

History Curriculum

Year 1 to Year 6

History Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Seasons – Autumn All About Me	Seasons – Autumn Family and Festivals	Seasons – Spring Kings, Queens and Fairy Tales	Seasons – Spring Transport Past and Present	Seasons – Summer Farming History of Agriculture	Seasons – Summer Dinosaurs and Extinction
Year 1		Significant People Guy Fawkes (Short Topic)	History of Flight Amelia Earhart Neil Armstrong		Significant People Florence Nightingale Mary Seacole Pieter Bruegel the Elder LS Lowry	
Year 2		Local History Study Oldham		The History of London The Great Fire of London		Significant People Rosa Parks Emily Davidson Annie Kenney
Year 3	Stone Age to Iron Age	Ancient Egypt			Explorers and Adventurers Christopher Columbus	
Year 4		Ancient Mayan Civilisation		Ancient Greece	Local History Study	
Year 5	Romans		Anglo Saxons		Vikings	
Year 6	Tudors	Tudors		World War Two		Civil Rights

Autumn Term

Year 1

Year 1 Term 2	Unit Title: Significant People – Guy Fawkes Key Knowledge Content Aims of the Unit of Work: 1. To gain an understand of significant people and events that happened in the past. 2. To gain an understanding of the UK government and parliament. End of unit outcome: Writing task: Why do we remember Guy Fawkes?
Context of Study	
This unit of work introduces children to the ideas of government and democracy. During this unit children will learnt the basic structure of the UK Government: Prime Minister, Houses of Parliament, The House of Commons, The House of Lords. The foundations of this topic will support the learning for future units of work when learning about The Royal Family, significant people who fought for the right to vote in Britain and the wider world.	
NC Objectives	Key Knowledge and Vocabulary
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify	<u>Guy Fawkes</u> Know that Guy Fawkes was born in 1570 in York, England. Know that during this time in England there were two main religious groups, Protestants and Catholics . Know that Protestants believed that faith in God alone was needed to get into Heaven . Know that Catholics believed that both faith in God and good deeds were needed to get into Heaven . Know that Guy Fawkes’s parents were Protestants but during his childhood Guy converted to Catholicism . Know that in 1594 Guy Fawkes joined a group of English Catholics. Led by Robert Catesby, in a plot to blow up the Houses of Parliament to kill the Monarch King James I and his Government. Know that the Houses of Parliament is the name for the two buildings in London where the Government meet. Know that the names of the two buildings are The House Commons and The House of Lords. Know that this is where people decide the laws of England. Know that we have a Prime Minister who runs the country. Know the name of our current Prime Minister. Know that this is what the Houses of Parliament look like today.

different ways in which it is represented.

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]



Know that the large clock tower is known as Big Ben.

Know that people call Members of Parliament MPs

Know that MPs meet in the Houses of Parliament to discuss important issues and make important decisions for the country.

Know that this is a painting of King James I.

Know that a monarch is a sovereign head of state, like a king or queen.



Know that we can see he is a monarch because of his clothes and crown.

Know that on 5th November 1605, Guy Fawkes and his men had planned to blow up the Houses of Parliament at the opening of parliament.

Know that Guy Fawkes was responsible for lighting the fuse to the barrels of **gunpowder** which they had hidden in a room under the Houses of Parliament.

	<p>Know that this was known as the Gunpowder Plot.</p> <p>Know that the plot was unsuccessful and Guy Fawkes was caught and punished along with other men from the group. Know that Guy Fawkes was remembered because of the failed plot. Know that we still remember Guy Fawkes and the failed plot over four hundred years later. Know that Bonfire Night is celebrated every year on 5th November. Know that bonfires, fireworks and sparklers are lit every year on 5th November to remember how Guy Fawkes and his fellow plotters failed to blow up the Houses of Parliament and kill King James I. Know that since the Gunpowder Plot, whenever the King or Queen visits Parliament, there is a tradition that the Royal Bodyguards, called the Yeoman of the Guard, search beneath the Houses of Parliament for any potential plotters hiding explosives.</p> <p>End of unit Outcome: Writing task: why do we still remember Guy Fawkes?</p>
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Year 2

