



# Scheme of Learning for Geography and History



<b>Phase</b>	UKS2 Year 5 and 6
<b>Strand</b>	<b>Sustainability, Impact on Our World</b>
<b>Leader</b>	F Parish Principal/History N Pounder/ Geography



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

# Programme of Study



Sheep Dip Lane  
Academy

KS2 Cycle A

Year 5 and 6

How is deforestation effecting our  
World?



**HISTORY**

<p><b>Main Strand/Concepts</b></p>	<p><b>Sustainability Impact on our World</b> –pupils will learn about the Maya civilisation and compare this to Anglo Saxons AD 900.</p>					
<p><b>Unit overview</b></p>	<p><b>Within this unit children will build upon their historical knowledge of ancient civilisations (Egyptian, Greek) their knowledge of cities, laws, religion and rules.</b> Children will develop their understanding of the history of this ancient non-European civilisation. <b>The 3 main concepts will be: civilisation, knowledge and leadership/power.</b> For <b>civilisation</b> - people/places, city states and <b>settlement</b> e.g. the structures, temples and tombs. <b>Knowledge</b> of some <b>key inventions linked to the civilisation</b> in this period used still today e.g. knowledge of the invention of a number system based on 20, writing system using glyphs and their advanced system for recording time through calendars. <b>Power/Invasion/Leadership</b> – how power can also be created through the advancement in science and technology, invasion and strategy to attack city states, religion and beliefs Maya held and some of the known Great Kings and how they did not manage to unify the states within the civilisation and were constantly warring. The consequences around this. Pupils will also draw comparisons to Anglo Saxons in Britain comparing the locations, types of settlement, culture and invention.</p> <div data-bbox="728 598 1870 973" data-label="Diagram"> <pre> graph TD     Root[ ] --- P[People and place]     Root --- CS[City-states]     Root --- I[Inventions]     Root --- C[Consequences]     Root --- Comp[Comparisons]          P --- P1[Where did the Maya live?]     P --- P2[What were the significant events in the Maya's history?]          CS --- CS1[What were Maya city-states like?]     CS --- CS2[City-state study – Tikal, Palenque or Chichen Itza.]          I --- I1[What did the Maya invent?]     I --- I2[Writing and numbers.]          C --- C1[What did the Maya invent?]     C --- C2[Calendars and accurate measurement of time.]          Comp --- Comp1[What happened to the Maya city-states?]     Comp --- Comp2[Remember Britain and the Anglo-Saxons.]     Comp --- Comp3[Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900.]          style Root fill:none,stroke:none   </pre> </div>					
<p align="center"><b>Disciplinary Knowledge – Thinking like an historian</b></p>						
<p><b>Historical Enquiry</b></p>	<p><b>Chronology</b> Describe the changes the Maya civilisation went through between AD 250 and AD 900. What was happening in Britain at the same time as the Maya were at their most powerful? How had Britain changed during the rise and decline of the Maya civilisation? (Link Anglo Saxon period).</p>	<p><b>Cause and Consequences</b> What were the factors historians thought led to the decline of the Maya? What was the effect of fighting between city states? What effect could deforestation have had on the environment around city-states? (Geography link)</p>	<p><b>Change and continuity</b> How did Maya civilisations change through their innovations? During the period AD 250 to AD 900, what stayed the same for the Maya civilisation? Why do you think the Maya civilisation declined? Agree or disagree? The Maya civilisation ended in AD 900.</p>	<p><b>Similarities and Differences</b> What was similar between Maya city states and Anglo Saxon kingdoms? What was different between Maya city states and Anglo Saxon kingdoms? What other civilisations across the world had similarity to the Maya? Why do you say that?</p>	<p><b>Evidence</b> How do we know about the Maya civilisation? Which sources do you think were the most useful to know about the Maya people and their way of life? What are Maya glyphs, stelae and codex? Why were stelae useful to archaeologists? What did they tell them?</p>	<p><b>Significance</b> What were the significant Maya inventions? Which of the Maya inventions do you think were the most significant? Why do you think that?</p>



