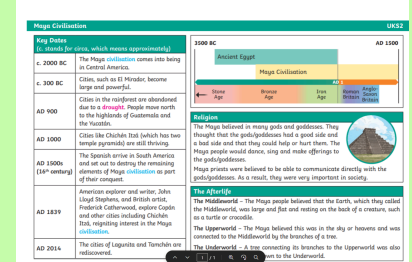
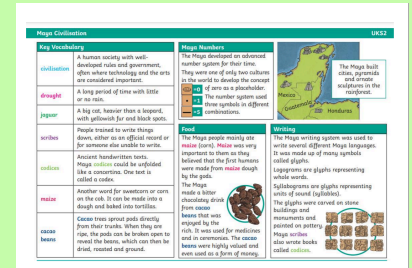


Who are the Mayans and why are they important to world history?

- 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.
- research the location of the Maya people, to label a map to show where the Maya people lived and where some main cities were
- order events within the Maya period developing a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- answer questions and at times devise them to show an understanding of the important aspects of Mayan religion and seek similarities and differences to other civilisations.
- identify key facts about the Maya writing system, answer questions about the Maya writing system and codices and construct Maya words using syllabograms and logograms.
- use correct historical terms.
- Place features of historical events and people from the past societies and periods in a chronological framework.
- Summarise events from a period of history, explaining order of events & what happened
- Summarise how Britain may have learnt from other countries and civilizations (Ancient Greece)
- Identify and explain differences, similarities, changes between different periods of history

Hemisphere, continent, country, seas, oceans, Yucatan Peninsula, Mexico, Honduras, Belize, Costa Rica, El Salvador, Guatemala, Nicaragua, Panam, Central America, North America, civilisation, sacrifice, worship, bloodletting ritual, Xibalba, upperworld, Hieroglyphs, syllabogram, logogram, codex, codices, Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque.



1. Which hemisphere do the Mayas live?
2. Which continent do the Mayas live in?
3. Which country and region of this country do the Mayas live?
4. Approximately when did the Ancient Maya civilisation begin?
5. Approximately when did the Maya Civilisation end and what was the main reason>?
6. Who did the Mayas worship and why?
7. Describe the early writings of the Maya Civilisation
8. What do you know about the city of Chichen Itza? What does it tell us about the Maya way of life?

- place current study on timeline in relation to other studies use relevant dates and terms
- know key dates, characters and events of time studied
- Compare and contrast ancient civilisations
- recognise primary and secondary sources
- use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out

● study different aspects of life of different people ● Study an ancient civilization in detail		
ENRICHMENT: ● The children will be joined by David Cadle, The History Man, who will explore the Mayan Civilisation and discuss the importance and relevance of the civilisation to the South American continent and the rest of the world.	Previous Learning: The children have learnt about the Ancient Greeks and what life was like for them. This can then be the basis to compare to The Mayans society.	
School Drivers to Examine Children will look at: - Economy and Power = children will investigate how the Mayan society developed and how they used and managed their power throughout the continent. This can be compared to the Greek society. - Culture and Diversity = children will develop a rich understanding of the Mayans culture and how it compares and differs from our own and those of civilisations previously studied. - Creativity and Innovation = what innovations and creative practices did the Mayans use in everyday life. How does this compare to other civilisations studied.		