

# The Maya: Cross-Curricular Topic : Year 3/4

## History

1	Historical Evidence
2	Maya City-States
3	Maya Gods and Religion
4	Maya Achievements
5	Maya Civilisation Timeline
6	Comparing the ancient Maya and the Anglo-Saxons
7	The End of the Maya Civilisation

- KS2 - 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

## DT

1	Maya Temples
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- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- KS2 - explore and evaluate a range of existing products
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## The Maya

A KS2 cross-curricular topic for Year 3 and 4

## PSHE

1	Spanish Conquest
2	Rulers and Responsibilities
3	Maya Lifestyles

- KS2 - what constitutes a healthy diet (including understanding calories and other nutritional content).
- KS2 - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- KS2 - that mental wellbeing is a normal part of daily life, in the same way as physical health
- KS2 - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- KS2 - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- KS2 - the characteristics and mental and physical benefits of an active lifestyle.
- KS2 - the importance of building regular exercise into daily and weekly routines and how to achieve this;
- KS2 - the risks associated with an inactive lifestyle (including obesity).
- KS2 - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- KS2 - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others

## Geography

1	Exploring Mesoamerica
2	Comparing Mesoamerica and the UK
3	Maya Culture

- KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Art

1	Maya Masks
2	Maya Artefacts
3	The Bonampak Murals

- KS2 - to create sketch books to record their observations
- KS2 - to use sketchbooks to review and revisit ideas
- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

# The Maya

## Teacher's Topic Planner

Maths

Computing

English

Science

History  
7 Lessons

PlanBee 

Geography  
3 Lessons

PlanBee 

RE

Art  
3 Lessons

PlanBee 

DT  
1 Lesson

PlanBee 

PSHE  
3 Lessons

PlanBee 

Music

# The Maya: Cross-Curricular Topic : Year 3/4

Teacher's notes:



## History

## Geography

## PSHE

## Art

## DT

# The Maya: Cross-Curricular Topic : Year 3/4

ART				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To design and make an ancient Maya mask.	Children explore the historical use of masks in the ancient Maya civilisation including masks worn by priests, warriors, kings and queens for different purposes. Children will analyse the features and materials of these masks and learn several different ways to recreate Maya masks before designing and making a mask of their own.	<ul style="list-style-type: none"> <li>Do children know some of the ways the ancient Maya used masks?</li> <li>Can children use ideas from ancient Maya art to inspire their own artwork?</li> <li>Can children use a range of techniques and materials to express their creative design ideas?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Mask Template</li> <li>Picture Cards 1A/ 1B</li> <li>Blue and green paper, balloons, newspaper strips, glue and water, black paint, elastic or ribbon</li> </ul>
<b>Lesson 2</b>	To experiment and develop carving techniques with clay.	Children analyse a range of Maya artefacts and discuss what materials they were made from, how they were made and what they were used for. Children are then challenged to make their own Maya tile or stella from clay using the techniques they have learned about to shape, join and decorate clay.	<ul style="list-style-type: none"> <li>Can children analyse and discuss the art of the ancient Maya?</li> <li>Can children use ideas from ancient Maya art to design their own carving?</li> <li>Can children shape, join and decorate clay, using clay tools and techniques, to create their Maya artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 2A/2B/2C</li> <li>Picture Cards</li> <li>Help Sheet (FSD? activity only)</li> <li>Clay and clay tools</li> <li>Paint</li> </ul>
<b>Lesson 3</b>	To analyse and recreate the Bonampak murals using paint.	Children explore the murals found in the temples of Bonampak, Chiapas, Mexico which date back to the 8th century. They will learn about fresco techniques and examine the style, composition, colour palette and style of the murals. Children then experiment with recreating parts of the murals for themselves.	<ul style="list-style-type: none"> <li>Do children understand that art can help us find out about people and societies of the past?</li> <li>Can children analyse the murals and discuss what they think and feel about them?</li> <li>Can children recreate the Bonampak murals using appropriate techniques?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Mural Cards 3A/3B</li> <li>Watercolour paints, brushes and paper</li> <li>Bonampak Template (FSD? activity only)</li> <li>Help Sheet (FSD? activity only)</li> </ul>

