ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: History UNIT: Mayans CONCEPT: Diversity YEAR: 4

BIG QUESTION	What did the Mayan's invent?	
END OF UNIT OUTCOME	Create a double page spread to show the Mayan's inventions	
NC OBJECTIVES	• A non-European society that provides contrasts with British history – Mayan civilization c. AD 900	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	**When was the Maya period?** - **Maya** is used when referring to people, places and culture. - **Mayan** is used to describe the language spoken by the Maya. - 250 AD to 900AD is considered to be the '**Classic Period'** or the '**Golden Age'**. - the Maya civilization consisted of a large number of **city-states**. Each city-state had its own independent **government**. - each city-state was ruled by a king. They Maya believed that their king was given the right to rule by the gods.	History timeline
RICH TASKS	Discuss the knowledge Look at a timeline of history to explore where the Maya period is and what else was happening at that time Children stick timeline into their book and answer the question when was the Maya period and what else was happening at the same time?	
2	**Know that the Maya believed in a large number of gods and they built pyramids as monuments to their gods.**	

ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: History UNIT: Mayans CONCEPT: Diversity YEAR: 4

	- Some gods were considered more important and powerful than others. - Itzamna - The most important Maya god was Itzamna. Itzamna was the god of fire who created the Earth. He was ruler of heaven as well as day and night. The Maya believed that he gave them the calendar and writing. It is thought that his name means "lizard house". - Bolon Tzacab - Also known by the name Huracan (similar to our word for hurricane), Bolon Tzacab was the god of storms, wind, and fire. Maya mythology said that he caused a great flood to come when the Maya angered the gods. His name means "one leg". - Chaac - Chaac was the god of rain and lightning. He had a lighting axe that he used to strike the clouds and produce rain and storms. - the Maya built large pyramids as monuments to their gods. At the top of the pyramid was a flat area where a temple was built. - the pyramids were covered in carving and statues to honor their gods as well as to commemorate their kings. - The first type of pyramid had a temple on the top and was meant to be climbed by the priests to make sacrifices to the gods.. The most important religious ceremonies were held at the top of these pyramids. - The second type of pyramid was a sacred pyramid built to a god. These pyramids were not to be climbed or touched by humans. - The Maya discovered chocolate from the cacao tree. They considered chocolate to be a gift from the gods and used cacao seeds as money. This was one of the foods that the Maya introduced to the world and was the most interesting.	
3	Create mini fact files for the Gods to create an Encyclopaedia. Create the different pyramids out of play dough and place fact files with the pyramids, as a gallery. Children choose their favourite god and explain why.	Play dough Images of gods.

ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: History UNIT: Mayans CONCEPT: Diversity YEAR: 4

RICH TASKS		
4	**Know that the Maya developed one of the most advanced systems of writing and numbers.** -The Maya used an advanced form of writing called **hieroglyphics**. Their writing looks similar to the ancient Egyptians, but is actually quite different. In Mayan hieroglyphics, they used symbols (also called glyphs) to represent words, sounds, or objects. By putting several **glyphs** together the Maya wrote sentences and told stories. - Only the wealthy Maya became priests and learned to read and write. They wrote on long sheets of paper made from bark or leather. These sheets were folded up like an accordion to make books. - A Maya book is called a **codex** (or **codices** for more than one). -The Maya used a number system using a system of bars and dots. -A bar represented the number 5. Every 5 numbers they added another bar. The number zero was written with a symbol that looked like a shell.	
RICH TASKS	Use Maya writing facts cards (resources) children find the facts, read the information and complete the Maya writing fact hunt activity sheet. Look at some examples (using powerpoint) of the hieroglyphs (logograms). Children to choose 3 examples to draw and write the name and meaning. Look at powerpoint on Maya numbers, discuss and children try to work out what numbers are being represented. Give children numbers and children represent them using the Maya number system.	Writing facts cards Maya writing powerpoint Maya number powerpoint.
5	Revision of key knowledge	

ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: History UNIT: Mayans CONCEPT: Diversity YEAR: 4

END OF UNIT OUTCOME	Create a double page spread to show the Mayan's inventions.