<p><b>Prior Learning Links</b></p>	<p><i>In KS1 linked to learning about significant people through time – their achievements e.g. Norman conquest 1066, Grace Darling, Rosa Parks. In LKS2 linked to learning about leadership, structures, slavery in Ancient Egyptian and warring between city states during the Ancient Greek key periods. What changes historians believed led to the decline of both the Ancient Egyptian civilisation and the Ancient Greeks and how this compares with the Maya civilisation.</i></p>	
<p><b>Main enquiry question/s</b></p>	<p><b>Who were the Maya and how did their civilisation still have influence today?</b></p>	
<p><b>Programme of Study NC Requirements</b></p>	<p>To study <b>A non-European society that provides contrasts with British history</b> – one study chosen from: <b>Maya civilization c. AD 900</b></p>	
<p>Careers links: Forestry commission worker, tree surgeon, rainforest trust worker, scientist</p>		
<p><b>Learning Objective</b></p>	<p><b>Pre-Learning Expectations</b></p>	
<p><b>Concept 1 Where did the Maya live?</b></p>	<p>Children will need pre-learning to link this period in history to one previously studied: they will need to know about the Roman Empire (Y3/4 Cycle A) and its impact on Britain. Anglo Saxon settlement and Viking struggle for rule in Britain (Y3/4 Cycle A), Geography study of the World (Y3/4 Y5/6) Light Earth and Space in Science. Children will understand when the time period sits on a timeline Children will understand the sources of evidence historians use to tell us about the past Children will understand that some of sources are biased due to prejudice and beliefs of the time Pre-learning vocabulary recall: words pupils should know from prior learning – slavery, trade, city state</p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Substantive / Core Knowledge - What do we want the children to know?</b></p>	<p><b>Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</b></p>
<p><b>Tier 2:</b></p> <p><b>Population</b> Famine Descendant Declining Citizen <b>native</b></p> <p><small>Tier 2 multiple meaning or high frequency vocabulary "population" the number of people in a particular place</small></p> <p><b>Tier 3:</b></p> <p><b>Mesoamerica</b></p>	<ul style="list-style-type: none"> <li>• <i>Know that the Maya lived in Mesoamerica (now central America).</i></li> <li>• <i>VOCAB: Know that meso (root word) means middle. Mesoamerica (being in the middle of the continent of North America and South America). The most southerly region of North America.</i></li> <li>• <i>Know that the Maya's land bordered the Caribbean Sea and the Pacific Ocean and straddled the Equator. This area includes countries we now know as Guatemala, Honduras, Belize, Costa Rica and Panama.</i></li> <li>• <i>Know that as Mesoamerica straddles the Equator it has a tropical climate, huge mountains, rainforest and coastline.</i></li> </ul> <p><b>Teacher additional knowledge:</b> Teacher video for concepts 1-4 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a></p> <ul style="list-style-type: none"> <li>• <i>Know that the rainforest in Mesoamerica also is known for rich soil which helps crops like cocoa grow successfully which the Maya did well.</i></li> </ul>	<p><b>Connect</b> – back by sharing a timeline to recall key periods or events previously learnt by children e.g. Ancient Egyptian period, (Y3), Romans (Y4) and Anglo Saxon settlement and Viking invasion/struggle for Britain (Y4) using class and hall timelines. Children recall this by completing remember 2 things.</p> <p><b>Explain</b> The ancient Non-European civilisation they will be studying the Maya and that they lived in Mesoamerica (now known as central America). Introduce vocabulary: Mesoamerica root word and vocabulary link 'meso' meaning middle. <b>Mesoamerica (being in the middle of the continent of North America and South America). The most southerly region of North America.</b> Show pupils on a map of the continents where the Maya civilisation lived.</p> <p><b>Example</b> Show a map of North America, explain this is a continent (show all 7 continents for context and linking back).</p>



Deforestation

Codex

Sacrifice

Astronomy

Warrior

Polytheistic

**Possible misconception** - 'Mayan' is the correct way to describe the Mayan civilisation. **Correct and teach this-** The adjective 'Mayan' should only be used when referencing the language, according to Dr Davies, a specialist who studies the ancient Maya. For example, Mayan language or Mayan words. The rest of the time Maya is used, for example Maya people.

Explain the Maya as a civilisation controlled a large area, show this on a map.



