



Lowerhouse Junior School History Overview Sheet



Year 5 – What was the consequence of drought for the Ancient Mayan Civilisation?



Rationale: Know about the impact that one of the following ancient societies had on the world: the Mayan civilisation; the Islamic civilisation; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe

Substantive Knowledge:

- Know about the impact that the Mayan civilisation has had on the world
- Know why they are considered an advanced society relative to that period of time in Europe
- Know what was happening in Britain when the Maya were at their most powerful
- Know how different the Maya and the Egyptian pyramids were
- Know how the Mayan belief in Gods created a culture of sacrifice
- Understand how the pok-ta-pok Mayan game could be described as the earliest football match
- Understand why the Mayan civilisation died out

Disciplinary Knowledge:

Enquiry, Interpretation and Using Sources:

- Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'
- Describe the results of historical events, situations and changes e.g. the impact on people's lives

Chronology:

- Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.
- Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales

Communication:

- Describe and explain significant aspects of non-European societies as well as settlements in Britain
- Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines

Overview:

Lesson 1: **Artefact Lesson** – Why did the Mayans build underground cisterns called chultuns?
Lesson 2: To learn about the key features of the Maya civilization and its significance.
Lesson 3: Understand how the Maya adapted to their environment and the role of natural resources
Lesson 4: Understand the impact of drought on the Maya civilization and the challenges they faced
Lesson 5: Evaluate how drought may have contributed to the decline of the Maya.
Lesson 6: The Legacy of the Maya and Its Influence Today

Key Vocabulary

Chichen Itza - The most well-known Mayan pyramid
Itzamna - The main god of the Maya, Itzamna was the god of fire who created the Earth
Codices - Books, made of soft bark and folded like a fan, created by the Maya
Ahau or ahaw - The main king or lord of a Mayan city-state
Batab - A lesser lord, usually ruling over a small town
Kukulcan - The serpent god of the Maya. One of the primary gods, especially to the Itza peoples of Chichen Itza

Assessment/Key Skills

Most Children will: • Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. • Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. • Research and provide some of their own ideas about the significance of corn and chocolate