



Saint Mary's Catholic Voluntary Academy

History- How did the achievements of the ancient Maya impact their society and beyond?

	Composite	Components	Vocabulary
Lesson 1	I know the challenges faced by the ancient Maya when settling in the rainforest.	- I know how to describe when and where the ancient Maya lived. - I know the advantages and challenges of settling in the rainforest. - I know how to consider which developments helped overcome these challenges.	achievement, ancient, civilisation, climate, flint, historian, indigenous, Mesoamerica, settlement, terrain, vegetation
Lesson 2	I know how the ancient Maya valued and used cacao by exploring historical artefacts.	- I know some of the food that the ancient Maya ate. - I know how to explore some historical sources to find out how cacao was used. - I know how to discuss the use of cacao by ancient civilisations has impacted the world we live in today.	afterlife, cacao, cultivate, currency, elite, farming, glyph, ritual, society, trade
Lesson 3	I know the role of Maya gods and goddesses by studying images and scenarios.	- I know some Maya gods and goddesses. - I know the characteristics of some Maya gods and goddesses. - I know and can discuss the impact some beliefs had on ancient Maya life.	Ceiba tree, Chaac, creation, creation story, deity, gods/goddesses, Itzamná, K'awiil, Kinich Ahau, Kukulcan, preserve
Lesson 4	I know how to develop recording skills through exploration of ancient Maya inventions.	- I know and can describe some inventions of the ancient Maya. - I know how some inventions were connected to their beliefs. - I know how to ask questions to categorise an invention.	archive, archivist, invention, recording, ball game, categorise
Lesson 5	I know how to make deductions about an ancient Maya city by exploring remains.	- I know how to use remains to identify the features of an ancient Maya city. - I know how to infer the function of some of the features. - I know how to plan a city from the ancient Maya period.	archaeological remains, Classic period, city state, deduce, grand plaza, ruins, sacbe, stela



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Lesson 6	I know how to evaluate historians' claims on the decline of the ancient Maya cities.	- I know how to describe claims made about the decline of the ancient Maya cities. - I know how to evaluate a claim. - I know how to discuss what I think was the main cause for the decline of the ancient Maya cities.	abandon, claim, climate change, drought, evidence, overpopulation, decline, deforestation, disprove, prove, evaluate

Prior Knowledge

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- To know that significant archaeological findings are those which change how we see the past.
- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand that societal hierarchies and structures existed including aristocracy and peasantry.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

Adaptive Learning

Cognitive	Physical	Sensory	Social/Emotional
Adult support with writing, reading and recording. Writing frames when needed. Use of question prompts	Adult scribe if fine motor skills need developing.		



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Use of Knowledge organiser before and throughout the lesson
Guided group work

Review Notes

National Curriculum Links

Pupils should be taught about-

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

The National Curriculum for History aims to ensure that all pupils:

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

Unit Outcomes

Key Knowledge



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Pupils who are **secure** will be able to:

- Sequence the key periods of the Ancient Maya civilisation.
- Identify periods that were happening in Britain at the same time.
- Explain how the Ancient Maya settled in the rainforest and the challenges they faced.
- Describe Ancient Maya beliefs.
- Name the features of the Ancient Maya cities.
- Make deductions about the Ancient Maya cities.
- Evaluate the reasons for the decline of the Maya civilisation.
- Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.

- History is divided into periods of history, e.g. ancient times, Middle Ages and modern.
- Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
- History is divided into periods of history, e.g. ancient times, Middle Ages and modern.
- A chronologically secure knowledge of local, British and world history across the periods studied.
- Change can be brought about by advancements in materials.
- Change can be brought about by advancements in trade.
- The actions of people can be the cause of change (e.g. Lord Shaftesbury).
- Advancements in science and technology can be the cause of change.
- Significant archaeological findings are those which change how we see the past.
- 'Historically significant' events are those which changed many people's lives and had an impact for many years to come.
- Archaeological evidence can be used to find out about the past.
- We can make inferences and deductions using images from the past.
- Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- Assumptions made by historians can change in the light of new evidence.
- Some important people and events.
- Settlements changed over time.
- Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- Education existed in some cultures, times and groups.



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- Trade began as the exchange of goods.
- There are different beliefs in different cultures, times and groups.
- The achievements of ancient civilisations contributed to the development of technology, culture and science.

Key Skills

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Using BC/AD/Century.
- Sequencing eight to ten artefacts, historical pictures or events.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.
- Making a simple individual timeline.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between people's daily lives in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying and giving reasons for different ways in which the past is represented.
- Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.
- Creating historically valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied (e.g. how did people live?).
- Using a range of sources to construct knowledge of the past.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.



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- Comparing and contrasting different historical sources.
- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question, 'How do we know?'
- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.
- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.
- Creating a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.
- Comparing the beliefs of different cultures, times and groups.