<p>Year 2 Term 2</p>	<p>Unit Title: Local History Study – Oldham</p> <p>Key Knowledge Content</p> <p>Aims of the Unit of Work:</p> <ol style="list-style-type: none"> 1. To gain an understanding of our locality from a historical perspective. 2. To explore the Victorian Period from the perspective of Oldham. 3. To develop an understanding of what life was like living in Oldham During the Victorian Times. 4. To think critically and be able to compare similarities of Oldham in the Victorian Era and the present day. <p>End of unit outcome: To write a Diary entry from the perspective of a Victorian child.</p>	
<p>NC Objectives</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts,</p>	<p>Key Knowledge and Vocabulary</p> <p>Know that people have lived in Oldham since the Stone Age times. Know that Oldham became a significant town in the Victorian period. Know that the Victorian Period is named after Queen Victoria, who was Britain’s monarch from 1837 until 1901 (63 years). Know that Queen Victoria was 18 when she became Queen. Know that she married Prince Albert and they had nine children.</p>	

including written narratives and analyses.

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Queen Victoria by Franz Winterhalter (1859)



Photograph of Queen Victoria (1882)

Houses

Know that many houses were built in the Victorian Era because of the amount of people moving to Oldham to work in the mills.

Know that these houses were built in lots of rows of back to back houses.

Know that many of these houses are still used today.

Know that a **terraced house** is a house attached to more than one other house.

Know that a terraced house was usually built with two rooms downstairs and two rooms upstairs.

Know that a terraced house was built with a toilet outside in the back **yard**.

Know that modern day houses do not have a toilet outside.
Know that Victorians did not have a bathroom so they would usually have 1 bath a week and use the range to heat up the water and put it in a tin bath in front of the **range** or the fire to stay warm.
Know that Victorian houses were heated with fires so they would have **chimneys**.
Know that Victorian houses did not have garages because people living in these houses did not have cars.
Know that the first car was built towards the end of the Victorian Period and only the rich would have them.
Know that many roads with Victorian houses were very **narrow** because ordinary people did not have cars.
Know that most Victorian houses did not have **electricity**.
Know that candle was the main way of lighting house, as well as **paraffin or gas lamps**.
Know that there was no **central heating** in Victorian houses and people would use lots of blankets on their beds to stay warm.

The kitchen

Know that Victorians would cook on a **range cooker** which was powered by **coal**.
Know that Victorians did not have hot water taps and had to heat their water on the range.
Know that Victorians did not have a fridge in their kitchen and **perishable food** was kept in the **pantry** which was a room that was a little cooler in temperature but not as old as a fridge.

Children at Work

Know that at the beginning of the Victorian Era often had to work.
Know that only children from rich families went to school.
Know that most people thought work was good for children and poor families relied on children working.
Know that mill owners liked to **employ** children because they were cheap.
Know that many children started working at the age of 5.
Know that children also worked at home doing jobs, such as washing, sewing, sticking labels on bottles or making brushes.

Education

Know that later in the Victorian Era more children started to attend school.
In 1880 the law stated that children should attend school from the age of 5 to 10.
Know that in 1891 the **government** ensured that education was free as it still is today.

Know that a Victorian classroom was very different from our classrooms today.
Know that there would usually be a **globe** for geography lessons, and an **abacus** for counting.
Know that children sat in rows and the teacher sat at a desk facing the class.
Know that children wrote on **slates** with **chalk**.
Know that children used a pen with a metal **nib** dipped into an **ink well** to write on paper.
Know that both boys and girls learned reading, writing, **arithmetic**, spelling and **drill** (P.E)

