

# Ashtree Primary School and Nursery Medium Term Plan for History

## Year 5 Spring Term – Ancient Maya

### Prior Skill – Chronology – Year 4

- Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local). Including placing areas studied in previous years on to a timeline.
- Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.
- Pupils know the monarchs during the Tudor period.

### Prior Skill - Enquiry – Year 4

- Pupils can ask questions to develop their understanding,
- Pupils are able to answer questions accurately most of the time related to the area of study,
- Pupils can use sources to justify their answers and are beginning to organise their responses,

**Key Vocabulary** Maya, Mesoamerica, deity, artefact, temple, Society, civilisation, democracy, religion, gods, afterlife, underworld, sacrifice, cacao, maize.

### Key Knowledge

Step 1 – To explore where the Maya lived and how their civilisation developed over time.

Step 2 – To understand and explore how the Mayan Society was organised – Homes and Settlements

Step 3 - To understand and explore how the Mayan Society was organised – Clothes and Food

Step 4 – To explore Mayan religions and beliefs.

Step 5 - To compare how life was different during Mayan times compared to the way we live today.

Step 6 – To explain the decline of Mayan Civilisation.

### Key Skills    Black = Enquiry    Red = Chronology

Step 1 - Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline,

Step 2 and 3 - Pupils are increasingly challenging sources of information. Pupils show some organisation of information that is purposeful for responding to or asking questions. Pupils show some purposeful selection about information they wish to include in responses,

Step 4 - Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,

Step 5 - Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.

Step 6- Pupils show some organisation of information that is purposeful for responding to or asking questions. Pupils show some purposeful selection about information they wish to include in responses,

### Curriculum Enhancements

- Celtic Harmony visit to look at Anglo-Saxon settlements.

### Misconceptions

- Number magnitude understanding – Timelines.
- Geographical knowledge –Where did the Mayan Civilisation form?
- Sources – Primary and Secondary.

### Suggested Activities

S1 – Timeline lesson

S2 and S3 – Source based lessons – What can we learn from the sources?  
Are they reliable?

S4 – Looking at beliefs – How do they differ to beliefs that we have today?  
How are they similar?

S5 – Comparison table – comparative sources

S6 – Looking at key points on the decline – Timelines to show the decline.

### Curriculum Links

- Geography – Maps/Mayan civilisations compared to today.
- DT – Food – Maize/Cacao

### This will lead to . . .

In year 6 –

#### Chronology –

- Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline.
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history. Pupils can compare a range of historical periods, identifying a number of similarities and differences between them including schooling in Victorian times, WW2 and now.
- Pupils can identify some trends over time, identifying how ideas have been continued/ developed including Maths, Science and Art leading on from Mayan Society learnt in Year 5.

#### Enquiry –

- Pupils can ask questions, creating questions that develop understanding about change, cause and significance.
- Pupils can organise information purposefully when responding to or asking questions.
- Pupils can challenge sources, questioning the validity of these.
- Pupils can make purposeful decisions about information to include when forming responses to questions.