**Note: enlarge this image for pupils.**

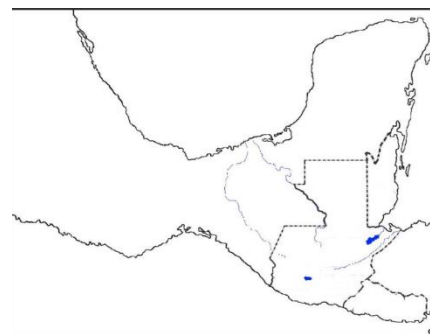
Model how to find 1 country today that in this period of history was controlled by the Maya

civilisation.

Explain where the Maya controlled countries were in the past, that the land borders both the Caribbean Sea and Pacific Ocean and straddles the Equator. Discuss the names of these countries today we now call Guatemala, Costa Rica and Panama. Have Atlases for pairs of pupils to refer to.

**Attempt:** Giving the children a map of the Maya civilisation ask them to 'prove it' find two modern day countries controlled by the Maya (Guatemala, Costa Rica, Panama) labelling these on the given map with a partner and into books and 2 countries never controlled by the Maya. (Children add a key Maya controlled and not Maya controlled).

**Note: enlarge this image for pupils.**



**Explain:** Using curriculum vision online text and images see linked resources below CUSP to explain and describe that the Maya civilisation straddles the Equator it has a tropical climate, huge mountains, rainforest and coastline. The rainforest in Mesoamerica also is known for rich soil which helps crops like cocoa grow successfully which the Maya did well. Traditionally ancient peoples flourished in drier climates, where there was a water source e.g. Ancient Egypt (River Nile) Ancient Rome (River





## 1. Where did the Maya live?

**Mesoamerica**

middle America

Mexico (south)  
Guatemala  
Honduras  
Belize



**continent**

North America

north of the equator

**environment**

tropical rainforest



farmers

corn



beans

chillies



squash



cacao beans



Maya location - Mesoamerica



Maya location



Modern countries that the Maya civilisation controlled



larger copies at end of scheme of learning

Tiber) and Mediterranean Sea. The Maya civilisation had an environment that was different (rainforest) but they farmed this **use the knowledge note** as a reference point for crops grown from collecting rainwater and in the fertile soil.



### Apply

Children to be given some factual statements and they also use notes made on whiteboards to list 3 facts they have learnt.

### Challenge

Refer back to the enquiry question: Ask pupils to explain where the Maya lived. Ensure pupils understand that this was in Mesoamerica, in the continent of North America but the southernmost point. Use the quick quiz questions 1-4.



