

# High Bickington Church of England Primary Academy History: Mayan Mysteries



Rob Norton

TEAM Multi-Academy Trust, Barnstaple, North Devon

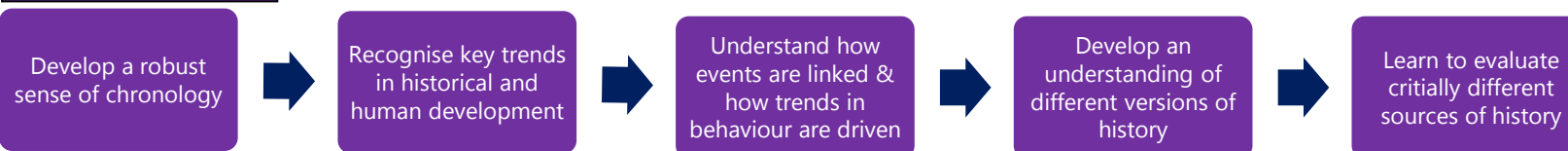
# History

## Vision

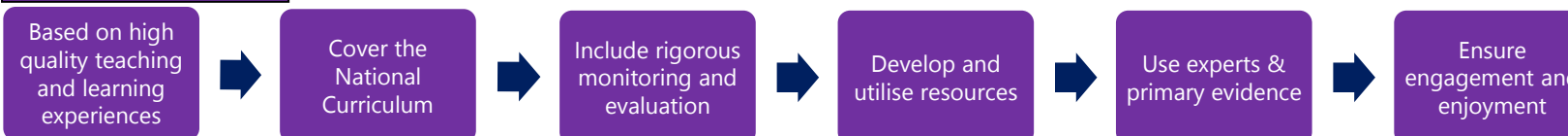
- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

## Intent

Children will:

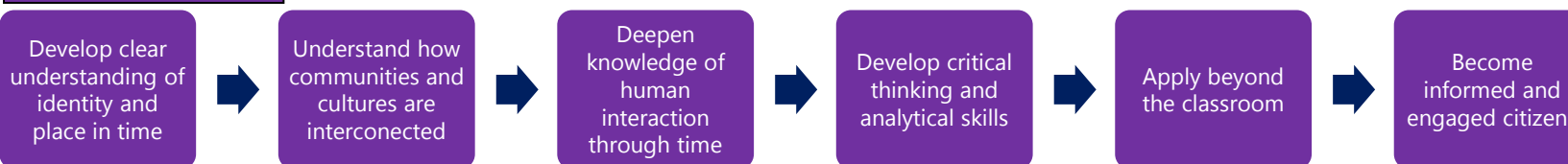


## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

## Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

## Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

## Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.



# Mayan Mysteries (Maya)

Subject: History / Geography		Year: 5/6		Term: Summer 1	
National Curriculum Aims	<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'rule', 'settlement' and 'empire'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history</li> </ul>				
Key Elements	<b>Key Elements History:</b> <ul style="list-style-type: none"> <li>Settlement</li> <li>Empire</li> <li>Rule</li> </ul>		<b>Key Elements Geography:</b> <ul style="list-style-type: none"> <li>Human – settlement &amp; land use</li> </ul>		
Key Questions	<b>Five Key Questions:</b> Who were the Mayan people? Why were the Mayans so great? How did the Mayan civilisation end? What is Mexico like today? Food, festivals and Music in Mexico.				
Curriculum coherence	<b>Building Learning Power - Prior Learning:</b> As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In 'Hola Mexico!', students build on learning from Y3/4, where they explored life in other ancient civilisations. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including artefacts, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.				
	<b>Building Futures - Future Learning through the project:</b> <ul style="list-style-type: none"> <li><b>Foundational Understanding:</b> Students establish a chronological framework by learning about key historical events <i>from 750BC – 900AD</i> and how these fit into a wider chronology</li> <li><b>Conceptual Development:</b> Students delve into the broader historical context of the <i>Spanish conquest</i> understanding motivations and societal impacts, building on learning in lower KS2 and laying the groundwork for more complex historical concepts in KS3.</li> <li><b>Critical Analysis:</b> By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3.</li> <li><b>Local Context:</b> Exploring how the <i>Maya lived</i>, provides students with a tangible connection to history, preparing them to explore local and global political historical events in KS3.</li> <li><b>Broader Connections:</b> Students place the <i>Mayan civilisation</i> in broader historical narratives, enabling understanding of connections between different historical periods and events. Studying what Mexico is like today provides a contrast with their own locality.</li> <li><b>Continuity and Change:</b> Analysing the long-term consequences of the <i>destruction of the Mayan civilisation</i> helps students understand how societies evolve over time.</li> <li><b>Historical Significance:</b> Reflecting on the <i>Mayan period's</i> lasting impact enables students to explore the historical significance of events studied.</li> </ul>				
	<b>Vocabulary:</b>				
Development of Knowledge	Lesson	Content	Substantive knowledge		Disciplinary knowledge
	Lesson 1	<b>What do you know already about the Mayan Civilisation?</b> Complete retrieval grids <b>Who were the Mayan people?</b> View the BBC Bitesize materials: <a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msq#z8pxxbk">https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msq#z8pxxbk</a>	<b>Students should understand:</b> <ul style="list-style-type: none"> <li>Where modern Mexico is.</li> <li>What part of the country did the Maya inhabit?</li> <li>Where had the Maya come from?</li> </ul>		<b>How do historians make links between different periods of the past?</b>

