Year 3/4 History-Maya (Chocolate) Autumn Term

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| As Historians we: | * To place events, artefacts and historical figures on a timeline using dates * To suggest causes and consequences of some of the main events and changes in history. * Use evidence to ask questions and find answers to questions about the past. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. * Describe the cultural and religious diversity of past society. |
| Learning Thread Focus | How the Maya fit into world history  - To find out what life was like for the Ancient Maya  To understand why they fell.  Prior Learning –using historical sources to find evidence about the past  Future Learning –To look at the impact that invaders had on Native American life. |
| Core knowledge and in depth study | Study of what life was like for the Maya  Learn about who and what caused them to fall  What can we learn about the Maya from what they left behind? |
| Key Vocabulary | Maya, Mesoamerica, gods, temples, pyramids ,deity, tribe, empire, religion, sacrifice, warriors, priests, nobles, slaves, merchants, craftsmen, , Cortes, cacao, chocolatl, Chichen Itza, Chaac, Pok ta Tok legend, hieroglyph, maize, archaeologist,architecture,chronology,circa,civilization,culture,deforestation,drought,erosion,fertile,society,trad |
| Cross Curricular Links and wider influences | **Key Text**- Charlie and the Chocolate Factory From Bean to Bar (non-fiction)  The Great Chocoplot  The Rainplayer-  **Maths**- Maya numbers  **Art-** drawing-use layers of two or more colours.  Replicate patterns observed in natural or built environments.  Make printing blocks (coiled string).  Make precise repeating patterns |

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| **Timeline of Event –class timeline** | | |
| 1 | 1,100 BC | The first ‘Mayan’ settlements begin to appear in Mesoamerica along the pacific coast. |
| 2 | 800 BC | Instead of foraging, maize farming begins and trade between villages begins. |
| 3 | 700 BC | Mayan writing begins to develop through the form of hieroglyphs. |
| 4 | 100BC-450AD | 100BC – 450AD Maya constructs its first pyramids and developing cities, prompting the rapid rise of Tikal in the tropical lowlands |
| 5 | 638AD | Pakal the Great (King of Palenque) dies. His death mask made of jade is created. |
| 6 | 800AD-1502AD | Mayan civilization begins to decline and vanish, The Mayan ruins are found by a Spanish expedition lead by Francisco Hernández de Córdoba |

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| Learning Experiences |  |

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| **GEOGRAPHY/HISTORY** | | | |
| Lesson Intent | Links to prior knowledge | Skills | Implementation/ Impact |
| 1. What does prehistory mean?  .   1. Understand the concept of change over time representing this on a timeline 2. Use dates and terms to describe events. 3. Use appropriate historical vocabulary to communicate  * To put events in chronological order  1. To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history Place events and historical figures on a timeline 2. To understand what prehistory means | AD/BC Egyptians  Timelines  Chronology | * To put events in chronological order on a timeline   To see where prehistory fits on the class timeline showing other history units. | Children will make a timeline to set this period into the wider context of British History and they will discover how we break up this period into distinct ages. |
| 2. How did hunter-gatherers survive in the Stone Age?   * To find out about how hunter-gatherers lived in Stone Age Britain * To explore how Stone Age people survived against threats |  | To research who hunter gatherers were and how they survived using internet and secondary sources (Curric visions)  To pretend to be a hunter gatherer and find food and shelter in the school grounds  To be able to differentiate between assets and threats when hunting and gathering | Children will investigate who the ‘hunter-gatherers’ were and how they survived in Stone Age Britain. Children will learn the difference between threats and assets provided by the natural habitat and go on their own survival treasure hunt around the school grounds. |
| *3. What was Stone Age cave art?*  (link with Art)  To understand why cave paintings are so important   * To explore the style of Stone Age cave art * To find out how cave paintings were created |  | To examine cave paintings and consider what they tell us about life in the Stone Age.  To ask and answer questions about life in the Stone Age  To produce a ‘cave painting’ using natural materials | *Children will have the opportunity to examine images of cave art from the Stone Age. They will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. After learning about how Stone Age artists created their cave paintings, the children will produce their own versions of prehistoric cave art* |
| *4. What kind of sources tell us about the Stone Age?*  *.*   * To examine non-written sources of evidence about the Stone Age * To make deductions from primary sources​ |  | To make deductions about life in the Stone Age from artefacts.  To record information in a table  To ask questions in order to find out more about an artefact. | *How do we know about a period of British history with a lack of written primary sources of evidence? Children will be introduced to the concept of making deductions from evidence and they will use an information table to record what different artefacts tell us about the Stone Age.* |
| *5. What was Skara Brae?*  Objectives:   * To research the history of Skara Brae * To find out about the way people lived in the Neolithic period |  | To research how life changed as people began to settle.  To find out what the homes were made of in Skara Brae  To compare life in the Palaeolithic/Mesolithic period with life during the Neolithic period | *Children will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae. Children will conduct their own research online about the discovery of Skara Brae and present their findings in a power point.*  *Children will use a Venn diagram to compare life in the different periods.* |
| 6. Why are there so many mysteries about Stonehenge?   * To understand what Stonehenge looks like * To explore different theories about the building of Stonehenge |  | To know what Stone Henge means  To order the stages of construction of Stone Henge and discuss the difficulties in building it.  To compare Stone Henge theories  To follow instructions to build a ‘Henge’ using appropriate materials | Children will take a virtual tour of Stonehenge and suggest answers to some related questions that still puzzle historians today.  Children will explore different theories about why Stonehenge was built and then they will construct their own models of Stonehenge using biscuits, clay or boxes |
| *7. How did bronze replace stone in the Bronze Age?*  To know when the Bronze age started   * To know how the Bronze Age was different to the Stone Age * To explain how the smelting process was used to make bronze |  | To find out when the Bronze age started and add it to the timeline.  To think about what stone and bronze can be used for and why.  To find out what was so good about bronze.  To understand the smelting process | *Children will explore the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made.*  *Children will find out why bronze was so important and they will make notes and create their own flowcharts to record the process of how it was made* |
| 8. What do grave goods tell us about the Bronze Age?   * To understand how grave goods can give us information about the past * To think about what type of objects survive over time | Egyptian treasures of the tombs  Science work on Materials | To match ‘grave goods’ with the correct type of owner  To decide what to leave in barrow to represent yourself to future generations.  To sort items depending on whether they would survive over time or not.  To find out what the ‘Amesbury Archer’ had in his grave. | Children will find out about how people in the Bronze Age were buried alongside some objects that were important to them.  Children will reflect upon how artefacts found in Bronze Age burial sites can give us information about what life was like in this period.  Remind children who studied the Egyptians that not all artefacts survive over time. Children to explore the grave of the Amesbury Archer |
| 9. What was life like in an Iron Age hill fort?   * To understand how British society changed in the Iron Age * To imagine what life might have been like in an Iron Age hill fort​ |  | To find out when the Iron Age started and add it to the timeline  To compare life in the Bronze age with life in the Iron Age  To consider what you would need within a hill fort in order to survive  To draw a map of a hillfort while listening to information  To use drama to imagine a walk through a hillfort | Children to research how life changed in the Iron Age  Ask children to brainstorm in pairs what they will need to survive in a hill fort.  Read Brenna’s account of her hillfort- children to draw a map.  Children act out activities that Brenna saw on her walk. |
| 10. What was Iron Age art like?  (Link with art)   * To describe some of the features of Iron Age art * To use design ideas from Celtic art to make an Iron Age artefact | | | |  | o match iron age artefacts with descriptions  To learn the vocabulary associated with Iron age artefacts  To design a brooch using particular features | People in the iron age left behind many pieces of elaborate jewellery, weapon and pottery showing their distinctive style of art  Children will match artefacts with their descriptions  Children will investigate the four features of Celtic art and design their own brooch |
| Art | | | |  |  |  |
| **Intent -** | | | |
| **Vocabulary** | | **Resources:** | |
| Lesson Intent | Links to prior knowledge | skills | Implementation/impact |
| Use different hardnesses of pencils to show line, tone and texture. |  |  | Cave paintings |
| • Annotate sketches to explain and elaborate ideas. |  |  | Cave paintings  Design an iron age broach using design ideas from celts |
| • Sketch lightly (no need to use a rubber to correct mistakes). |  |  | Cave paintings |
| • Use shading to show light and shadow. |  |  | Cave paintings |
| • Use hatching and cross hatching to show tone and texture. |  |  | Cave paintings |
| Use layers of two or more colours. |  |  | Cave paintings |
| • Replicate patterns observed in natural or built environments. |  |  | Cave paintings |
| • Replicate some of the techniques used by notable artists, artisans and designers. |  |  | Design an iron age broach using design ideas from celts |
| • Create original pieces that are influenced by studies of others. |  |  | Design an iron age broach using design ideas from celts |
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| **Vocabulary** | | **Resources:** | |
| Lesson Intent | Links to prior knowledge | skills | Implementation/impact |
| • Cut materials accurately and safely by selecting appropriate tools. |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Measure and mark out to the nearest millimetre. |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Select appropriate joining techniques. |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Understand the need for a seam allowance. |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Join textiles with appropriate stitching. |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Select the most appropriate techniques to decorate textiles. |  |  | Small World Village- cut and sew material for ‘tents’  Fabric dying  Make own paint |
| • Choose suitable techniques to construct products or to repair items. |  |  | Small World Village- cut and sew material for ‘tents’ |
| • Strengthen materials using suitable techniques. |  |  | Small World Village- cut and sew material for ‘tents’ |
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