on the wall to gather information about the different characters in the myths read (create for a hero character and an evil character. Hot-seat key characters at certain points of the myth – encourage children in the hot seat to make predictions and inferences. Use thought tracking to understand how a character may be feeling or what they are thinking at certain points in the story. Use whole class drama to gather thoughts and feelings of mythical characters

**Grammar:** Revise subordinating conjunctions and clauses and adverbials

**Short writing opportunity:** Character descriptions – good v evil EG god Kukulcan and the Night Jaguar

**Speaking and Listening:** Retell the Maya creation story in small groups. Use Pie Corbett's story mapping to sequence. Act out the 'Day in the life of...' E.G. a Mayan priest

**Writing Phase:** Create a plan for a Mayan Myth in the style of one read EG The Hero Twins or The Chocolate Tree needs to have a good and evil character (usually the evil character is an animal or a god and the hero can be a human who becomes a god or a god/King. Teacher model writing an introduction which describes the setting and introduces the hero. Introduce a task for the hero to complete...meets the evil character and problem along the way....ending – good triumphs over evil.

**Guided Reading:**

Stage 6 Circulation and the Heart (Science link), Stage 4 The Maya, Stage 6 Mexico, Stage 5 Migration

**Cross-Curricular Writing:**

Comparison of Mayans and Egyptians – possible sub-headings could be: Temples, gods and goddesses, writing  
Diary – Day in the Life of...

**Global Links:**

Mexico – refugees and borders

**Local links:**

What foods from Mexico and the rainforest do we eat?