

Plan of Key Learning in History with assessment

Date: SPRING 1

Year 6	
Purpose of the unit/National Curriculum	To ask and answer questions about a non-European society that provides contrasts with British history
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	Who were the Maya and how did what they achieve contrast with British history? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Stone Age to Iron Age (Yr 3) Ancient Egyptians (Yr 4) Ancient Greeks (Yr 4) Romans (Yr 5) Anglo Saxons and Scots (Yr 5) Anglo Saxons and Vikings (Yr 6)
How does this link to future learning?	
Key points for the start of the topic	Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation). - Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability). - Analyse connections, trends and contrasts over.
Learning objectives linked to Events, People and Changes	Show their knowledge and understanding of local, national and international history by: - Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history. - Establishing a narrative showing connections and trends within and across periods of study. - Beginning to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
Learning objectives linked to Communication	- Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Understand the methods of historical enquiry, how evidence is used to make historical claims (such as those about Baghdad AD900), and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?)

By the end of this learning the children will know:	
Weekly questions to build up the skills and knowledge over the topic	Who were the Maya and why do we study them in school?
	Why did the ancient Maya empire grow?
	What was everyday life in Mayan civilization? How different was it for rich and poor?
	What was life like for the Maya people 1000 years ago?
	If the Maya were so civilized then why did they carry out human sacrifice?
	Why did the Mayan empire decline?
	Who were the Mayans and how did what they achieve contrast with British history?
Key vocabulary	Chronology, chronological, duration, sequence, religious, social, timescale, timeline, impact, culture, beliefs, achievements, artefact, sources, primary source, primary evidence, secondary source, secondary evidence, evidence, analyse, hypothesis, oral history, narrative, infer, inference, Maya, AD, BC, CE, BCE, Maya, Mayan, peasant, sacrifice, bloodletting, dynasty, empire, worship, civilisation, hieroglyphics, maize
Key knowledge	The Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE. They are known for being the first Mesoamericans to develop writing. They also had a sophisticated culture in which they lived in city states. They built spectacular monuments and stepped pyramids – some (e.g. Chichen Itza) have become world tourist destinations in the modern day. They were also well-known for their advanced maths and calendars. Around 900CE, Maya cities became abandoned. No one knows for sure why this happened
Key Learning for this unit	
Below Expected	Expected