

Pentecost 1

History Yr3: A Non-European society that provides contrasts with British history – Mayan Civilisation c.AD900



Scripture Link:

He said, “Lord I believe,” and he worshipped him.” John 9:38.

National Curriculum Objective

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

Timeline

| | Lesson 1 | Lesson 2 | Lesson 3 |
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| Learning intention for each lesson | <p>I will Know where to place Maya Civilisation on a timeline;</p> <p>I will know what the ancient Mayan people were known for</p> | <p>I will Know about the Mayan society and its structure.</p> | <p>I will know about the Temple of Kukulcan and what it tells us about the Mayan people.</p> |
| Recall and Retrieval | <p>Stone Age - They lived in huts, caves or tepees. They were hunter gathers.</p> <p>Iron Age – People in the Iron Age lived in clans which belonged to warrior kings.</p> <p>Ancient Egypt That the pyramids demonstrate the:</p> <ul style="list-style-type: none"> - Significant role of religion and the importance of life after death - They represented strength, stability and spiritual growth - Innovative skills – in relation to maths and writing. They developed a new form of measurement called the cubit which was used to design massive structures like The Great Pyramid with remarkable precision. | <p>Bronze Age – People who were skilled to work with metal were seen as more important than others.</p> <p>Ancient Egypt – The Egyptians where ruled by kings and queens known as pharaohs.</p> <p>They were descendants of Ra and therefore seen as a living God.</p> <p>The Mayan first developed their civilisation around 2000BC.</p> <p>During the Maya civilisation, Britain went through the Stone Age, Bronze Age and Iron Ages</p> | <p>Ancient Egypt – Rich people had highly decorate coffins, while poor people could not afford to be mummified and were buried in pits in the desert.</p> <p>The pyramids demonstrate a significant role of religion and the importance of life after death. They represented strength stability and spiritual growth.</p> <p>That Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court.</p> <p>The Maya built amazing cities like Tikal.</p> <p>Even though they lived in different cities, ruled by different kings and queens, the Maya shared a lot of common beliefs and traditions.</p> |
| Sequence of substantive knowledge | <p>By the end of the lesson, children will know-</p> <p>The Mayan first developed their civilisation around 2000BC.</p> | <p>By the end of the lesson, children will know-</p> <p>That Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court.</p> | <p>By the end of the lesson, children will know-</p> <p>Temple of Kukulcan in Chichen Itza is named after one of the Mayans supreme Gods. It is commonly known as El Castillo (The Castle)</p> |

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| <p>throughout the lesson</p> | <p>During the Maya civilisation, Britain went through the Stone Age, Bronze Age and Iron Ages. <i>As well as the Roman Britain, Anglo-Saxon and Tudor England which you will be learning about in the next few years.</i></p> <p>The Maya people were remembered for amazing creations, like their spectacular buildings and beautiful objects made from jade (<i>rare valuable material</i>).</p> <p>Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. It is one of six areas in the world where ancient civilization arose independently. A civilisation is a human society with its own social organisation and culture.</p> | <p>That the kings, or “<i>kuhul ajaw</i>” (holy lords), claimed to be related to gods and were thought to serve as mediators between the gods and people on earth, and performed the elaborate religious ceremonies and rituals.</p> <p>The Maya built amazing cities like Tikal (which they called Yax Mutal) and Palenque.</p> <p>Even though they lived in different cities, ruled by different kings and queens, the Maya shared a lot of common beliefs and traditions.</p> <p>Warfare and trade were important aspects of Maya society and so was art and architecture.</p> | <p>It is one of the tallest Temples and heavily decorated with sculptures, art work and writing.</p> <p>It has 91 steps on 4 sides, plus the final step onto the platform where the temple sits. In total, there are 365 steps up to the platform, one for every day of the year.</p> <p>It has a series of square terraces so that in the summer when the sun hits the pyramid, the shadows create the illusion of the feathered serpent "crawling" down the temple.</p> <p>That the Maya were deeply religious, and worshiped various gods related to nature, including the gods of the sun, the moon, rain and corn.</p> <p>The temple was a place of worship and rituals.</p> <p>The mathematical and architectural design of the temple tells us that the Mayan people were highly advanced.</p> <p><i>Creating a 365day year, tracking the movements of the sun, moon and planets and developing a writing system.</i></p> |
| <p>Key Skills/disciplinary knowledge</p> | <p>Chronological Understanding place the time studied on a timeline. Use dates and terms related to the unit and the passing of time.</p> <p>Historical Significance select what is most significant in a historical account.</p> <p>Similarities and Differences make valid statements about the main similarities and differences occurring in the units studied.</p> | <p>Similarities and Differences. make valid statements about the main similarities and differences occurring in the units studied.</p> | |
| <p>Key Vocabulary</p> | <p>civilisation, Mesoamerica.</p> | | |
| <p>Main teaching activity <i>If the school has another short</i></p> | | | |

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| <i>term planning format, this does not need to be included.</i> | | | |
| Scaffolding | | | |
| Challenge | | | |
| Diversity Links | | | |
| Catholic Social Teaching Principles | | | |
| British Values | | <p>Democracy I can start to understand the terms democracy and why it is important. I can say what makes a good leader</p> <p>Rule of Law I understand there are different rules in different places I know everyone in a community has rights and responsibilities and understand the important of rules in different communities</p> | <p>Mutual Respect I can show respect for other people's differences</p> |
| Wider links | | | |

