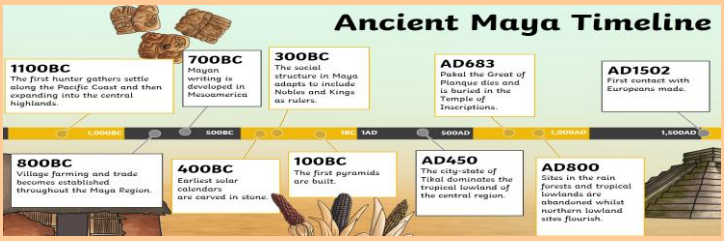
Year 5 -The Mayans

Key facts:

The Maya were an ancient civilization who lived in the tropical rainforests of Mexico and Central America from 2000BC until 1500AD. They were the first civilisation in ancient America to build large cities; their cities were impressive and included temples, palaces and pyramids. The main cities included Chichen Itza, Copan, Palenque and Tikal. There are several reasons why the Maya were considered successful: they learnt to trade with others; they learnt to grow crops and irrigate water using terraces; they had lots of raw materials such as jade and they also knew how to clear the forest in order to live there, using 'slash and burn' technique. Mayan society was organised into city states and each state had its own king. The king had nobles to help him rule the city and this was known as an absolute monarchy. Religion was incredibly important to the Maya who believed in over 600 Gods; they also believed in human sacrifice as a way of keeping the Gods happy. The maize god was very important to the Maya because maize was their staple crop. The Maya had a sophisticated writing system which was a bit like hieroglyphics. The Maya were keen astronomers and they also created their own calendar.

Timeline:



Key people:

