

Year 5- Mayan Civilisation

Term:	Spring 1
Subject focus:	History and Art
Non-Fiction:	Explanation
Fiction:	Mythology



Concepts	
History	Art
Leadership/Legacy/Perspective	Inspiration/Creativity/Critique
<p>Children learn about the Mayans to build upon their existing knowledge of ancient civilisations and add to their history timeline. They will be able to make comparisons between civilisations learnt about previously (Vikings, Romans, Egyptians and Shang Dynasty) and build on their knowledge to prepare them for learning about Ancient Greece in Year 6.</p> <p>As set out in the National Curriculum, children also need to study a non-European society that provides contrast with British History. The Mayans provide an example of how life today has been affected by an ancient civilisation, as children explore the Mayan legacies still seen today.</p> <p>Children's knowledge of North America in the previous topic will support their understanding of the Mayan's place in the world, and they will be able to use this knowledge to make comparisons to the countries then and now.</p> <p>Children will get the opportunity to explore Mayan patterns, building on their knowledge of how patterns have been used both in art and history as symbols. They will also learn about the work of lino printers such as Henri Matisse, Kandinsky, Picasso and Margaret Burroughs. Inspired by the work of artists and the patterns used by the Mayans, children will develop their printing skills- creating a lino print for a repeating pattern.</p>	

History

National Curriculum

<p>History</p> <ul style="list-style-type: none"> • Contrast non-European society with British history • Devise historically valid questions about change, cause, similarity and difference, and significance • I can present findings and communicate knowledge and understanding in different ways • I can compare sources of information available for the study of different times in the past • Make connections, contrasts and recognise trends over time and develop the appropriate use of historical terms. • Chronologically secure knowledge and understanding of British 	<p>Geography</p> <ul style="list-style-type: none"> • I can show I know about the wider context of places e.g. county, region and country • I can describe where a variety of places are in relation to physical and human features 	<p>Art</p> <ul style="list-style-type: none"> • I can develop different ideas which can be used to explain my choices for the materials and techniques I have used • I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work • I can talk about my work and how close it came to what I wanted to do • I can research and discuss various artists and discuss their processes and explain how these were used in the finished product • I can add a collage to a background that I have already painted, drawn or printed 	<p>Computing</p> <ul style="list-style-type: none"> • I understand how to choose online content for my age group
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Year 5

History

Mayan Civilisation

Foundation subject Knowledge and skills

<p>When did this happen?</p>	<ul style="list-style-type: none"> • Know that the Mayan civilisation was from 420AD to 900AD • Know that the Aztec empire was from 1300AD to 1521AD • Place the key events from the Mayan and Aztec period on a timeline • Know where and when the remains of the Mayan civilisation were discovered • Know that the Mayan civilization occupied a wide territory that included south eastern Mexico and northern Central America. This area included the entire Yucatán Peninsula and all of the territory now incorporated into the modern countries of Guatemala and Belize, as well as the western portions of Honduras and El Salvador • Know what an archaeologist does and how their work helps us to know about the past
<p>What was life like at the time?</p>	<ul style="list-style-type: none"> • Know how Aztec society was organised • Know that Mayan children lives were very different to today. Know how they dressed and what their houses were like • Know that children from noble families could learn maths, science, writing and astronomy but poorer children were only taught their parents' jobs

	<ul style="list-style-type: none"> • Find out about how the Mayans civilisation developed over time. • Know about the city states of the Mayans and how society was organised • Know that the Mayans believed in at least 166 different gods and goddesses and it was a complex and changeable pantheon • Know how Mayans lived in various independent city states • Know that Aztec empire was in Mexico • Know that the capital city of the Aztec empire was Tenochtitlan, now the site of modern-day Mexico City • Identify Mexico and Central America on an atlas • Compare land use from ancient maps • Know that the Mayans sutured wounds with human hair, reduced fractures and used casts • Know that they were skilful dental surgeons and made prostheses from jade and turquoise and filled teeth with iron pyrite • Know that the following diseases were known to exist at the time: pinta, leishmaniosis and yellow fever • Know how the Aztecs built the city of Tenochtitlan • Know that the Aztecs built the city of Tenochtitlan on swampy land • Know about the features of the city, such as aqueducts, causeways, palaces and chinampas (floating gardens with houses) • Consider how life would have been different for people in each strata of society • Know 'The Hero Twins Civilisation' Story • Understand some of the reasons for Mayan warfare (captives for human sacrifice, for land, natural resources and control of trade networks) • Know how and why the Mayan civilisation and the Aztec empire came to an end
Who were significant people at this time?	<ul style="list-style-type: none"> • Know about the Spanish conquistadors and their expeditions in Mesoamerica • Learn the power structure of the Aztecs and know about the emperor, deputy advisers, priests, warriors and other important people, as well as ordinary Aztecs living in clans called calpullis, and slaves. • Use sources to look at Mayan temple ruins and generate questions that the conquistadors might have asked • The most important god was Itzamna, the god of fire who created the earth • Know about different groups of Mayan people from kings and nobles to slaves and farmers
What effect has this had on life today?	<ul style="list-style-type: none"> • Know that the Mayan civilization occupied a wide territory that included south eastern Mexico and northern Central America. This area included the entire Yucatán Peninsula and all of the territory now incorporated into the modern countries of Guatemala and Belize, as well as the western portions of Honduras and El Salvador • Look at how artefacts can help us find out about the Mayan civilisation. • Compare how our society is run and who makes our decisions to how Mayan society was structured • Know what parts of Mayan society still exist in today's world and the legacy they have left behind • Know that the Mayan's developed the concept of 'Zero' • Know that the Mayans were the first to play a sport similar to football and basketball (Pok-A-Tok) • Know that the Mayans made chocolate • Know that the Mayans formalised their language into a codified writing system • 80% of their language can still be understood by their descendants today • Know the Mayans invented calendars

- Know that they advanced with their medical practices, such as using casts for broken bones and using hair to suture wounds
- Know they were skilled at dentistry and used iron pyrite as tooth fillings
- Farming techniques used by the Mayans are still used today
- Identify Mexico and Central America on an atlas
- Identify some of the human and physical features of this land
- Compare similarities and differences in the reasons for battles between Mayans and the Romans and Vikings.

Art

Year 5

Art- Printing

Year 5

Mayan art (printing)

- Study Mayan art, the design, form, materials used, use of line and blocks
- Study the work of Edwin Scheier and discuss his inspiration from Mexican art
- Study the work of linocut artists (Henri Matisse; Kandinsky; Picasso; Margaret Burroughs)
- Design a pattern, inspired by the subject matter and form of Mayan art
- Use the correct techniques and tools to create a printing tile
- Use printing methods to create a piece of art
- Experiment with colour and layers; adding other materials

Writing Outcomes

Non-Fiction

Explanation: How chocolate is made

Fiction

Text: The Chocolate Tree
Write an alternative ending to a Mayan myth