<b>Assess &amp; Review</b>	<b>Lesson 2</b>	<p><b>Recap Lesson 1</b>  <b>Why were the Mayans so great?</b>  <i>View images of the remains of Maya cities and make deductions about the Maya from these</i>  <i>View the BBC Teach video:</i>  <a href="https://www.youtube.com/watch?v=gvDujDri24w">https://www.youtube.com/watch?v=gvDujDri24w</a>            What were the most important inventions / developments of the Mayan civilisation?  <i>View:</i>  <a href="https://interestingengineering.com/culture/9-incredible-mayan-inventions-and-achievements-and-one-they-surprisingly-missed">https://interestingengineering.com/culture/9-incredible-mayan-inventions-and-achievements-and-one-they-surprisingly-missed</a></p>	<ul style="list-style-type: none"> <li>• That the Maya build many cities with many large stone buildings.</li> <li>• The Maya build pyramids with temples on top.</li> <li>• Maya were farmers and used calendars to map the progress of the year and help with their agriculture.</li> <li>• The complexity of society with each city being ruled by a different monarch.</li> <li>• Women could have equal roles as monarchs.</li> <li>• The Maya invented the concept of zero.</li> <li>• The Maya had a sophisticated written language.</li> </ul>	
	<b>Lesson 3</b>	<p><b>How did the Mayan Civilisation end?</b>  <i>View the image of the Spanish battling with the Maya (Appendix 1).</i>            What do you see in the painting?            What does the painting tell you about the strength of the Spanish and the Maya armies?            Why were the Spanish able to conquer the Maya with such relative ease?            Do you think such a painting would be reliable primary evidence?  <i>View BBC Bitesize: 'What happened to the Maya?'</i>  <a href="https://www.bbc.co.uk/bitesize/articles/zndq7p3#zs888hv">https://www.bbc.co.uk/bitesize/articles/zndq7p3#zs888hv</a>            Complete a timeline of the rise and fall of the Mayan civilisation</p>	<ul style="list-style-type: none"> <li>• Conquest and invasion by the Spanish caused the end of the Mayan civilisation.</li> <li>• Spanish Conquistadores had more military might.</li> <li>• Spanish brought diseases that the Maya were not immune to.</li> <li>• What happened to the Maya after the Spanish conquest.</li> </ul>	<b>How do historians draw conclusions about cause and consequence?</b>
	<b>Lesson 4</b>	<p><b>What is Mexico like today – focus on Mexico City</b>  <i>View Mexico City on GE</i>            What is Mexico City like?  <i>View Kids Britannica to find out more</i>  <a href="https://kids.britannica.com/kids/article/Mexico-City/345966#:~:text=Mexico%20City%20is%20the%20capital,center%20of%20culture%20and%20education.">https://kids.britannica.com/kids/article/Mexico-City/345966#:~:text=Mexico%20City%20is%20the%20capital,center%20of%20culture%20and%20education.</a></p>	<ul style="list-style-type: none"> <li>• Population of Mexico City</li> <li>• That the city is very wealthy</li> <li>• Many very poor people live in Mexico City</li> <li>• Some Maya live in Mexico City today.</li> <li>• That some Maya traditions are kept alive today.</li> </ul>	
	<b>Lesson 5</b>	<p><b>Food, festivals and music in Mexico</b> [DT Link]  <i>View the 'Mexican Festivals' sheet (CM)</i>            What are the important festivals in Mexico?            What food comes from Mexico?  <i>Create some of traditional Mexican food</i>            What about chocolate?</p>	<ul style="list-style-type: none"> <li>• The importance of 'The Day of the Dead', 'Independence Day' and 'The Festival of St Cecilia'.</li> <li>• That tacos, guacamole, chilli and fajitas originate in Mexico.</li> <li>• The Maya called chocolate 'the food of the gods'</li> <li>• Chocolate came to Europe with the Spanish in the 1500s</li> </ul>	
	<b>Lesson 6</b>	<p><b>Retrieval Grids</b>            Complete retrieval lesson to illustrate what you know about the IR at the end of the project</p>	<ul style="list-style-type: none"> <li>• Complete SLaE pages recapping what has been learnt in the project</li> </ul>	

## Glossary

Day of the Dead	Mexican holiday during which relatives who have died are remembered
Chihuahua Desert	A vast area of arid land in Mexico that has very little rainfall
Maya glyphs	Maya writing system
Maya stelae	Tall, stone monuments
Maya pyramid	Stepped stone structure
Maya temple	A place of worship – sometimes on top of a pyramid
Spanish Conquistadores	The Spanish invaders who came by ship to Mexico
Tikal, Chichen Itza	Two of the largest Maya cities
Chilli, fajita, guacamole	Three types of Mexican food
Mariachi bands	Mexican musical group of at least seven players

## Appendix 1: Spanish Conquistadores