DT				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To design, make and evaluate a model Maya temple.	Children investigate the design of a range of ancient Maya temples and consider what materials, tools and techniques to use in order to create their own model Maya temple. Children will also consider how to strengthen and decorate their temple to ensure that their temple is aesthetically pleasing, strong and stable.	<ul style="list-style-type: none"> <li>Can children investigate and analyse existing Maya temples?</li> <li>Can children select from and use appropriate materials, tools and techniques to ensure that their temple is stable and strong?</li> <li>Can children evaluate their finished products and highlight areas for improvement?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Design Sheet 1A/1B/1C/1D</li> <li>Evaluation Sheet 1A/1B</li> <li>Temple Templates (FSD? activity only)</li> <li>Materials and tools: cardboard, paper, corrugated card, lolly sticks, art straws, tap, glue, scissors etc</li> </ul>

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GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To locate and name the countries of Mesoamerica.	Children will learn where Mesoamerica is located found before learning how to use atlases and digital maps to name and locate specific countries and their capital cities. Children will apply their understanding to name and locate the modern-day countries of Mesoamerica and their capital cities, along with the nearby seas and oceans.	<ul style="list-style-type: none"> <li>• Do children know that the ancient Maya lived in an area of North America known as 'Mesoamerica'?</li> <li>• Can children identify Mesoamerica on a world map?</li> <li>• Can children use a map to locate the modern-day countries and capital cities of Mesoamerica?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D</li> <li>• Political Map</li> <li>• Maya Map Sheet (FSD? activity only)</li> <li>• Atlases or Tablets and Digital Maps</li> </ul>
Lesson 2	To compare the physical geography of Mesoamerica and the United Kingdom.	Children use a world map to locate and describe the countries of Mesoamerica and the UK using precise locational vocabulary. Once children have a good understanding of the relative locations of the countries, and their proximity to the equator, children will develop their understanding of the climates, landscapes, plants and animals found in these regions, using a range of geographical information sources.	<ul style="list-style-type: none"> <li>• Do children know what is meant by 'tropical' and 'temperate' climates?</li> <li>• Can children use geographical data, including charts, to find out about the climate of Mesoamerica?</li> <li>• Can children compare the climate of Mesoamerica to the climate of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C/2D</li> <li>• Fact Cards</li> <li>• Information Sheet</li> <li>• Postcard Template (FSD? activity only)</li> <li>• Word Bank, QR Codes (FSD? activity only)</li> <li>• Picture Cards (FSD? activity only)</li> <li>• Atlases or Tablets and Digital Maps</li> </ul>
Lesson 3	To find out about modern Maya communities.	Children will learn how the modern Maya live, work and interact with their environment in this lesson focusing on human geography. Children will explore the impact of the Spanish Conquistadors on the religious practices, language and architecture of the Maya. They will also discover how the modern Maya have kept aspects of their traditions and culture alive throughout the centuries.	<ul style="list-style-type: none"> <li>• Do children know that the Maya culture still thrives today?</li> <li>• Can children use a variety of geographical resources to find out what life is like for modern Maya?</li> <li>• Can children compare and contrast the culture and lifestyles of the modern Maya with the ancient Maya?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Information Sheet</li> <li>• Picture Cards</li> <li>• Fact Card Template (FSD? activity only)</li> <li>• Books, Tablets etc (optional)</li> </ul>



