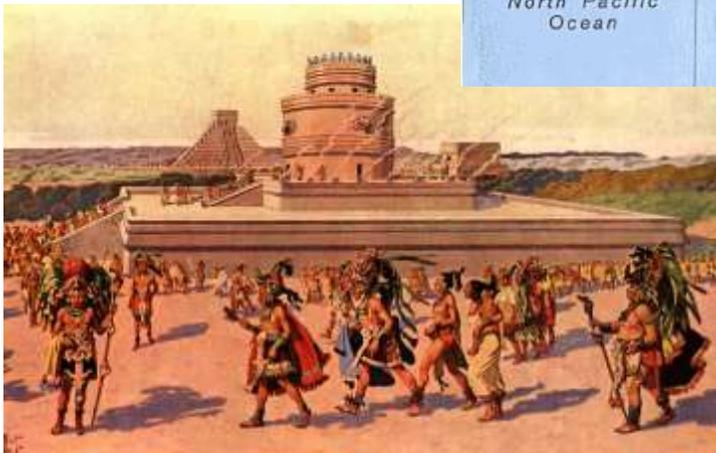


Medium Term Plan

Term: Year group: 5 Length: 16 hours

Subject: History Unit title; **Mayan Civilization c. AD 900;**

About the unit:- A non-European society that provides contrasts with British history.



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Overview	<p><u>National Curriculum expectations and levels (age related expectations)</u></p> <p>Most children will: (Level 4) <i>Chronology; terminology, ordering and sequencing</i> Use historical vocabulary to describe characteristic features within the Mayan civilization <i>Knowledge and understanding: Describing</i> know the ways the Mayan's civilization operated <i>Knowledge and understanding: Explaining</i> give reasons why the way of life in Mayan civilization and life today are different in some ways; Historical interpretation: Show understanding by identifying that the Mayan culture can be interpreted in different ways e.g. peaceful people, religious, builders, cultured, entertainers, hunters, fighters. Historical enquiry: Ask and answer questions about the past beginning to select and combine information from different sources. <i>Organisation and communication:</i> Begin to produce structured work making appropriate use of dates and vocabulary.</p> <p>Some will not have made so much progress: (Level 3) know about the way of life of Mayan civilization select information from individual sources to answer questions about the past; know what the Mayans have left behind that tell us about their civilization</p> <p>Some children will have progressed further and will: (Level 5) give reasons why the Mayan civilization died out; compare and contrast a selected aspect of a key area of Mayan life to life in Britain at that time; work independently to produce a structured recount of a chosen aspect of the Mayan civilization, selecting and organising information using dates and terms appropriately from a range of sources, beginning to evaluate sources that are useful in completing particular tasks.</p>
	<p><u>Outcomes (Presentation/display/product)</u></p> <p><u>Non-chronological writing;</u> a class book; divided into different aspects about the Mayan Civilization that have been researched by the children to tell other children and parents about the Mayan Civilization</p>

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Cross curricular links to other outcomes/products

Literacy; non-chronological report. Recount. Reading/research skills; use of contents and index, scan and skim reading, retrieving information, using inference and making deductions.

Sequence of Key skills/objectives/context (Key teaching points)

