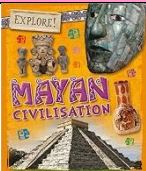


| Year Four: History   |   |   |          |         |              |         |    |            |
|--|---|---|----------|---------|--------------|---------|----|------------|
| A non-European society that provides contrasts with British History  |   |   |          |         |              |         |    |            |
| Enquiry Question   |   |   |          |         |              |         |    |            |
| Who were the Maya c. AD900 and why were they significant?  |   |   |          |         |              |         |    |            |
| About this unit  |   |   |          |         |              |         |    |            |
| This unit of work teaches children about the achievement of the Maya including their perspective of time, the calendar system, writing, maths and the environment. Pupils will see the contrast between the Maya culture and British history. The overarching theme is to understand beliefs, behaviours and values of a different culture and contrasting history.  |   |   |          |         |              |         |    |            |
| National Curriculum Objectives   | 'Sticky Knowledge' & Skills   | 'Big Six' Vocabulary  |          |         |              |         |    |            |
| <ul style="list-style-type: none"> <li>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations</li> <li>I can use dates and historical vocabulary when ordering and comparing events from the past</li> <li>I can understand how our knowledge of the past is constructed through a range of sources</li> <li>I can make comparisons of different events in history</li> </ul>   | <ol style="list-style-type: none"> <li>Understand how we know about the Maya</li> <li>Know where the Maya civilisation fits chronologically in history</li> <li>Understand where and when they lived</li> <li>Know the key achievements of the Maya</li> <li>Understand the diverse nature of Maya society</li> <li>Understand the contrasting culture and history</li> </ol> | <table border="1"> <tr> <td>artefact</td> <td>culture</td> <td>civilisation</td> </tr> <tr> <td>Maya(n)</td> <td>AD</td> <td>settlement</td> </tr> </table>   | artefact | culture | civilisation | Maya(n) | AD | settlement |
| artefact   | culture   | civilisation  |          |         |              |         |    |            |
| Maya(n)  | AD  | settlement  |          |         |              |         |    |            |
| Prior Learning   | Key Questions   | Future Learning   |          |         |              |         |    |            |
| <p><b>Year Two:</b><br/>In their first History unit of Year Two, children learned about George Stephenson and his invention, understanding how moments in time can shape future years.</p> <p><b>Year Three:</b><br/>Children learned about specific eras in British history – the Stone Age and the Iron Age. They also learned about the Roman Empire and its impact on Britain, and how land changed over time; this unit will prepare them for the idea of landscape changing.</p> | <ol style="list-style-type: none"> <li>Where and when did the Maya live?</li> <li>What system of writing did they use?</li> <li>How did they monitor the passing of time?</li> <li>Did they have a form of numbers?</li> <li>What games did they play?</li> <li>How do we know about the Maya?</li> </ol>   | <p><b>Year Four:</b><br/>Later in Year 4 children will learn about the achievements of one of the earliest civilizations, Ancient Egypt, which will give them the opportunity to compare and contrast their ways of life.</p> <p><b>Year Five:</b><br/>Children will learn about the Anglo-Saxons and the Vikings. They will continue to build upon their historical knowledge, discovering new ways in which previous civilisations have shaped modern-life.</p> <p><b>Year Six:</b><br/>Children will learn about the Ancient Greeks, their way of life and their achievements.</p> |          |         |              |         |    |            |
| Key Texts  | Assessment Opportunities  | Unit Outcome  |          |         |              |         |    |            |
|  <p>Maya Civilisation: Izzi Howell</p>  | <p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li>Can children place the Maya civilisation on a timeline?</li> <li>Can children explain key milestones in the Maya civilisation?</li> <li>Can children summarise their key learning from previous lessons by presenting it to others coherently?</li> </ol>  | <p>Children will compete in a Maya football tournament, before they share their learning of Maya life through their choice of posters, reports or presentations.</p>  |          |         |              |         |    |            |

| Learning Sequence | 1  | 2                           | 3                           | 4                                   | 5                                   | 6                              |
|-------------------|--|-----------------------------|-----------------------------|-------------------------------------|-------------------------------------|--------------------------------|
| Key Learning      | Chronology and Vocabulary<br>Where and when did the Maya live? | What was Maya writing like? | How did Maya tell the time? | What numbers did Maya use in Maths? | Did the Maya play football like us? | How do we know about the Maya? |