

MAYANS KS2 PLANNING

Class:

Term:

Subject: History

Topic:

Differentiation and support	Cross curricular links
SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs. GT: require additional, detailed information, presented in correct tone. Support less able peers	English: researching and presenting information, giving and justifying opinions and inferences and an Ancient Maya myth Maths: ordering dates, Ancient Maya number system and Venn diagrams Science: Ancient Maya astronomical and other scientific discoveries and achievements ICT: researching information and creating presentations Geography: where the Ancient Maya and other civilizations lived Art & D+T: art and technology in Ancient Maya e.g. Stelae and tools PSHCE: cultural differences between people in different locations and times

Maya or Mayan: Most scholars use the word 'Maya' as an adjective, as opposed to 'Mayan', unless referring specifically to languages, as explained at <https://www.thoughtco.com/ancient-maya-mayans-most-accepted-term-171569> and <http://www.belize.com/maya-or-mayan>

Homework project: Give this to the children before half-term / holidays

Lesson 6: this lesson will require large pieces of cardboard which will need to be sourced / requested from parents in advance

Additional lesson / extension activity: The Ancient Maya played a board game called Patolli. The board is fairly simple to create, as are the rules. Children can create the boards and play the game as an additional lesson or as a reward for completing their work in lessons. The rules can be found by searching for 'Rules of Patolli' in Google

W	LO	Activities	Resources	Success Criteria
1a	To research information on the Ancient Mayan	Over half-term, children to research information on one aspect of Ancient Maya e.g. cities and temples, Gods and religion, rulers etc Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term	Mind map frame	Complete a mind map
1b	To make notes about life in Ancient Maya To present information that they have researched	<p><i>Complete Lesson 2 before Lesson 1b, so that the children do not bring too much prior knowledge about the items in this lesson</i></p> <p>Intro: Show the children a map of the world / give them atlases and tell them which countries the Maya lived in (Guatemala, Mexico, Belize and Honduras) Ask the children to find the countries and identify the continent/s that the Maya lived on Explain that Mesoamerica is a historical term used to describe Central America Explain that these countries did not exist as geographical boundaries when the Ancient Maya were alive Explain that children will be presenting their poster / PowerPoint that they made over half-term to the rest of the class. Explain that those who are listening will be using what they find out to make a mind map Model how to make a mind map, with the topic in the middle (Ancient Maya) Emphasise the need to put information with other related information and to try not to write the same thing more than once Remind children of how to present well and how to be a good audience</p> <p>Main: Children present their poster / PowerPoint to the rest of the class, who use their information to make a mind map. After each presentation, give children who were listening a chance to ask the presenter a couple of questions.</p> <p>Plenary: Share their mind map with their partner and compare what information they recorded and how they organised it.</p>	Children's presentations	<p>MUST: present some information on Ancient Maya and makes notes on other people's presentations</p> <p>SHOULD: organise their mind map so information on similar topics is grouped</p> <p>COULD: make links between different areas of their mind map</p>