1. **Geography link: Place.** Describe location, climate and terrain. Context: Central America, Mexico (*Southern Hemisphere; Tropic of Cancer so temperate to tropical weather with wet and dry season 24 to 28 C. Mountainous regions and tropical rainforests. High risk of earthquake and volcanic activity as sat on 3 tectonic plates*)
2. **Chronological understanding:** Show factual knowledge on a timeline. Context: Where in time does Ancient Mayan Civilisation sit? (*Maya calendar started in 3,114 BC in Archaic period up to 900 AD known as Classic Maya period*)
3. **Historical interpretations:** Explain that the past has been represented and interpreted in different ways. Context: Using information and artefacts what were the Mayans like? (*What evidence can children find: peaceful, religious, builders, cultured, entertainers, hunters, fighters. Can children give a 'biased' view using evidence?*)
4. **Knowledge and understanding of events, people and changes in the past:** To recognize similarities and differences. Context: How does Mayan architecture (buildings) compare and contrast to other buildings through history in the UK. (*Mayan; solid building blocks, flat roof, columns, pyramid, red, statues, carvings. Similarities with Egyptians, Stonehenge, contrasts with wooden/mud huts in Britain at time*)
5. **Historical enquiry:** Use a source(s) of evidence. Context: How did Mayans tell the time? (*Identify key words; Maya, Mayan, time, calendar, clock, dates. Scan and skim read, contents, index and find paragraphs to retrieve information from text*)
6. **Historical enquiry:** Use a range of sources of evidence. Context: What was the importance of Religion to the Mayans? (*Identify key words; Maya, Mayan, religion, gods, goddess, sacrifice, worship, prayer, beliefs. Scan, skim read, select best sources, retrieve info'*)
7. **Historical enquiry:** Use a range of sources of evidence. Context: How were the roles of boys and girls in Mayan culture different? (*Identify key words; Maya, Mayan, boy, girl, male, female, child, children, school, play, job, role. Previous skills plus introduce reference of sources used; title, author or publisher, date and page number*)
8. **Knowledge and understanding of events, people and changes in the past:** Explain the reasons for and results of the main events and changes. Context: Why did the Mayan civilization die out? (*Drought, over-population, warfare, disease*)
9. **ASSESSMENT FOCUS: Historical enquiry. Knowledge and understanding of events, people and changes in the past. Organisation and communication** Use sources of evidence to organise and combine information. Context: Chosen aspects about the Mayan civilisation and how it compares or contrasts with Britain or British History. (*Recap on previous skills, identify areas of Mayan life to research deeper or new; e.g. Gods, buildings, warfare, collapse of civilisation. Devise key questions. Plan organisation and layout; headings, sub-headings, images, text, references*)

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<p><u>Differentiation</u> <u>Lower ability children could</u></p> <ul style="list-style-type: none"> • Lower ability children could: • use structured enquiry sheets that focus on the use of individual sources to find out about Mayan civilization. • be given more guidance on which sources to use • produce work to show what the Mayans have left behind • give only a limited range of comparisons and fewer reasons for the differences between the Mayans and life in Britain at the time. • briefly describe and illustrate what the Mayans achieved 	<p><u>More able children could</u></p> <ul style="list-style-type: none"> • Work independently in research groups to answer question • Devise and research their own questions on given themes within an extended project. • Use the school library and internet to find their own sources of information • Organise and communicate findings in a coherent well-presented format they choose; e.g. pamphlet, PowerPoint, podcast or display board • Record sources and references in a bibliography at end of project 		
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • <i>words associated with the study of ancient Mayans, e.g. legacy, civilization, calendar, drought</i> • <i>words associated with the passing of time, e.g. ancient, BC, AD</i> • <i>Bias/biased</i> • <i>Primary sources/secondary sources</i> 			
<p><u>Learning/teaching strategies</u></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Talking partners/no hands up • 'Opinion line' • 'Jigsaw' • 'Ability Groups' </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Devising own questions • 'Delegates' • Role play; 'Hot seat' • Independent working • Self and peer marking and feedback </td> </tr> </table>		<ul style="list-style-type: none"> • Talking partners/no hands up • 'Opinion line' • 'Jigsaw' • 'Ability Groups' 	<ul style="list-style-type: none"> • Devising own questions • 'Delegates' • Role play; 'Hot seat' • Independent working • Self and peer marking and feedback
<ul style="list-style-type: none"> • Talking partners/no hands up • 'Opinion line' • 'Jigsaw' • 'Ability Groups' 	<ul style="list-style-type: none"> • Devising own questions • 'Delegates' • Role play; 'Hot seat' • Independent working • Self and peer marking and feedback 		