	<p>Know that boys learned technology: woodwork, maths and technical drawing, to help with work in the factories, workshops or the army when they grew up.</p> <p>Know that girls learned to cook and sew to prepare for motherhood and housework.</p> <p>Know that children were often taught rote learning. This means the children would copy and repeat what the teacher has told them.</p> <p>Know that discipline was strict in school.</p> <p>Know that children were hit with a cane if they misbehaved.</p> <p>Know that children were also made to stand in the corner wearing a 'dunce's cap'.</p> <p>Know that boys from rich families were often sent away to boarding school.</p> <p>Know that poor girls did not go to school.</p> <p>Know that only rich families could afford to pay the school fees, though some schools gave free places to poor boys.</p> <p>Know that girls from wealthy families would usually be taught from home by a governess.</p> <p>Know that Sunday schools were run by churches, to teach children about the Christian faith.</p> <p>Know that Ragged Schools were schools for poor children.</p> <p>Know that in these schools older children helped to teach younger ones.</p> <p>End of unit Outcome: To write a diary entry from the perspective of a Victorian child.</p>
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Year 3

Year 3 Term 2	<p>Unit Title: Ancient Egypt</p> <p>Key Knowledge Content</p> <p>Aims of the Unit of Work:</p> <ol style="list-style-type: none"> 1. To gain an understanding of the Ancient Egyptian civilisation. 2. To develop an understanding of the achievements of the Ancient Egyptian Civilisation. 3. To know where the Ancient Egyptian civilisation is placed in world history. <p>End of unit outcome: To present the mummification process.</p>
NC Objectives	Key Knowledge and Vocabulary
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient 	<p>Know that people have lived in Egypt since the Stone Age.</p> <p>Know that by 3500 BC people were living in large settlements.</p> <p>Know that the Ancient Egyptian era span from 3100 BC to 30 BC.</p> <p>Know where Egypt is located on a world map.</p>

Egypt; The Shang Dynasty of Ancient China



Know where the **River Nile** is located in Egypt.



Know that Egypt is located in the continent of **Africa**.

Know that Egyptians lived in the **desert** where they would herd animals and hunt for food.

Know that over time the people would move closer to the River Nile as the temperatures of the desert got hotter and it was easier to grow crops like **wheat**, for food.

Know that the River Nile was important to the Egyptians.

Know that the Ancient Egyptian era came to an end when **Alexander the Great** invaded with the **Greeks** and the **Romans** invaded 300 years later.

Know that the last **Pharaoh** of Ancient Egypt was **Cleopatra**.

Know that after Cleopatra ruled, Egypt became part of the **Roman Empire**.

The Pharaohs

Know that from 3100 BC Egypt was ruled by kings and queens known as Pharaohs.

Know that pharaohs were believed to be living descendants of Ra, the sun god.

Know that people believed the Pharaohs were gods too and that the world would fall into chaos if they didn't have them.

Know that pharaohs built monuments of themselves to impress people and scare their enemies.

Know that this is a monument of **Pharaoh Ramses II** at **Karnak Temple** in **Luxor**.



Know that Pharaohs would often wear **ceremonial beards** as a symbol of royal power. Even female pharaohs wore them.



Know that an ankh is a symbol of life

showing that the person who held it had the power to give life and take it away.

Know that only gods and pharaohs were allowed to carry the ankh.



A picture of an ankh

Know that the most important official to the Pharaoh was their Vizier.

Know that the role of the Vizier included supervising the running of the country, like our Prime Minister does.

Know that the Vizier was chosen from the Pharaoh's family.

Ancient Egyptian Gods

Know that the Ancient Egyptians worshiped hundreds of different gods and goddesses.

Know that Ancient Egyptians believed that the first god to exist was Atum.

Know that the Ancient Egyptian people worshiped many gods and this is called polytheism.

Know the following Ancient Egyptian Gods.

- Anubis – God of the dead (often shown as a jackal)
- Horus – God of the sky (often shown as a falcon)
- Isis – Goddess of magic and the protective goddess.
- Osiris – Ruler of the underworld (often shown with black skin)
- Ra - God of the sun (a falcon headed man)
- Thoth – God of writing and knowledge (often shown with the head of an ibis)
- Set – God of the desert and storms.

Priests and Temples

Know that Gods were **worshipped** in **temples** which were seen as houses for the gods.

Know that people went to the temples to pray and make **offerings** to the gods.

Know that people could only enter the outer parts of the temple.

Know that the centre part of the temple was for **high priests** and known as the sanctuary.