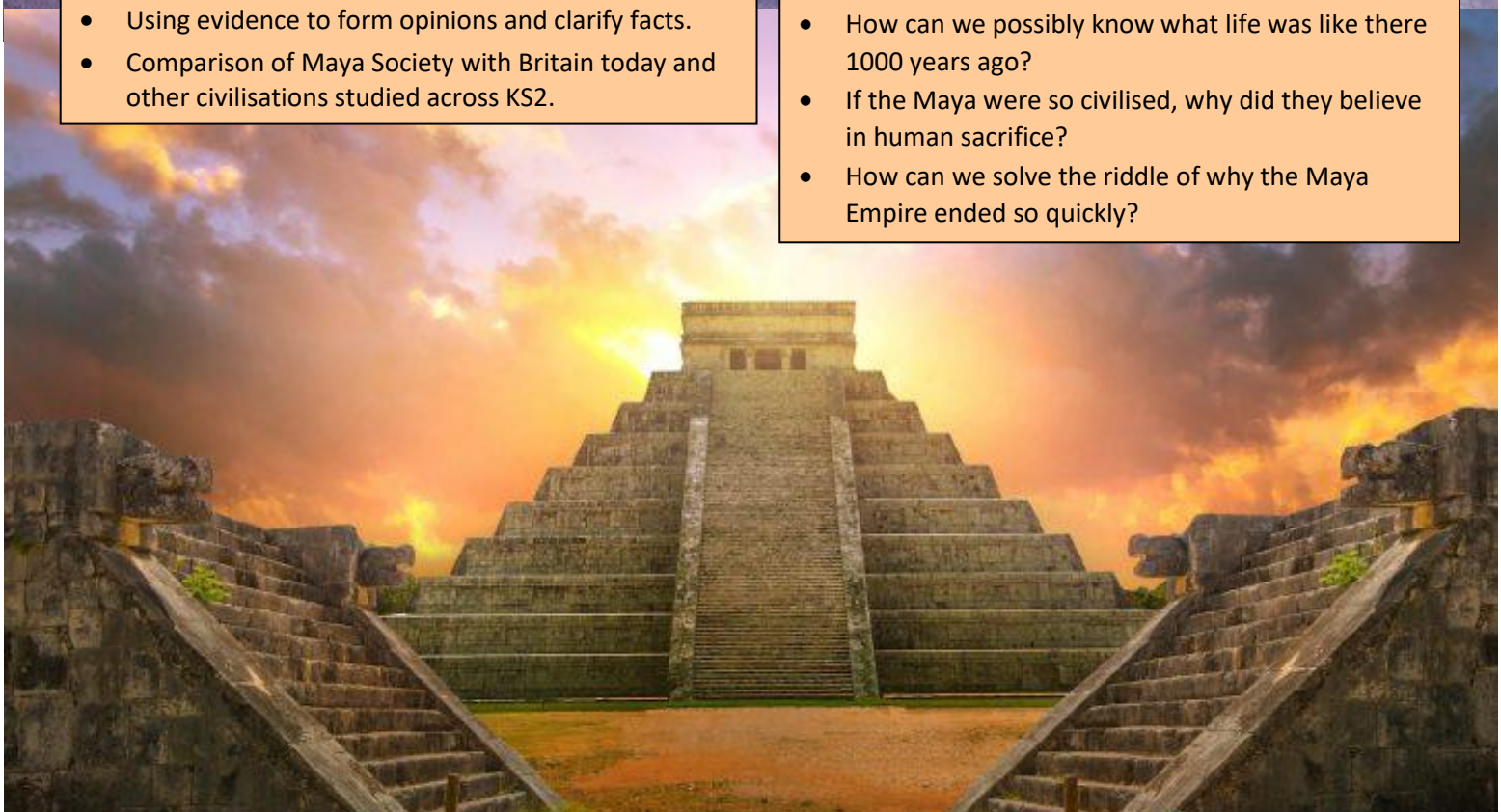


Historical Skills:

- Learn about interpretations – why different historians say different things about the decline of the Maya
- Learn about similarities and differences as they compare modern-day Maya with Maya 900AD
- Using evidence to form opinions and clarify facts.
- Comparison of Maya Society with Britain today and other civilisations studied across KS2.

Concepts:

- Why do we study the Mayan empire?
- How were the Maya able to grow so strong with largely jungle-based territory?
- What was life like at the height of Mayan civilisation?
- How can we possibly know what life was like there 1000 years ago?
- If the Maya were so civilised, why did they believe in human sacrifice?
- How can we solve the riddle of why the Maya Empire ended so quickly?



Year 5

Key Aim –
Through this topic, we aim for children to understand the impact of the Mayan Empire and how it links to modern day life.

Quality Texts to Inspire Us:

A range of Mayan non-fiction texts

Key Vocabulary:

Civilisation, monarchy, religion, cities, writing system, society, territory, empire, sacrifice, artefacts, monument, maize, trade, irrigation, forestry techniques.

Key facts:

- The Maya were an ancient civilization who lived in the tropical rainforests of Mexico and Central America from 2000BC until 1500AD.
  - They were the first civilisation in ancient America to build large cities; their cities were impressive and included temples, palaces and pyramids.
  - There are several reasons why the Maya were considered successful: they learnt to trade with others; they learnt to grow crops and irrigate water using terraces; they had lots of raw materials such as jade and they also knew how to clear the forest in order to live there, using 'slash and burn' technique.
  - Mayan society was organised into city states, and each state had its own king. The king had nobles to help him rule the city and this was known as an absolute monarchy.
  - Religion was incredibly important to the Maya who believed in over 600 Gods; they also believed in human sacrifice as a way of keeping the Gods happy. The maize god was very important to the Maya because maize was their staple crop. The Maya had a sophisticated writing system which was a bit like hieroglyphics.
  - The Maya were keen astronomers, and they also created their own calendar.

Key Concepts:

- Why do we study the Mayan empire?
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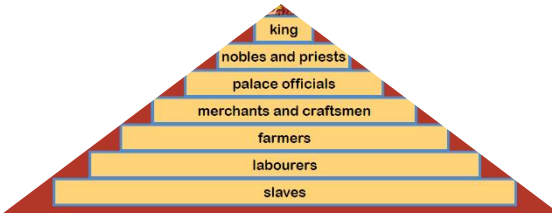
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YEAR 5
The Mayans
Autumn TERM 2026

Outcome: The children will *Brief description of what the final outcome will be – the point at which all skills and knowledge are put to the test (e.g. presentation, written piece, performance, creation etc) Is there an audience?*

Hook: Video of Mayan life and images



As Readers, we will:

- Continue to read and discuss an increasingly wide range of genres
- read books that are structured in different ways and reading for a range of purposes
- identify and discuss themes and conventions in and across a wide range of writing
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied.