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Timeline

| | Lesson 4 | Lesson 5 | Lesson 6 |
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| Learning intention for each lesson | I will Know about the class system in the Mayan society. | I will Know why the Mayans developed trade systems and what goods they traded. | Know about the ancient Mayan writing systems and why they were important |
| Recall and Retrieval | <p>Up, up and Away Significant means, an event or person that brings about change.</p> <p>The Mayan first developed their civilisation around 2000BC.</p> <p>Temple of Kukulcan in Chichen Itza is named after one of the Mayans supreme Gods. It is one of the tallest Temples and heavily decorated with sculptures, art work and writing. In total, there are 365 steps up to the platform, one for every day of the year.</p> <p>That the Maya were deeply religious, and worshiped various gods</p> | <p>Ancient Egypt – Trade and travel played a big part in wealth of the Ancient Egyptian civilisation. Commonly exported items include – grain, gold, linen, papyrus.</p> <p>The hierarchy of Mayan society: King or Queen of Royal family (seen to have God-like powers) nobles, priests, craftspeople , merchants, farmers, servants, slaves.</p> <p>Kings had to be warriors to protect their people.</p> <p>Priests could rule over cities and carry out religious ceremonies.</p> <p>Artists and skilled tradesmen had relatively high social status.</p> | <p>Ancient Egyptians - Innovative skills – in relation to maths and writing. They developed a new form of measurement called the cubit which was used to design massive structures like The Great Pyramid with remarkable precision.</p> <p>They transported their goods for trading on large seagoing canoes.</p> <p>The Maya trade was centered around foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.</p> <p>However they also traded:</p> <ul style="list-style-type: none"> - materials like limestone, marble, jade, wood, copper and gold. - paper books, furniture, jewellery, clothing, toys and weapons. |
| Sequence of substantive knowledge throughout the lesson | <p>By the end of the lesson, children will know-</p> <p>The hierarchy of Mayan society: King or Queen of Royal family (seen to have God-like powers) nobles, priests, craftspeople , merchants, farmers, servants, slaves.</p> <p>The elite class of the Maya included kings, their queens and children and their relatives.</p> <p>Kings had to be warriors to protect their people.</p> | <p>By the end of the lesson, children will know-</p> <p>The Mayans developed trade systems to exchange goods that they could produce for other things</p> <p>They transported their goods for trading on large seagoing canoes.</p> <p>The Maya trade was centered around foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.</p> | <p>By the end of the lesson, children will know-</p> <p>the Mayans were famous for developing an early system of writing called hieroglyphics.</p> <p>Only the elites were able to write.</p> <p>The Mayan’s wrote thousands of books known as codices.</p> <p>They were screen-fold books of bark paper and bound in jaguar skin. Only 4 books have survived/are known to us as a result of archaeological work.</p> |

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| | <p>Kings could have several wives, but women were not allowed to have more than one husband.</p> <p>The line of power passed from father to son. When there was no male heir the family line was broken.</p> <p>The nobles had many responsibilities including the safety and welfare of their people.</p> <p>Mayan nobles often wore jade, quetzal feathers and shell jewellery to show their status.</p> <p>Priests could rule over cities and carry out religious ceremonies.</p> <p>Artists and skilled tradesmen had relatively high social status. They made things such as - jewellery, stone carvings, pottery, feather headdresses, and embroidery.</p> | <p>However they also traded:</p> <ul style="list-style-type: none"> - materials like limestone, marble, jade, wood, copper and gold. - paper books, furniture, jewellery, clothing, toys and weapons. <p>They traded with places as far south as Guatemala and Belize and as far as the Caribbean islands.</p> | <p>These codices give us an insight into other aspects of Maya life for example they had been used for diaries, farming accounts and astronomical tables and records. They include astronomical tables used for predicting solar and lunar eclipses as well as the movement of the planets, Venus and Mars.</p> <p>There is also mention of planting and tending their crops, caring for the stingless bees they raised for their honey and making offerings of incense or cacao.</p> <p>They were different to the Egyptian hieroglyphics as they were phonetical.</p> <p>this system is broken down into glyphs which represent words / sounds</p> <p>how to recognise some basic symbols for 'mountain, sun, jaguar, fire, water, lord'</p> <p>A symbol could represent a syllable in a word then this was combined with another symbol to make a word.</p> |
| <p>Key Skills/disciplinary knowledge</p> | <p>Changes and Continuity make valid statements about the main changes occurring in the units studied</p> | | <p>Change and Continuity make valid statements about the main changes occurring in the units studied.</p> <p>Sources and Evidence use sources of evidence to build up a picture of a past event.</p> |
| <p>Key Vocabulary</p> | | | <p>base 10, base 20, vigesimal number system. hieroglyphs, syllabogram, logogram, codex, codices</p> |
| <p>Main teaching activity <i>If the school has another short</i></p> | | | |

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| <i>term planning format, this does not need to be included.</i> | | | |
| Scaffolding | | | |
| Challenge | | | |
| Diversity Links | | | |
| Catholic Social Teaching Principles | <p>Human Dignity: we are equal in Gods eyes and loved. Subsidiarity: Exploring our responsibilities for each other.</p> | <p>Distributive Justice: Everyone should have access to their fair share of resources.</p> | |
| British Values | <p>Rule of Law I understand there are different rules in different places I know everyone in a community has rights and responsibilities and understand the important of rules in different communities I can recognise my own strengths</p> | <p>Rule of Law I know everyone in a community has rights and responsibilities and understand the important of rules in different communities</p> | |
| Wider curriculum links | | | |