<p>Assessment questions</p>	<p>What does Meso mean? Who were the Maya? Where did the Maya civilisation live?</p>	<p>Resources: Teacher video for concepts 1-3 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a> Free teacher login for curriculum vision online text Exploring the Maya empire use for lesson 1-3 <a href="#">Curriculum Visions safeschool learning platform</a>. Quiz link: Questions <a href="#">CUSP-Quiz_Year-5-Maya-and-Anglo-Saxon-comparison-study-BCE-CE.pdf (unity-curriculum.co.uk)</a> Teacher answers <a href="#">Quiz_Year-5-Maya-and-Anglo-Saxon-comparison-study-ANSWERS-1.pdf</a> <a href="#">Maya World - Maya Archaeologist - Dr Diane Davies</a> The Maya Calendar history channel video <a href="#">Bing Videos</a></p>																		
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>																			
<p><b>Concept 2</b> What were the city states like? Study of Tikai, Palenque or Chichen Itza.</p>	<p>Children will know where the Maya civilisation was located in the World.</p>																			
<p>Subject Specific Vocabulary</p>	<p>Substantive/ <i>Care Knowledge</i> - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences? <b>(Highlighted key disciplinary knowledge learning to be developed with pupils)</b></p>																		
<p><b>Tier 2:</b> <b>Population</b> Famine Descendant Declining <b>Citizen</b> native</p> <table border="1" data-bbox="107 1225 376 1481"> <tr> <td colspan="2"><b>Tier 2</b> multiple meaning or high frequency</td> </tr> <tr> <td>population</td> <td>the number of people in a particular place</td> </tr> <tr> <td>famine</td> <td>an extreme shortage of food</td> </tr> <tr> <td>descendant</td> <td>an ancestor or relative from the past</td> </tr> <tr> <td>declining</td> <td>becoming less or weaker</td> </tr> <tr> <td>citizen</td> <td>a legally recognised person of a country, state or city</td> </tr> <tr> <td>native</td> <td>a local inhabitant</td> </tr> </table>	<b>Tier 2</b> multiple meaning or high frequency		population	the number of people in a particular place	famine	an extreme shortage of food	descendant	an ancestor or relative from the past	declining	becoming less or weaker	citizen	a legally recognised person of a country, state or city	native	a local inhabitant	<ul style="list-style-type: none"> <li>• <i>Know what a city state was: small independent kingdoms or capitals that ruled over a territory and traded with each other.</i></li> <li>• <i>Know that the Maya city states were huge (similar to a large city today) surrounded by rainforest (which served as protection but also a source of food and resources).</i></li> <li>• <i>Know the name of 1-2 key city states from the Maya civilisation: Tikai, Palenque, Chichen Itza and Copan.</i></li> <li>• <i>Know that a city states included areas and key structures: a central plaza, pyramids, temples for worship, palaces. (The central plaza and ball courts were also a key feature in city states).</i></li> <li>• <i>Know that the pyramids were a vital structure in a city state, they were used for sacrifice, had tombs but also as a navigation aid. (There were 55 pyramids built across the entire Maya civilisation).</i></li> </ul> <p><b>Additional teacher knowledge:</b> Teacher video for concepts 1-4 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a></p>	<p><b>Connect</b> – Pupils recall 2 facts about ancient Maya so far, flick back in books if needed. Using the hexagon model give 2 words location and settlement. Children add a simple statement linked to Maya for each e.g. Continent of North America, Mesoamerica (now Guatemala, Honduras, Belize) settlement - tropical rainforest, farming.</p> <p>Discuss today, as historians, they will be becoming more expert in knowing about civilisation and knowledge. Show image and use my turn your turn.</p> <table border="1" data-bbox="1240 1193 2177 1380"> <tr> <td><b>Civilisation</b></td> <td><b>Power/Invasion</b></td> </tr> <tr> <td><b>Knowledge</b></td> <td><b>Democracy</b></td> </tr> </table> <p>Annotate and add notes on this on a flip chart/circle and use these words throughout the lesson as a source of reference asking pupils where they stand out e.g. Power – each city state had a King who ruled that kingdom and often would go to war against</p>	<b>Civilisation</b>	<b>Power/Invasion</b>	<b>Knowledge</b>	<b>Democracy</b>
<b>Tier 2</b> multiple meaning or high frequency																				
population	the number of people in a particular place																			
famine	an extreme shortage of food																			
descendant	an ancestor or relative from the past																			
declining	becoming less or weaker																			
citizen	a legally recognised person of a country, state or city																			
native	a local inhabitant																			
<b>Civilisation</b>	<b>Power/Invasion</b>																			
<b>Knowledge</b>	<b>Democracy</b>																			



**Tier 3:**

Mesoamerica  
Deforestation  
Codex  
Sacrifice  
Astronomy  
Warrior  
Polytheistic

Tier 3 subject specific	
deforestation	the clearing of large areas of trees
codex	an ancient manuscript in book form
sacrifice	something or someone offered or surrendered
astronomy	the scientific study of stars, planets, other celestial objects and the universe
warrior	an experienced soldier
polytheistic	related to the worship of many gods

- Know that sport was a vital part of the Maya community within a city state. They played a game called **Pitz** where teams attempted to get a ball through a hoop at the opposition end of the court. The games could last for days and often were used to prepare fitness for war.
  - Know that city states had a palace for the King and his family. The palaces were also used for trading and diplomatic visits/visitors.
  - *Know that ordinary people lived on the outskirts of the city states bordering the rainforest.*
  - *Know that the Maya were a polytheistic society – they believed and worshiped many gods. Some city states had many temples.*
- Possible misconception** - The ancient Egyptians influenced the Maya pyramids. **Correct and teach this-** The ancient Egyptians built their pyramids about 2000 years earlier than the Maya. They were structurally different and served a range of purposes, mainly as funerary monuments and housing dead leaders. The Maya pyramids were mainly used for presenting ceremonies and as a point of navigation.

another rival city state. Knowledge of key structures within a city state/life in a city state for the population.

