

	What will the children learn?	What will they do?	New Vocabulary		
<p><u>National Curriculum Links</u></p> <table border="1" data-bbox="224 263 801 512"> <tr> <td data-bbox="224 295 371 459">Subject History</td> <td data-bbox="378 263 801 512">NC Statements <ul style="list-style-type: none"> <li>A Non-European society that provides contrast with British History.</li> </ul> </td> </tr> </table> <p><u>Skills Focus</u></p> <p>A1, 2, 4, 6    B1, 2, 3, 4, 5, 6, 7    C1, 2, 3</p> <p>D1 - I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy. Highlight indicates additional for Y6</p>	Subject History	NC Statements <ul style="list-style-type: none"> <li>A Non-European society that provides contrast with British History.</li> </ul>	<p>1. WB/1<sup>st</sup> June - Overview of the Mayans Knowledge Harvest B6 - I can use dates and terms accurately in describing events. Including BC and AD.</p> <p>2. WB/8<sup>th</sup> June - Inspire Workshop Stunning Start Festivals</p> <p>3. WB/15<sup>th</sup> June - Who were the Mayan priests and what did they do?</p>	<p>Chn to complete a timeline which places the Mayans in history. Add the Stone Age, Bronze, Age and Iron Age to the timeline as well as the Egyptians and Anglo-Saxons. Example Mayan Timeline - <a href="http://mayankids.com/timeline2.htm">http://mayankids.com/timeline2.htm</a> B1 - I identify change and continuity within and across different periods. B2 - I identify where periods I have studied fit within a chronological framework. B4 - I can identify periods of rapid change in history and contrast them with times of relatively little change. B5 - I recognise and describe change and continuity representing them, along with evidence, on a timeline.</p> <p>Mayan masks, rattles and costumes. Mayan priests would dress up to scare away demons. Paper Mayan temple. <a href="https://creativepark.canon/en/contents/CNT-0011150/index.html">https://creativepark.canon/en/contents/CNT-0011150/index.html</a></p> <p>Compare the powerful Mayan Priests with the Druids. Chn to complete a fact file about Mayan Priests and Druids and Christian Priests. B7 - I can identify connections and trends over time. C2 - I can describe the social, ethnic, cultural or religious diversity of past society.</p>	Mayan
Subject History	NC Statements <ul style="list-style-type: none"> <li>A Non-European society that provides contrast with British History.</li> </ul>				
<p><u>Links to previous knowledge</u></p> <ul style="list-style-type: none"> <li>Stone Age to Iron Age</li> <li>Anglo-Saxons</li> <li>Ancient Egyptians</li> <li>Christianity</li> </ul>	<p>4. WB/22<sup>nd</sup> June - Where did the Mayans pray? A6 - I understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Shrines and temples - These all have pyramid shapes. Activity 1 - Chn to use and evaluate sources of evidence e.g. what is the source of evidence, what can it tell us, is it a primary/secondary source, how reliable is the source? Activity 2 - Chn to research a Maya city and then design their own - <a href="https://mayaarchaeologist.co.uk/2017/09/08/lesson-plan-maya-cities-architecture/">https://mayaarchaeologist.co.uk/2017/09/08/lesson-plan-maya-cities-architecture/</a> A1 - I can use sources of evidence to deduce information about the past. A2 - I can select suitable sources of evidence, giving reasons for choices. A4 - I seek out and analyse a wide range of evidence in order to justify claims about the past. C1 - I can ask and answer historical questions, and can examine how sources affect how the past is represented.</p>	Chichen Itza		
<p><u>Literacy Links</u></p> <p>Compare and contrast the Mayan Priests with the Druids.</p>	<p>5. WB/ 29<sup>th</sup> June - Mix Up Who were the Mayan Gods?</p>	<p>Chn to look at the Mayan Gods and compare them to the Anglo-Saxon Pagan Gods and the Christian God. Think about what is important to us now and what our Gods might represents e.g. a sports god, an electronic god, a water god etc. Chn to design their God and justify their reason for choosing this. B3 - I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) C3 - I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>			
<p><u>First Hand Experiences</u></p> <p>Inspire Workshop</p>	<p>6. WB/ 8<sup>th</sup> July - Fantastic Finish</p>	<p>True or False Quiz Chn to be quizzed on facts about the Mayans. Many of the quiz questions will be fun facts and misconceptions. <a href="https://www.nationalgeographic.com/travel/top-10/maya-secrets/">https://www.nationalgeographic.com/travel/top-10/maya-secrets/</a></p>			