

Enquiry: Why did the ancient Maya change their way of life?

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning																				
<ul style="list-style-type: none"> The location of the countries and cities of the modern day region of Central America The way of life of modern Maya people of Central America The natural features of the environment and climate of Central America Who the ancient Maya were and some of their achievements The features and purpose of the structures of the ruined Maya city of Chichen Itza The purpose of a range of ancient Maya artefacts from the city The social and religious importance of the ball game pok-a-tok How the ancient Maya farmed using mountain terraces The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time <p>National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. <p>Evident Knowledge Threads</p> <ul style="list-style-type: none"> Legacy Cause and Effect Society Religion 	<p>Maps</p> <ul style="list-style-type: none"> Journal entries Sketches Sculptures Hieroglyphics Figurines Ancient codex Artefacts <p>Disiplinary thinking skills the pupils will use to understand what they know</p> <table border="1"> <tr> <td>Synthesise</td> <td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td> </tr> <tr> <td>Explain</td> <td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td> </tr> <tr> <td>Empathise</td> <td>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</td> </tr> <tr> <td>Informed conclusion</td> <td>A knowledgeable summing up of the main points or issues about something.</td> </tr> <tr> <td>Reasoned judgement</td> <td>A personal view or opinion about something supported by factual evidence.</td> </tr> <tr> <td>Justify</td> <td>Give reasons to show or prove what you feel to be right or reasonable.</td> </tr> <tr> <td>Apply</td> <td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td> </tr> <tr> <td>Evaluate</td> <td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td> </tr> <tr> <td>Critique</td> <td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td> </tr> <tr> <td>Hypothesise</td> <td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td> </tr> </table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify and locate the countries and cities of the modern day region of Central America Describe and explain the way of life of modern Maya people of Central America Describe and explain the natural features of the environment and climate of Central America Explain who the ancient Maya were and evaluate some of their achievements Reach an informed judgement based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen Itza Hypothesise about the purpose of a range of ancient Maya artefacts from the city and justify their views Explain the likely social and religious importance of the ball game pok-a-tok Explain how the ancient Maya farmed using mountain terraces Evaluate the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 Reach an informed judgement regarding the most significant factors and justify their views <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time and reach a judgement regarding which they feel was more developed <p>Prior Learning</p> <p>In lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisation How and why empires and civilisations such as the Roman Empire expanded and declined over time
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