2	<p>To understand how archaeologists and historians find out about the past</p> <p>To compare and contrast Ancient Maya with modern society and other historical societies</p> <p>(50 mins)</p>	<p>Intro: Revise how archaeologists and historians use historical sites and artefacts to find out about the past Explain that we are going to be acting as archaeologists and historians would, by looking at historical sites and artefacts from Ancient Maya and seeing what we can learn from them Ask the children to think, pair, share some of the other historical peoples that they have learnt about in KS2, and record their suggestions Ask children to think, pair, share what questions we could ask when looking at the items, then take suggestions as a class Have list of prompt questions enlarged and displayed throughout lesson Revise how to compare means to say what is similar and different, whereas to contrast means to say what is different only Explain that we are going to compare and contrast Ancient Maya with modern times and with other historical periods Show children a PowerPoint with the following from the Ancient Maya: Hieroglyphs, Codex (like a book), Stelae (like a tombstone biography of rulers), a carving of a god, a temple, craftwork, pottery, an observatory, a calendar and a ball court For each item there is a slide with a large image/s of it / them, followed by slide with information on the item/s For each slide:</p> <ul style="list-style-type: none"> ask the children to discuss the item/s, using the questions as prompts read through the information on the item/s complete the independent work tasks for each item/s <p>Complete the independent work orally as a think, pair, share exercise and then look at the example answers, so that children can see what they need to do</p> <p>Main: Children to complete the following for each pair of slides:</p> <ol style="list-style-type: none"> Complete this sentence: I think it is a / they are ... because ... Describe how it is / they are similar to the modern equivalent Describe how it is / they are different to the modern equivalent <p><i>Extension</i></p> <ol style="list-style-type: none"> Describe how it is / they are similar to the equivalent from another historical period/s Describe how it is / they are different to the equivalent from another historical period <p>Make sure that they complete part a before reading the information slide Emphasise that the children should give reasons / use causal conjunctions (because / since / as etc) in each sentence that they write</p> <p>Plenary: Children to share and compare their work with a partner Ask the children what would we have less / no evidence about? (things that rot away e.g. wooden objects, clothes, food etc) How could we still find out about these things? (carvings, paintings, books etc that represent them) Discuss some of the things that we have found to be similar across all the historical societies that we have studied in KS2 e.g. religion, war, entertainment etc</p>	<p>Prompt questions enlarged and displayed</p> <p>Independent work instructions enlarged and displayed</p> <p>PowerPoint</p> <p>Worksheets</p>	<p>MUST: guess what the items are and justify their choices</p> <p>SHOULD: also compare and contrast the items with their modern equivalents</p> <p>COULD: also compare and contrast the items with their equivalents from other historical societies</p>
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3	<p>To arrange events from Ancient Maya in chronological order</p> <p>(30 mins)</p>	<p>Intro:</p> <p>Revise how we often use timelines in history to get an overview of the key events from a period of time</p> <p>Explain that we will be ordering events from Ancient Maya (and the era before and after them in South America) in chronological order, revising what the word 'chronological' means</p> <p>Revise how with BC dates, the higher the number, the longer ago the event happened, because we are saying it was x amount of years Before Christ</p> <p>Revise how AD means Anno Domini and refers to times after Christ was born</p> <p>Revise how BCE (Before Common Era) and CE (Common Era) can also be used with dates</p> <p>Revise how we 'add a century' to a date when describing what century it is e.g. 450 AD is in the 5th century, and how we do this because the years 1 to 99 AD are the first century</p> <p>Main:</p> <p>Children to arrange key events from Ancient Maya in chronological order:</p> <p>5000 BC – The Maya settle along the coasts of Mesoamerica</p> <p>2000 BC – People begin to farm in Belize, Guatemala and Mexico</p> <p>1200 to 400 BC – Olmec civilization is powerful</p> <p>1000 BC – Maya craftworkers begin to copy Olmec poetry and carvings</p> <p>900 BC – Maya farmers design irrigation (watering) systems</p> <p>300 BC – Maya population grows rapidly and cities are built</p> <p>292 BC – First known Maya writing is produced</p> <p>150 BC to AD 500 – City of Teotihuacan grows powerful</p> <p>AD 250 to 900 – Classic Maya era: Maya power at its greatest</p> <p>AD 650 – Teotihuacan is looted and burned by invaders</p> <p>AD 790 – Maya wall-paintings in palace in Bonampak</p> <p>AD 850 to 900 – Maya power declines: cities and temples deserted</p> <p>AD 1532 – Spaniards begin to conquer Mayan cities</p> <p>Extension: Use websites / non-fiction books to find extra events or additional information about the events given to them</p> <p>Plenary:</p> <p>Go through correct order of events and ask children who got on to the extension to tell the class any additional information that they found</p>	<p>Scissors</p> <p>Glue</p> <p>Events to cut out and stick</p> <p>Non-fiction books or PCs / laptops (for extension)</p>	<p>MUST: arrange most of the events in chronological order</p> <p>SHOULD: arrange all of the events in chronological order</p> <p>COULD: add some events or additional information from their own research</p>
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To access the complete version of the [Mayans KS2 planning](http://www.saveteacherssundays.com/history/year-6/550/mayans-ks2-planning/), with every resource needed to teach each lesson, visit:

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