**Explain** - Introduce vocabulary city state and define what these were in ancient Maya civilisation: *(small independent kingdoms that had their own rules and laws or ruled over a territory sometimes traded with others)*. Show map of key city states within the ancient Maya civilisation.

-Highlight key features found within city states known about due to their survival of ruins today. Use images to describe key features: central plaza, pyramids, temples for worship, palaces. Discuss that apart from tombs/sacrifices the pyramids were a vital navigation tool use the image of the city state of Palenque/Chichen Itza and finally Tikal rising above the dense tropical rainforest and how this would have fulfilled the function to support navigation. Ask the children what this suggests about the number of pyramids that existed at the height of the Maya civilisation? (55 pyramids). (like a lighthouse/observation tower now to help as a guide/map out each city state).

**Example:** Share the other images showing key parts of a city state and refer to the key knowledge and knowledge note to teach the key content. Refer back to flip chart grid and make notes. Show children a worked example you have made of a similar diagram of a Maya city state showing key buildings and what surrounds the city state. Write a key on the diagram to model how to number each area/building and then in a key identify what they are.

**Apply**

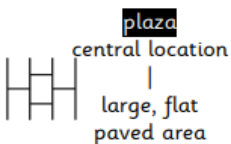




3 and 4. What were Maya city-states like?

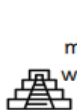


surrounded by rainforests



pyramid navigation

sacrifice, tombs and storage



temple

making sacrifices  
worshipping gods  
jaguar, moon, serpents



palace

home to the king of the city-state and his family



ball court

symbolised wealth & power

- ✓ get a rubber ball through a stone hoop
- ✓ hands & feet not used
- ✓ losers could be sacrificed



ordinary homes

simple huts similar to Anglo-Saxons  
sprawled erratically out of the main city

Maya city-state location



larger copies found at end of scheme

City-state of Palenque



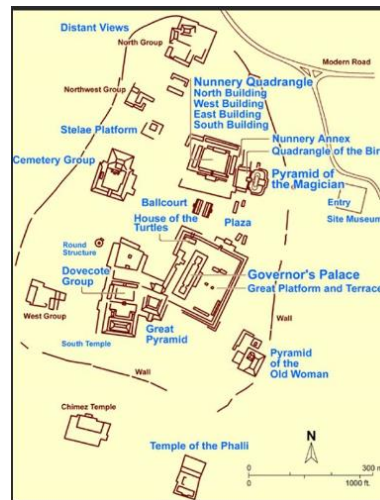
Chichen Itza - pyramid



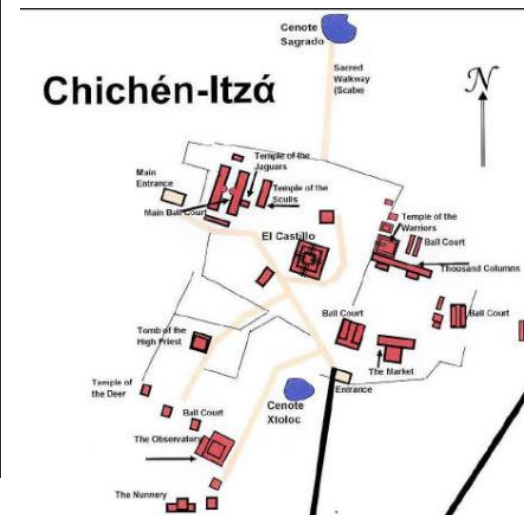
Tikal - Maya pyramids and temples majestically rising from the dense tropical jungle



To apply knowledge independently, children use the images and teacher model and draw their own Maya city state diagram with a labelled key to match numbers of each structure/area. They must include: palace, pyramid, temple, central plaza, ball court, ordinary homes and rainforest surrounding area.



Chichen Itza



Challenge

Children to look at the image and discuss what it might have been used for within a city state and why? Teacher note to enlarge image.