# The Maya: Cross-Curricular Topic : Year 3/4

PSHE				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To consider the impact of the Spanish conquest on the Maya.	Children investigate the effects that the arrival of the Spanish Conquistadors had on the Maya population, including their society and ways of life. Children are encouraged to look at these historical events from the different viewpoints of the Spanish and the Maya to understand multiple perspectives and experiences.	<ul style="list-style-type: none"> <li>• Do children understand that people can have different points of view, based on their identity and experience?</li> <li>• Can children consider and discuss different perspectives?</li> <li>• Can children make their own decisions about what they believe and explain their choices?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Sentence Cards</li> <li>• Debate Cards (FSD? activity only)</li> <li>• Chat mat (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the concept of hierarchy in everyday life.	Children reflect on the meaning of 'hierarchy' and 'status' in the context of the ancient Maya civilisation and society today. Children explore the similarities and differences between the two societies, their social hierarchies and systems of government and consider what it means to be a good leader.	<ul style="list-style-type: none"> <li>• Do children understand the terms 'status' and 'hierarchy'?</li> <li>• Can children describe some similarities and differences between social hierarchies of the ancient Maya civilisation and the modern UK?</li> <li>• Do children understand that leaders have both power and responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C/2D</li> <li>• Word Bank</li> <li>• Maya Madness Board Game (FSD? activity only)</li> <li>• Dice and Counters (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore whether the ancient Maya had a healthy lifestyle.	Children discuss what it means to have a healthy lifestyle - including diet and exercise as well as pollution and access to medicine and health care. They reflect on what makes it easier and more difficult to be healthy in modern society before comparing and contrasting the lifestyle of the ancient Maya with modern lifestyles today.	<ul style="list-style-type: none"> <li>• Do children understand what is meant by the term 'healthy lifestyle'?</li> <li>• Can children describe various aspects of a healthy lifestyle, including diet and exercise?</li> <li>• Can children identify aspects of modern lifestyles that are unhealthy and suggest alternatives?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Character Sheet 3A/3B</li> <li>• Food for Tasting, Plates Forks (FSD? activity only)</li> <li>• Taste Test Sheet (FSD? activity only)</li> </ul>



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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how we know about the ancient Maya civilisation.	In this first lesson, children will discover where and when the ancient Maya civilisation developed. They will learn how historians and archaeologists have used the temples, pyramids stone monuments and other artefacts left by the Maya to find out about their society and way of life. Children then apply their understanding by studying a range of historical artefacts and interpreting what these reveal about the past.	<ul style="list-style-type: none"> <li>Do children know when and where the ancient Maya civilisation developed?</li> <li>Can children name and discuss some of the sources that historians and archeologists study to find out about the ancient past?</li> <li>Can children discuss the nature and usefulness of a range of sources?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Artefact Cards</li> <li>Question Cards</li> <li>Connection Cards (FSD? activity only)</li> </ul>
Lesson 2	To find out how the society of the ancient Maya was organised.	Now children understand the context of the ancient Maya civilisation, they will learn about how its society was governed and organised. Children will learn about the Maya city-states, their social hierarchy and the roles, power and status of each social group. Then, children will reflect on how people's lives and experiences would have differed according to their social group and why we have more information about the lives of some social groups than others.	<ul style="list-style-type: none"> <li>Do children know that the ancient Maya lived in city-states ruled by powerful ajaws?</li> <li>Can children identify and name the different social groups with ancient Maya society?</li> <li>Can children discuss how the daily lives and experiences of the ancient Maya varied based on their social group?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Social Pyramid</li> <li>Pyramid 2A/2B/2C</li> <li>Palenque Map (FSD? activity only)</li> <li>Information Sheet (FSD? activity only)</li> <li>Visitor Guide Template (FSD? activity only)</li> <li>Building Notes (FSD? activity only)</li> </ul>
Lesson 3	To find out about the religious beliefs of the ancient Maya.	Children begin this lesson by generating questions they have about the religious beliefs and practices of the ancient Maya. They will develop their understanding of the role that gods and goddesses played in different areas of the daily lives of the Maya and explore the different ways that the Maya worshipped their deities. Children apply their understanding by designing their own deity for modern times or by reenacting the Maya creation story.	<ul style="list-style-type: none"> <li>Do children know that the ancient Maya believed in multiple deities?</li> <li>Can children discuss some of the religious beliefs and practices of the ancient Maya?</li> <li>Can children discuss how the religious beliefs and practices of the ancient Maya varied based on their social group?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Deity Cards</li> <li>Information Sheet</li> <li>Design Sheet</li> <li>Extension Sheet</li> <li>Maya Creation Story (FSD? activity only)</li> <li>Story Planner (FSD? activity only)</li> </ul>
Lesson 4	To find out about the achievements of the ancient Maya.	In this lesson, children will learn about the achievements of the ancient Maya, including their writing and number systems and the development of accurate calendars based on their astronomical observations. They will consider the significance of these achievements and how their impact on future societies and generations.	<ul style="list-style-type: none"> <li>Do children know that the ancient Maya had their own calendars, writing and number systems?</li> <li>Can children consider what these achievements tell us about the knowledge and skills of the ancient Maya?</li> <li>Can children discuss the significance of these achievements?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Invention Cards 4A/4B</li> <li>Ranking Sheet</li> <li>Glyph Sheet (FSD? activity only)</li> <li>Clay, boards and tools (FSD? activity only)</li> <li>Information Sheet 4A/4B (FSD? activity only)</li> <li>Haab Calendar Resources (FSD? activity only)</li> <li>Tzolkin Calendar Template (FSD? activity only)</li> <li>Maya Maths Challenge 4A/4B/4C (FSD? activity only)</li> </ul>



