



Medium-term plan

Year group: 6	
Topic/unit: Non-European society that contrasts with Britain – the Maya	
Children make progress in	Evidence for knowledge understanding/skills developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> When/where the Mayan civilisation existed and that it began centuries before the period they study and continued afterwards, and that Mayan people still live in the same parts of central America now. Knowledge of important aspects of the Mayan civilisation and how some contrast with Britain: Mayans did not have metals (Stone Age culture) but had an advanced understanding of astronomy, mathematics etc. 	<ul style="list-style-type: none"> Explains the Mayan civilisation lasted for a very long period, was at its height between 300 and 900, but the Mayan people still live there now. Can name the modern countries that now occupy former Mayan lands. Can discuss important Mayan achievements – mathematics, astronomy, written language, cities, pyramids/temples, farming and irrigation etc. Can name some important cities and people, eg Palenque, Tikal, Copan, Pacal the Great (c.f. Alfred the Great). Know that Mayans did not have metals (Stone Age culture) but had more advanced understanding of astronomy, mathematics etc than Britain/Europe at the time.
<ul style="list-style-type: none"> Disciplinary knowledge (use HIAS AREs) 	
<p>Characteristic features</p> <ul style="list-style-type: none"> Can contrast and make some significant links between civilisations/periods studied. <p>Historical enquiry</p> <ul style="list-style-type: none"> Can construct reasoned arguments about events, periods or civilisations studied. <p>Historical interpretations</p> <ul style="list-style-type: none"> Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. 	<ul style="list-style-type: none"> Can contrast aspects of Maya culture and society with Saxon Britain, eg Britain moving towards a single kingdom v separate city states; Mayan astronomy and mathematics strong but not in Britain; many Mayan gods, Saxons largely Christian; Maya had huge cities. Can develop an argument supporting study of the Maya – eg to correct past misinterpretations, or because new information is being produced right now. Explains reasons for past misinterpretations of the Maya, eg not being able to read their writing or make sense of their carvings. Some ideas about the Maya being based on European view of life, not based on the evidence on the ground, eg thought to be influenced by other cultures, such as the Egyptians.
Key question to drive the enquiry to promote intended learning: why should we learn about the Maya?	
<p>Knowledge specific vocabulary</p> <ul style="list-style-type: none"> Conquest Sacrifice Pyramid Temple Astronomy Pacal the Great Palenque Maize 	<p>Promoting SMSC</p> <ul style="list-style-type: none"> Spiritual: Moral: possibly debate whether the Maya can be called civilised if they practised human sacrifice. Social: group work/collaboration. Cultural: awareness of other cultures that are very different to our own. <p>Cross-curricular links</p> <ul style="list-style-type: none"> geography – Central American climate/physical geography etc English – reading the Popol Vuh and other Mayan myths.
<p>Resources: <i>The Maya loan collection</i> from the History Curriculum Centre – includes items linked to use of maize, a calendar, tomb lid of Pacal the Great, stepped pyramid, drop spindle for spinning etc.</p>	