Know that the sanctuary has a statue of the temple's god and it was believed that the gods visited the temple through the statue.

Know that the temples had a special offering **ritual** every day to keep the gods happy. The high priest would wash themselves thoroughly and then visit the statue. They would kiss the statue, dress it in fresh clothes and leave an offering of food in front of it.

Know that people would visit **shrines** which were holy buildings that were not as **sacred** as temples but people could make their own offerings to the gods.

Know that sacred means something which is believed to be holy and have a special connection with God.

The Afterlife

Know that Ancient Egyptians believed that if you lived a good life and prepared yourself you could live again in the **afterlife**.

They believed that the **spirits of the dead** travelled through **Duat**, an underground world.

Know that Duat was full of dangers like evil spirits, giant snakes and lakes of fire that you must get past to meet Osiris and be **reborn** in a heavenly version of Egypt.

Mummification

Know that Ancient Egyptians **mummified** the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.

Know that mummies were made in several stages:

1. The body was washed and prepared for mummification.
2. The internal organs were taken out and stored in special **Canopic jars** to protect them. – the heart was left in the body whilst the brain was removed with a long hook through the nose.
3. The body was left to dry out in a **natron salt** for 40 days.
4. The salt was removed and the body stuffed with cloth.
5. The body was wrapped in linen bandages and then placed in a **coffin**.
6. A **ritual** was performed so the body would be able to eat, drink and speak in the afterlife.

Know that rich people had highly **decorated coffins** while poor people could not afford to be mummified and were often buried in pits in the desert.

Know that people's belongings were buried alongside them.

Know that the tombs of pharaohs contained many treasures and were targeted by thieves trying to steal them.



The Pyramids

Know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they died.

Know that more than 100 pyramids have been discovered and most are on the west bank of the River Nile.

Know that most pyramids were built between 2675-1759 BC.

Know that the most famous pyramids were built at Giza by **Pharaoh Khufu**, his son **Khafre** and his grandson **Menkaure**.

Know that these pyramids were built with Khufu's pyramid, known as the **Great Pyramid**, being the tallest and most impressive.

Know that this was the tallest **man-made structure** for 3800 years.



Building the Pyramids

Know that Khufu's Great Pyramid at Giza took about 20 years to build and is 147m tall.

Know that it took around 4000 workers to build the pyramids.

The process of building the pyramids:

1. Workers cut blocks of stone out of the ground.
2. These were loaded onto boats which carried them to the pyramid.
3. Workers made the blocks of stone smooth with **chisels** so they would fit together tightly.
4. Workers moved the blocks using wooden sledges up ramps on the side of the pyramids.
5. Pharaohs were usually buried underneath the pyramid structure although some had **burial chambers** built into them.

The Sphinx

Know that the **Great Sphinx** is also located at Giza.

Know that the Sphinx is a large statue with the head of a human but the body of a lion (believed to be Pharaoh Khafre).

Know the purpose of the statue is unknown although people believe it was built to guard the pharaohs in their tombs.

Know that the Sphinx has now started to crumble so people are trying to find ways to protect it.



Trade and Travel

Know that Ancient Egypt was one of the **wealthiest** civilisations at the time.

Know that they could mine gold from mines.

Know that this gold was often used to make jewellery such as necklaces, bracelets, earrings and rings.

Know that a gold **scarab beetle** bracelet was found in Tutankhamun's tomb.



Know that trade was done by bartering. This means that items of similar value were swapped.

Know that Ancient Egyptians did not use coins or money like we do.

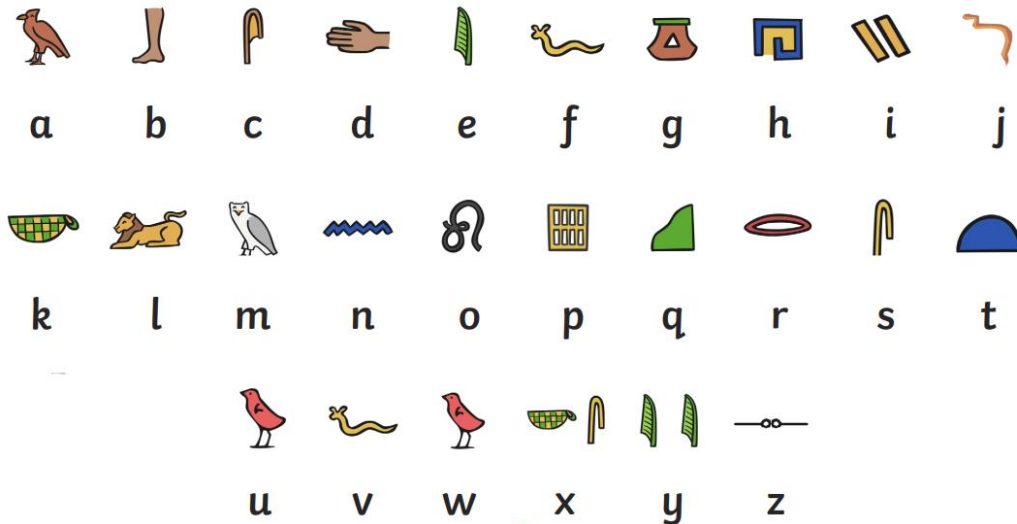
Know that they sold spare grain, salt and gold to other countries in exchange for items that could not be found in the desert, such as wood, oils and metals like copper, silver and iron.

Know that merchants travelled across Egypt from town to town trading goods.

Know that many had to travel by donkey or camel, which was very slow and could take many months to travel from one large settlement to another.

Know that the River Nile was the fastest way to travel in Ancient Egypt.
 Know that everything was transported by boat.
 Know that early boats were made of **papyrus** tied together with rope but most later boats were wooden and had **oars** and **sails** helped the boats to go faster.

Hieroglyphs
 Know that Egyptian writing was called hieroglyphs which used symbols to represent letters and words.
 Know that only people at the top of society could read and write, including pharaohs and scribes.
 Know that a scribe was an official record keeper for the pharaoh and they recorded important information such as trade deals with other countries, notes from meetings, medical remedies and rituals.
 Know that scribes were well respected in Egypt.



Know
 carve
 stone or paint on the walls of tombs.

that scribes would
 hieroglyphs into

End of unit Outcome: Present the mummification process.

Year 4

Year 4 Term 2	<p>Unit Title: The Maya Civilisation Key Knowledge Content Aims of the Unit of Work: 1. To understand how the Maya Civilisation developed. 2. To identify the substantial influence the Maya Civilisation had on the Global community.</p>
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3. To know where the Maya Civilisation is place in world history.

End of unit outcome: Non-chronological Report – What was life like for the Maya Civilisation?

Context of Study

Pupils will have studied the Ancient Egyptian Civilisation in Year 3. Both civilisations have similarities including their beliefs and religion, rituals and ceremonies, building of pyramids, social hierarches and royal families. Pupils will be able to draw upon previous knowledge from the Year 2 unit of work 'History of London' where the British Royal Family was taught. Pupils will also have a good foundation of knowledge from the Geography Year 4 unit of work 'North America – Mexico and Central America'. In this previous unit, pupils gained a geographical understanding of where the Maya Civilisation were located on a modern day map.

NC Objectives

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

- a non-European society that provides contrasts with British history – one

Key Knowledge and Vocabulary

Mesoamerica

Know that **Mesoamerica** is a **region** of North America, which joins North America to South America.

Know that it is one of six areas in the world where an **ancient civilisation** arose independently.

Know that a civilisation is a human **society** with its own **social organisation** and **culture**.



Know that the first humans arrived in Mesoamerica as early as 21,000 years ago.

Know that these people were **hunter-gatherers**, who travelled from place to place to find food.

Know that hunter-gatherers were people who lived by hunting and collecting food rather than by farming.

Know that Mesoamerica provided them with fruits, vegetables and nuts that they could eat which grew throughout the year.

Know that the forests and land were rich with birds, mammals and insects to provide the people with **protein**.

Know that the **climate** was mild but there were often heavy rainstorms.

Know that the many lakes and rivers in Mesoamerica provided the early settlers with water.