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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 5	To find out how the Maya civilisation developed over time.	For this lesson, children will learn about the key periods in the development of the Maya civilisation: preclassic, classic and postclassic and will explore themes of change and continuity. They will also learn how to practically construct timelines, including how to use bars to represent periods of time and arrow to mark distinct events.	<ul style="list-style-type: none"> <li>Do children know how historical events and periods are presented and recorded on a timeline?</li> <li>Can children accurately sequence key events in the development Maya civilisation in chronological order?</li> <li>Can children discuss aspects of change and continuity in the Maya civilisation over time?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Timeline Template 5A/5B/5C</li> <li>Event Cards 5A/5B</li> <li>Kaboom Cards (FSD? activity only)</li> <li>Kaboom Instructions (FSD? activity only)</li> </ul>
Lesson 6	To compare and contrast the Maya civilisation with Britain c.900CE.	For this lesson, children will investigate the similarities and differences between the daily lives of people living in the ancient Maya civilisation and Anglo-Saxon England c.900 CE. Children will use research and role-play to find out, compare and contrast what life was like for ordinary citizens in both societies.	<ul style="list-style-type: none"> <li>Do children know some similarities and differences between the ancient Maya civilisation and Anglo-Saxon society c.900CE?</li> <li>Can children use research and role-play to find out what life was like for ordinary people in the ancient Maya civilisation?</li> <li>Can children compare and contrast the experience of the ordinary Maya with the experiences of ordinary Anglo-Saxons c.900CE?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Role Cards 6A/6B</li> <li>Information Sheet 6A/6B</li> <li>Writing Template 6A/6B</li> <li>Example Diary</li> <li>Challenge Card (FSD? activity only)</li> <li>True or False? Cards (FSD? activity only)</li> <li>Explanation Sheet (FSD? activity only)</li> </ul>
Lesson 7	To investigate the decline of the ancient Maya civilisation.	In the last History lesson of the topic, children will investigate some of the reasons for the decline of the ancient Maya civilisation and its city-states. They will consider different interpretations and perspectives of the historical events associated with the arrival of the Spanish conquistadors in Mesoamerica. Children will also discover that, although the last city-states were abandoned to the jungle in the sixteenth century, the Maya still live in Mesoamerica today.	<ul style="list-style-type: none"> <li>Do children know some of the causes of the decline of the ancient Maya civilisation?</li> <li>Do children understand that the city-states of the ancient Maya civilisation did not decline all at once?</li> <li>Can children consider the significance of these different causes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Cause Cards</li> <li>Ranking Sheet 7A/7B</li> <li>Storyboard 7A/7B (FSD? activity only)</li> <li>Interview Sheet (FSD? activity only)</li> <li>Tablets and green screen (optional)</li> </ul>