Key Texts:

- Hidden Figures- Margot Shetterly
- Street child – Berlie Doherty
- Persuasive brochures
- Exploring the Mayan Empire – Dr Brian Knapp
- Various non-fiction texts

As Writers, we will:

- Learn to understand and use a range of grammar devices within our writing.
- Write for a specific purpose and audience, using a wide range of devices to build cohesion within and across paragraphs.
- Use organisational and presentational devices to structure a text and to guide the reader.
- Recognise the structure and features of a range of non-fiction texts.
- Make edits in our writing in order to improve its overall effectiveness.
- Proof read their own and others work to spot errors.

Key Vocabulary:
Fronted adverbials, subordinate, main and relative clauses, conjunctions, semi colons, headings, subheadings, modal verbs, passive voice.
Must Haves:
Joined, legible handwriting, capital letters for proper nouns, full stops, commas for clauses and for lists.

As Mathematicians we will:
Be able to solve one and two step problems, identify and describe patterns, read and write and compare numbers, solve number problems and practical problems, interpret and use negative numbers in context, round any whole number. This will be taught through a focus on:

- addition and subtraction,
- measures,
- multiplication and division,
- fractions and percentages

Key Vocabulary:

addend, composite number, denominator, digit, dividend, divisor, factor, imperial, improper fraction, Integer, metric, multiple, negative number, numerator, operation, prime number, product, rounding, square number, sum, unit fraction.

As **Scientists** we will:

- Explore celestial bodies and how they are spherical
- Understand the order and movement of the planets
- Explore geocentric and heliocentric theories
- Understand the apparent movement of the sun across the sky.
- Understand the movement of the moon.

Key Vocabulary:

Celestial, geocentric, heliocentric, Moon, Sun, Planets, star, galaxy, spacecraft, seasons, axis, orbit, gravity.

As **Geographers / Historians** we will:

- Learn about interpretations – why different historians say different things about the decline of the Maya
- Learn about similarities and differences as they compare modern-day Maya with Maya 900AD
- Using evidence to form opinions and clarify facts.
- Comparison of Maya Society with Britain today and other civilisations studied across KS2.
- describe and understand key aspects of physical geography, including forestry, farming, water irrigation.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Key Vocabulary:

Civilisation, monarchy, religion, cities, writing system, society, territory, empire, sacrifice, artefacts, monument, maize, trade, irrigation, forestry techniques.

As **Artists** and **Designers** we will:

Explore different techniques, including blending, sketching and sculpture work. Throughout their learning journeys they will research artists, practise techniques, plan and create their final piece.

- Create movable structures
- Study the style of Frida Kahlo

Through our work we will aim to:

- Experiment with the sculpture design process to produce a finished piece
- Improve our mastery in sketching and sculpting using papier mâché.

Key Vocabulary:

Blending, sketching, crosshatch, hatch, colour, primary and secondary, sculpture, research, artist, create, plan, design.

As Computer Technologists we will:

- Understand the need for and uses of a concept map
- Create a concept map
- To be able to present to an audience
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Vocabulary:

E-safety, encryption, plagiarism, citations, debugging, command, input, output, simulation, sequence, readability, curser, password, audience, node, collaboratively.

In PE we will:

- develop flexibility, strength, technique, control and balance through our gymnastics work.
- Compose motifs to create dances creatively and collaboratively in groups connected to our Science topic of Space
- take part in outdoor and adventurous activity challenges both individually and within a team
- take part in team building and invasion sports such as netball
- to pass and shoot with control in netball games.

Key Vocabulary:

Passing, control, balance, transition, dynamics, compass, agility, endurance, pivot.

In PSHE we will:

- Be thinking about how to work together as a team in a new class
- Understanding identity and stereotyping
- Respecting ourselves and others .

Key Vocabulary:

Identity, collaboration, stereotype, risk, hazard, emotions, self-regulation.

As Musicians, we will:

- Identify musical devices in live and recorded music
- Sing more complex rounds in two-part songs and partner songs
- Create music to convey a particular atmosphere and mood .

Key Vocabulary:

Holst, time, rhythm, beat, tone, volume, dynamic, body percussion, turn around.