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



The Beginnings of the Maya Civilisation

Know that between 3500 – 2000 BC, humans began to build permanent villages in the region, forming the Maya Civilisation.

Know that farmers planted crops and raised animals, mostly dogs and turkeys.

Know that they fished with nets and **preserved** the fish with salt.

Know that meat was cooked in stews or grilled like barbecue and it was also smoked to be preserved for months.

Know that the Maya Civilisation spanned over several North American countries: **Mexico, Belize, El Salvador, Guatemala and Honduras.**



Know that the Mayas flourished for three thousand years before

suddenly disappearing.

The Preclassic Period (2000 BC – 300 AD)

Know that between 2000 BC – 300AD there was great growth for the Maya.

Know that small villages evolved into cities led by chiefs who were the first members of the Maya **noble** class.

Know that the chiefs served as religious leads, **political** leaders and warriors. They were expected to make **sacrifices** such as cutting themselves and offering their blood to the gods.

Know that chiefs were expected to be great warriors and lead their armies.

Know that the Maya made significant cultural advances during the Preclassic Period.

Know that they developed a writing system, using **glyphs** to represent words.
Know that they were also great mathematicians and **astrologers** and they developed one of the first **solar calendars**.

The Classic Period (300 AD – 900 AD)

Know that the Maya culture continued to flourish during the Classic Period.
Know that dynasties ruled the major cities such as Tikal and Calakmul.
Know that a dynasty is a series of rulers belonging to the same family.
Know that the rulers of these city states tried to dominate their local regions and develop small neighbouring cities to take advantage of their agriculture, quarrying or trade.
Know that the more powerful a city's king was, the greater chance of success for its people.

The Post Classic Period (900 AD – 1550 AD)

Know that the city of Chichen Itza became a major power in the Maya Civilisation.
Know that it had a powerful economy and a strong military.
Know that the city expanded rapidly. Most historians believe that it was the biggest city state in Maya history.



The Arrival of the Spanish

Know that Spanish ships started to arrive in the early 1500s in the Maya Empire with explorers hoping to find natives that they could take as slaves.
Know that the Spanish explorers were surprised to find such an advanced civilisation and they began trading with the natives.
Know that the Mayas sometimes attacked the Spanish.
Know that the Spanish brought many diseases with them and caused many Maya people to fall ill.
Know that diseases such as smallpox, flu and measles killed many Maya people.

Hernan Cortes

Know that in 1519 Cortes, a Spanish explorer set sail to find his fortune through conquering the native people and stealing their gold.

Know that the Spanish claimed the land that belonged to the Maya and **Aztec** people.
Know that the Mayas fought back and it took many years for the Spanish to finally **conquer** the Mayas.
Know that as the Spanish took over, they destroyed many important religious text and idols, removing the Maya culture from Mesoamerica.
Know that these religious texts would have been an excellent primary source of evidence about the Maya Civilisation if they had not been destroyed.



The Maya Class System

Know that the **elite** class of the Maya included kings, their queens, children and relatives.
Know that Kings could have several wives. However the women were only allowed to have one husband.
Know that the line of power passed from father to son and when there was no male heir, the family line was broken.

Know that the **nobles** were at the top of the **social hierarchy** and they had many responsibilities including the safety and welfare of their people.

Know that kings had to be warriors to protect their people.

Know that **priests** were also members of the elite class. They could rule over cities and carry out religious ceremonies.

Know that many priests were **shamans**, who dealt with illness through prayer, chanting and herbal medicines.

Know that many nobles often wore **jade, quetzal feathers** and shell jewellery to show their status.

Know that **artists** and **skilled tradesmen** had relatively high social status.

Know that they made things such as jewellery, stone carvings, pottery, **feather headdresses** and **embroidery**.

Know that the Maya society was organised into powerful kingdoms and cities.

Know that society is the people who live in country or region, their organisations, and their way of life.

Society

Know that **City States** each had their own King or Queen.