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Resources

- **Place;** i. Range of maps, atlases, holiday brochure's related to modern Mexico. (This could be a preliminary homework activity). ii. Online holiday searches e.g. www.thomascook.com, www.firstchoice.co.uk. iii. <http://www.mayadiscovery.com/> iv. Mexico Video: <http://www.youtube.com/watch?v=PWuWpHXGvtM>
- **Chronology;** i. Common Class timeline display; to include all areas of study at key stage 1 & 2 plus some from key stage 3 e.g. Tudors, Victorians, World War 1, World War 2 and today. ii. Individual timelines (differentiated; blank to 'cloze procedure'). iii. ICT timeline created on IWB 'notebook' software.
- **Interpretation;** i. Range of artefacts and pictures. ii. Common Worksheet. iii. Word bank to support LA. iv. https://www.britishmuseum.org/explore/cultures/the_americas/maya.aspx
- **Knowledge...architecture;** i. Picture packs of Mayan buildings and contrasting buildings from Ancient Egypt, Greece and Britain. Modern buildings. ii. Video clip of a reconstructed Mayan Settlement a) <http://www.csupomona.edu/~lugo/MAYA/index-2.html> b) <http://alternativearchaeology.jigsy.com/mayan-index#dialog:close>
- **Enquiry...time;** i. Plan and pictures of 'Chichen Itza' ii. Videos a) <http://www.bbc.co.uk/learningzone/clips/how-ancient-mayan-temples-were-built-to-tell-the-time/12379.html> b) <http://www.discovery.com/tv-shows/mayan-doomsday-prophecy/videos/the-mayan-calendar-doomsday-prophecy.htm> iii. Website <http://www.mayacalendar.com/mayacalendar.html> (*most able*) iv. Collection of pictures and reference books; v. Internet search e.g. via 'Google', 'Bing' or 'Yahoo' image search.
- **Enquiry...religion;** i. Information Packs on Mayan Religion; **LA;** specifically selected resources that contain the relevant **AA;** a broader range of resources that are relevant, this may include specific reference books. **HA;** A laptop or tablet to share with a partner.
- **Enquiry...gender roles;** i. BBC website on Mayan Civilization (currently not developed); ii. Internet search engine, Useful Website list, iii. Books, pictures, objects
- **Knowledge...end of Mayan civilisation;** i. video <http://www.youtube.com/watch?v=5ml7Co0w22M> (first 01:18) ii. Website http://www.bbc.co.uk/history/ancient/cultures/maya_01.shtml
- **Assessment focus;** i. **LA;** specifically selected resources that contain the relevant information **AA;** a broader range of resources that are relevant, this may include specific reference books and links to websites. **HA;** Access to the school library, a selection of Mayan reference books and a laptop or tablet to share with a partner ii. Website <http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/gugliotta-text>
- **Other general;** i. pictures of inscriptions on Mayan buildings, sculptures, Mayan Calendar ii. a range of written and picture sources iii. A classroom display including a labelled plan of a Mayan civilization e.g. at Chichen Itza or Tikal iv. A collection of artefacts that represent various aspects of Mayan life. v. Useful websites a) <http://www.mayankids.com/> b) <http://www.learner.org/interactives/collapse/mayans.html> c) <http://www.historymuseum.ca/cmce/exhibitions/civil/maya/mmc01eng.shtml>
- **Teacher preliminary research;** History Channel (USA) video 1; <http://www.youtube.com/watch?v=5ml7Co0w22M> video 2; http://www.youtube.com/watch?v=n69-Ng_D9xI video 3; <http://www.youtube.com/watch?v=bCc47vfIqcs> Article 1 http://en.wikipedia.org/wiki/Maya_civilization. Article 2; http://www.bbc.co.uk/history/ancient/cultures/maya_01.shtml

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Foundation Subject Assessment and Recording Sheet: History Unit title; Mayan Civilization c. AD 900;

This sheet is to be completed at the end of each unit of work. Copies of the completed sheets should be given to the subject coordinator

The end of unit expectations provide broad descriptions of achievement and should help teachers to decide where a child's progress differs markedly from the rest of the class

Children	Expectations
Most children will be able to:	<ul style="list-style-type: none"> • use historical vocabulary to describe characteristic features within the Mayan civilization • know the ways the Mayan's civilization operated • give reasons why the way of life in Mayan civilization and life today are different in some ways; • Show understanding by identifying that the Mayan culture can be interpreted in different ways e.g. peaceful people, religious, builders, cultured, entertainers, hunters, fighters. • Ask and answer questions about the past beginning to select and combine information from different sources. • Begin to produce structured work making appropriate use of dates and vocabulary.
Some children will not have made the expected progress:	<ul style="list-style-type: none"> • know about the way of life of Mayan civilization • select information from individual sources to answer questions about the past • know what the Mayans have left behind that tell us about their civilization.
Some children will exceed the expected progress:	<p>In addition to 'Most children...':</p> <ul style="list-style-type: none"> • give reasons why the Mayan civilization died out • compare and contrast a selected aspect of a key area of Mayan life to life in Britain at that time • work independently to produce a structured recount of a chosen aspect of the Mayan civilization • selecting and organizing information using dates and terms appropriately from a range of sources • beginning to evaluate sources that are useful in completing particular tasks.

Children with lower achievement	Children with higher achievement	Children who missed the activity

Medium Term Plan

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Evaluation Notes: