|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session 1 When do we know the Maya lived?** | | | | | |
| National  Curriculum | | | History: Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study; Undertake an in-depth study of a non-European society that provides contrasts with British history - The Maya civilization. | | |
| Teaching  Objectives | | | To establish a chronological context of the Maya. | | |
| National  Curriculum | | | English: Participate in discussions, presentations, performances, role-play, improvisations and debates. | | |
| Teaching  Objectives | | | To discuss the dates already known in British history. | | |
| Resources  Presentation on The Ancient Maya; Information sheet on The Maya timeline; Information sheet on The British timeline; presentation on The Modern Maya. | | | | Weblinks  <https://youtu.be/FJXT9a17YbQ> - Video of night time in Tikal complete with howler monkeys; <http://www.bbc.co.uk/history/british/launch_tl_british.shtml> - BBC timeline of British history; <http://www.timemaps.com/history/world-1500bc> - World History timeline;  <https://www.historymuseum.ca/cmc/exhibitions/civil/maya/mmc08eng.html> - About the Maya today. | |
| Whole class: Have the [video](https://youtu.be/FJXT9a17YbQ) playing as chn come into the classroom. Have them sit on the carpet and close their eyes, imagining they are living in the jungle listening to these sounds at night. *How does it make you feel?* Explain that the Maya people live in these jungles in Mesoamerica and have done for thousands of years. Show chn the presentation on The Ancient Maya (session resource) and for each table or group print out a copy of the Information sheet on The Maya timeline (session resource). Go through the main events on the timeline as a whole group, and then ask chn to think about what was happening in Britain/Europe around the same time. Ask them whether they know when writing was introduced to Britain (it certainly wasn't invented here), when big settlements were built, when were the pyramids in Egypt built, and so on. If they don't know, ask them to do some research on timelines to find out the answers using weblink [one](http://www.bbc.co.uk/history/british/launch_tl_british.shtml) and [two](http://www.timemaps.com/history/world-1500bc). Ask them to think of any other important dates they can remember from British or European history and write them on the timeline. Ask each table to come up and present their annotated timelines to the rest of the class. If there are discrepancies between dates that chn have found out, encourage them to discuss where they got their information and whether or not it is reliable. | | | | | |
| Medium/Hard  Ask table groups to give pairs a question to research online and then come back and report, so that not everyone is researching the same details. | | | | | Easy  The Information sheet on The British timeline (session resource) has dates of equivalent events and periods in British and European history. This will help less able chn compare and contrast the dates across the two regions of the world. |
| Plenary | Show chn the presentation on The Modern Maya (session resource). This shows what happened to the Maya civilisation and about the Maya living in Guatemala and surrounding areas today. Ask chn how they feel about the historic monuments (e.g. castles, palaces, churches, mosques, temples) left behind by their ancestors in Britain, Europe or other parts of the world. *Are they proud of them or not interested? Do they think they should be preserved for people to see or left to fall down? Why is heritage important?* | | | | |
| Outcomes | | Children will:   * Explain the main periods of the Maya civilization * Explain how the Maya civilization ended but Maya people still live in Mesoamerica * Discuss their prior knowledge of British history | | | |