

|  |  |   |
|--|--|---|
| <p><b><u>Sequence of learning/Key information</u></b><br/> Where and when did the Maya live?<br/> What was Maya writing like?<br/> How did the Maya tell the time?<br/> What numbers did the Maya use in Maths?<br/> Did the Maya play football like us?<br/> How do we know about the Maya?</p> | <p><b><u>Title - Big Question</u></b><br/><br/> YEAR 5 Maya<br/><br/> <i>Why should we study the Maya?</i></p>   | <p><b><u>Historical Skills</u></b><br/> <b>Chronological:</b></p> <ul style="list-style-type: none"> <li>• Know and sequence key events of a time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past <i>look at where Maya sits on the timeline in comparison to Stone Age and Bronze age</i></li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Study different aspects of different people - <i>were all Maya cities and towns the same?</i></li> <li>• Examine causes and results of great events and the impact on people <i>cocoa beans - trade</i></li> <li>• Compare life in early and 'late times' studied</li> <li>• Compare an aspect of life with the same aspect in another period <i>compare Maya writing to that of Ancient Egypt - time - religion</i></li> </ul> <p><b>Interpretation:</b></p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources- fact or fiction <i>information vs myths (Popul Vuh) vs folktales (The Chocolate Tree)</i></li> <li>• Offer some reasons for different versions of events</li> </ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources <i>Which information</i></li> </ul> |
| <p><b><u>Significant dates</u></b></p>   | <p><b><u>Significant People</u></b><br/> N/A</p>   |   |
|  | <p><b><u>Key Vocabulary (Delete any irrelevant and add any others)</u></b><br/> Rise and Fall<br/> Exploration<br/> Hierarchy<br/> Bias</p> <p><b><u>Outcome:</u></b><br/> Children will have a good understanding o the Maya and their place in history.<br/> They will be able to identify aspects of Maya life that are similar and different to our life today.<br/> They will understand the limitations of archaeological findings and why Historians have conflicting theories.</p> |   |

|  |  |  |
|--|--|--|
|  |  | <p>has come directly from the Maya civilization? How do Archaeological findings help us? What are its limitations?</p> <ul style="list-style-type: none"><li>• Use evidence to build up a picture of a past event <i>glyphs/stelae</i></li><li>• Select relevant sections of information <i>Which theory is most convincing? Why?</i></li><li>• Use the library and internet for research with increasing confidence</li></ul> |
|--|--|--|