Know that this was the order of importance: King or Queen of Royal Family who were seen to have God-like powers, **nobles, priests, craftspeople, merchants, farmers, servants and slaves.**

Know that Kings and Queens would wear **jaguar skins** and **headdresses.**

Know that noble birth children would be educated by priests.

Know that merchants, craftsmen and farming children were taught skills by parents.

Know that there was an **absolute monarchy**, where the king or queen holds complete power and their power is not restricted by following laws.

Know that this operated a **hereditary monarchy** where the children of the king or queens would become the future monarch.

Know that the King was seen as a descendent of a god.

Term	Definition
Noble	People who belonged to a high social class were referred to as nobles.
Priest	In many non-Christian religions a priest is someone who has particular duties and responsibilities in a place where people worship.
Merchant	A person who buys or sells goods in large quantities, especially one who imports and exports them.
Artisans	Someone whose job requires skill with their hands.
Farmer	A person who owns or manages a farm.
Craftspeople	People who make things skilfully with their hands
Servant	Are person who is employed to work at another person's home, for example as a cleaner]or gardener.
Slave	Someone who is the property of another person and has to work for that person.

The Arts/ Science / Maths/ Religion

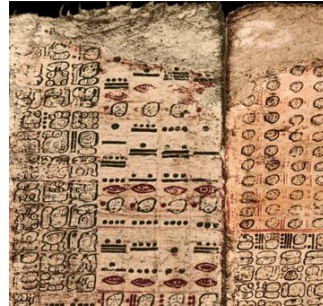
Know that the Maya were skilled craftspeople they made pottery for everyday use as well as figures of gods, goddesses and animals.

Know that the Maya were keen on Astrology- they studied the sun, moon, planets and stars.

Know that the Maya maths system was: a dot for 1, a bar for 5, a shell for 0.

Know that this number system helped to create their complex system of dates and calendars.

0	1	2	3	4
	•	••	•••	••••
5	6	7	8	9
	•	••	•••	••••
10	11	12	13	14
	•	••	•••	••••
15	16	17	18	19
	•	••	•••	••••



Know that in the death of a person they were buried with their belongings for their journey into the afterlife.

Know that Kings and Queens had tombs, others were buried under their houses.

Know that the Mayas believed in many gods- their main god was Itzamna.

Know that the Maya held many rituals and sacrifices to the gods – this included human sacrifice.

Know that the Maya invented the word chocolate due to using the cacao beans from the cacao tree.

Know that they made a drink named xocolat but only the nobles would drink it.

Writing

Know that the Mayas were famous for developing an early writing system called hieroglyphics.

Know that the system is broken down into glyphs which represent words/ sounds.

Know that a symbol could represent a syllable in a word then it was combined with another symbol to make a word.

Cities

Know that Tikal was one of the largest cities (located in modern day Guatemala) which had a population between 60,000 and 200,000 people.

Know that cities included carefully planned **palaces, pyramids, temples** and **plazas** which were planned and designed by skilled **architects** and constructed by strong labourers.

Know that each city had plenty of fresh water built by systems of **aqueducts**.

Term	Definition
Palace	A palace is a very large impressive house, especially one which is the official home of a king, queen, or president.
Pyramid	Pyramids are ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt.
Temple	A temple is a building used for the worship of a god or gods.

Plaza	A plaza is an open square in a city.
Aqueducts	An aqueduct is a long bridge with many arches, which carries a water supply or a canal over a valley.

Trade

Know that the Mayas developed trade systems to **exchange** goods that they could produce for the other things that they could not produce.

Know that they did not use money like we do to buy things.

Know that trade is the activity of buying, selling or exchange of goods or services between people or countries.

Know that Maya trade was centred around foods like corn, fish, **squash**, potatoes, honey, beans, turkey, fruits and chocolate drinks.

Know that the Maya also traded materials such as **limestone, marble, jade, wood, copper and gold.**

Know that they traded goods such as paper books, furniture, jewellery, clothing, toys and weapons.

know that they traded with places as far south as Guatemala and Belize and as far as the Caribbean Islands.

Know that Maya farmers, artisans, architects and artist would also exchange their services for goods.

End of unit Outcome: Non-chronological report on life as a Maya civilian.

