

Year 6

Spring 2

The Mayans

History Unit



How can we take care of historical sites to ensure their longevity?

National curriculum statements:

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Knowledge	Skills
<ul style="list-style-type: none">• To know the significance behind Mayan masks for example, that the masks were intended to make the wearers become gods in the afterlife.• Name the god Chaac (god of rain) and Itzumna (god of agriculture and education) presenting this information in an original ways.• Recognise Mayan architecture from a variety of sources and explain why it was significant and different.	<ul style="list-style-type: none">• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.• Identify periods of rapid change in history and contrast them with times of relatively little change.• Use sources of information to form testable hypotheses about the past.

Key Vocabulary: Religion Culture Sources Hypothesis Architecture
Testable

Suggested Objectives of Learning

- OL: Can I explore the life during the time of the Mayans?
- OL: Can I understand the religious culture of the time?
- OL: Can I examine the daily life of the Mayans?
- OL: Can I collect and research historical information about the Mayans?
- OL: Can I present information about the Mayans?