

Caroline Haslett Primary School - History Knowledge Organiser

Topic: The Maya

Spring Year: 5

Civilisation

Knowledge

New Vocabulary

Prior Knowledge:

- South America is a continent.
- The climate of South America
- Human and physical geographical features of a region in South America.
- Other civilisations include the Egyptians and the Greeks.

New Knowledge:

- Mayan cities had similar layouts to each other. They would have a palace for the ruler, a plaza for the marketplaces and temples, in the form of pyramids.
- Mayan cities were often found near trade routes and good farmland.
- Mayans were polytheists, believing in many nature gods or deities.
- Priests were considered the most important people in the Mayan culture. Warriors, craftsmen and traders were next in the hierarchy. Farmers, workers and slaves were at the bottom of the hierarchy.
- Mayan merchants traded many goods including salt, cotton, honey and jade.
- The Mayan calendar (Tzolkin) consisted of 260 days and 13 months.

Chichen Itza - a village in Yucatán state in Mexico: site of important Mayan ruins. A UNESCO World Heritage Site

Economy - a wealth that a society or country gets from business or industry

Erosion - the gradual destruction and removal of rock or soil

Indigenous - people or things belong to the country in which they are found

Mayan - of, relating to, or characteristic of the Maya or any of their languages

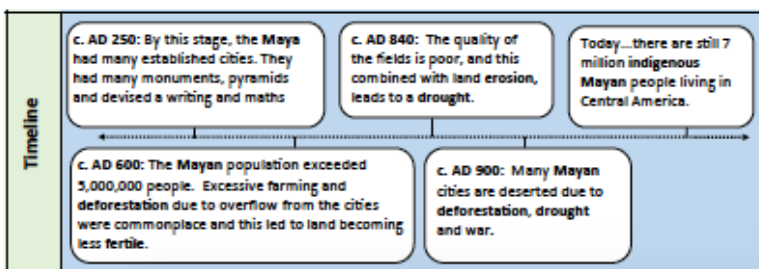
Mesoamerica - Central America - the countries consist of Mexico, Guatemala, El Salvador, and Belize; and the western sections of Honduras and Nicaragua, and northern Costa Rica

Plaza - an open square in a city.

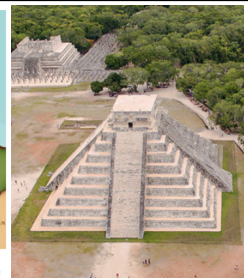
Possible Activities

- Examine a variety of sources and use these to make inferences about the past - in particular about Mayan economy, culture, religious beliefs and society.
- Describe how the Mayan civilisation has had an impact on modern society.
- Examine the timeline of the Mayan civilisation and consider where there was rapid change and where there was very little change. Explain why this may be the case.
- Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time on a timeline.
- Compare the Maya with the Greek and Egyptian civilisations using a Venn diagram.
- Describe the ideas, beliefs and attitudes of all groups of people in the Mayan civilisation.

Key Resources / Images



Famous Mayan cities include Palenque and Chichen Itza, which are found in Mexico.



Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use dates and terms accurately in describing events.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • <u>Give some causes and consequences of the main events, situations and changes in the periods studied.</u>
Historical interpretation	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • <u>Understand that no single source of evidence gives the full answer to questions about the past.</u>
Historical enquiry	<ul style="list-style-type: none"> • Refine lines of enquiry as appropriate. • Confidently use a range of sources to collect evidence about the past. • Choose reliable sources of evidence to help answer questions. • Realise that there is often not a single answer to historical questions.
Historical organisation and communication	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, and legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.