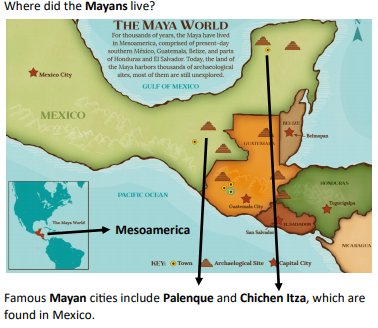
**MANCHESTER ROAD PRIMARY ACADEMY - HISTORY**

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| **Unit: The Maya – How they have had an impact on life today** | **Year 6** | **Strand: Non – European Ancient Civilisation** |

**Historical Enquiry:**

* **Examine sources about the past – including those about Ancient Maya economy, culture, beliefs and daily life.**
* **Describe how Mayan life has impacted on society today.**
* **Explore the timeline of Ancient Maya and explain key features – where? Why?Who? How?**
* **Compare what was happening in the time of the Mayans with what was happening in Britain.**
* **Compare the Mayans with the Ancient Greeks and The Ancient Egyptians using historical evidence.**
* **Describe the difference between literal and inferential sources of information.**



**A study of Chichen Itza:**

**Is one of the 7 wonders of the world. El Castilla is the huge temple that is built in Chichen Itza. Was a stronghold from 600AD – 1000AD. During Equinox a shadow of a serpent is cast on the steps.**

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| **What will be taught through the unit:**   * **Compare and contrast a non – European society with British history and other periods of time studies through KS1 and 2.** * **That Britain has been influenced by different parts of the world.** * **About different methods of historical enquiry and how people gain historical perspectives.** | |
| Location of the Maya and Aztec societies: | **(See map)** |
| The significant events in the timeline: | (See timeline p2) |
| How we know about the Maya: | * Ancient temples and cities: Chechen Itza, * Codices * Images and writings in ancient buildings – there is much more evidence from the lives of the rich than those of poorer people. * Spanish conquest sources (which provide very different points of view) * Much of what we know is from the 4 codices which were not destroyed by the Spanish invasion – these were only translated 60 years ago, and some of it is still unclear. * Recent laser scans of the areas in Mesoamerica have shown more and more homes and palaces hidden underground. |
| Mayan achievements and impact on society today: | * The Maya were great farmers, artists and builders who managed to build entire cities without many of the tools we have today. * They had a number system which involved the concept of zero, and a writing system (codices) which had syllables. * They had a calendar with 365 days, as they were great astronomers. * They grew maize, bred cattle, and knew how to irrigate land – despite the fact that the terrain was tough (mountains and jungles) * There was a hierarchy of society – which included different types of houses. * The Maya had a religious belief system based on their knowledge at the time – children need to be respectful to this, and the fact that morals were very different over a thousand years ago… Both in South America and in Britain. |
| What caused the demise of the Mayan society? | * No – one is sure. Possibilities include famine from drought, disease brought by Spanish invaders, warfare. * We know there was a demise because building stopped, and the society declined. |
| What was happening in Britain at the same time as the Ancient Maya and Aztecs? | * Britain went through great periods of change during Mayan rule. The Roman had left Britain, and the Saxons were rulers. * It was a time of great unrest – and changes in religion. Some practices in the Ancient Maya society were far more advanced that in Britain at the time. |

**Trips/ Visits & Useful Websites:**

<http://wludh.ca/dh100/2015/CSAm/Maya/impact-on-modern-society/>

<https://www.ancient.eu/Maya_Civilization/>

<https://www.historyonthenet.com/features-of-mayan-cities>

<https://www.nga.gov/kids/mayakids.pdf>

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| **Vocabulary:** |  |
| Ahau/ Ahaw | The main king or lord of a Maya city-state |
| Batab | A lesser lord, usually ruling over a small town. |
| Cenote | A sinkhole or pit filled with water, cenotes were sources of water for the Maya and were also used as places of sacrifice. |
| Chichen Itza | The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today. |
| Classic Period | The golden age of the Maya civilization running from 250 AD to 900 AD. |
| Codex (codices) | A type of book written by the Maya that was created by one long sheet of paper that was then folded like an accordion. |
| Glyph | A symbol used in writing. |
| Haab | The Maya solar calendar that was used to measure time and had 365 days. |
| Pyramid | A large monument with four sides that tapers at the top. The Maya build step pyramids with flat tops. At the top they built a temple to their gods. |
| Evidence | the available body of facts or information indicating whether a belief or proposition is true or valid |
| Artefact | an object made by a human being, typically one of cultural or historical interest. |
| Chronology | the arrangement of events or dates in the order of their occurrence. |
| Compare | estimate, measure, or note the similarity or dissimilarity between |
| Contrast | the state of being different from something else in close association. |
| Conclusion | the summing-up of an argument or text. |
| Civilisation | the society, culture, and way of life of a particular area. |
| Deforestation | the action of clearing a wide area of trees |
| Drought | a prolonged period of abnormally low rainfall, leading to a shortage of water |
| Indigenous | originating or occurring naturally in a particular place; native. |
| Culture | the arts and other features of human intellectual achievement regarded collectively. |
| Demise | the end or failure of an enterprise or institution |

**Timeline of Significant Events:**