<p>Assessment questions</p>	<p>What was a city state? Why were pyramid built inside a city state? Where would most of the population live?</p>	<p><i>Resources</i> <a href="#">What games did the Maya play? - BBC Bitesize</a> (Pitz game) See slides at bottom of scheme Teacher video for concepts 1-3 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a> Free teacher login for curriculum vision online text Exploring the Maya empire use for lesson 1-3 <a href="#">Curriculum Visions safe school learning platform.</a> Quiz link: <b>questions 10-15</b> Questions <a href="#">CUSP-Quiz Year-5-Maya-and-Anglo-Saxon-comparison-study-BCE-CE.pdf (unity-curriculum.co.uk)</a> Teacher answers <a href="#">Quiz Year-5-Maya-and-Anglo-Saxon-comparison-study-ANSWERS-1.pdf</a></p>														
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>															
<p><b>Concept 3</b> What were the significant events in the Maya's history?</p>	<p>Recall what have we learnt about city states within the ancient Maya civilisation.</p>															
<p>Subject Specific Vocabulary</p>	<p>Substantive/<i>Care Knowledge</i> - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences? <b>(Highlighted key disciplinary knowledge learning to be developed with pupils)</b></p>														
<p><b>Tier 2:</b> <b>Population</b> Famine <b>Descendant</b> Declining Citizen native</p> <table border="1" data-bbox="107 1230 376 1481"> <tr> <td><b>Tier 2</b></td> <td>multiple meaning or high frequency</td> </tr> <tr> <td>population</td> <td>the number of people in a particular place</td> </tr> <tr> <td>famine</td> <td>an extreme shortage of food</td> </tr> <tr> <td>descendant</td> <td>an ancestor or relative from the past</td> </tr> <tr> <td>declining</td> <td>becoming less or weaker</td> </tr> <tr> <td>citizen</td> <td>a legally recognised person of a country, state or city</td> </tr> <tr> <td>native</td> <td>a local inhabitant</td> </tr> </table>	<b>Tier 2</b>	multiple meaning or high frequency	population	the number of people in a particular place	famine	an extreme shortage of food	descendant	an ancestor or relative from the past	declining	becoming less or weaker	citizen	a legally recognised person of a country, state or city	native	a local inhabitant	<ul style="list-style-type: none"> <li>Know that by AD 250 the Maya civilisation was flourishing and by this point had developed many inventions that they are known for today.</li> <li>Know that by AD 600 some of the city states were huge and contained up to 50,000 people. (This was due to intelligent farming and architecture/growing population).</li> <li>Know that by AD 750 the Maya were unable to sustain their civilisation due to land erosion, deforestation, warfare and an unsustainable population.</li> </ul> <div data-bbox="405 1225 1209 1460"> <p>History Contrast the Maya society with British history Year _____ Term _____</p> <p><b>Maya Timeline:</b></p> <ul style="list-style-type: none"> <li><b>About AD 250:</b> great achievement (farming, technology, writing, astronomy)</li> <li><b>About AD 600:</b> city-states expand, population increase, land cleared</li> <li><b>c. AD 750:</b> Maya cities decline, land erosion, drought in AD 840</li> <li><b>c. AD 900:</b> drought, war, disease, many cities deserted</li> </ul> </div> <p><b>Teacher additional knowledge:</b></p>	<p><b>Connect – Children to use prior knowledge to answer the quiz questions: 6-9</b></p> <p><b>6.</b> Chronology means _____  <input type="radio"/> (A) the science of time.  <input type="radio"/> (B) time watching.  <input type="radio"/> (C) I'm not sure.</p> <p><b>7. CHRONOLOGY:</b> The Maya civilisation began to thrive in ____</p> <p><b>8. CHRONOLOGY:</b>    Archaeologists think the Maya civilisation thrived from ____ to about ____.    Be precise with your choice....  <input type="radio"/> (A) 250 CE - 500 CE.  <input type="radio"/> (B) 250 CE - 900 CE.  <input type="radio"/> (C) 250 CE - 750 CE.</p> <p><b>9. CHRONOLOGY:</b>    Archaeologists think the Maya civilisation began to decline from about ____.  <input type="radio"/> (A) 650 CE.  <input type="radio"/> (B) 750 BCE.  <input type="radio"/> (C) 750 CE.</p>
<b>Tier 2</b>	multiple meaning or high frequency															
population	the number of people in a particular place															
famine	an extreme shortage of food															
descendant	an ancestor or relative from the past															
declining	becoming less or weaker															
citizen	a legally recognised person of a country, state or city															
native	a local inhabitant															



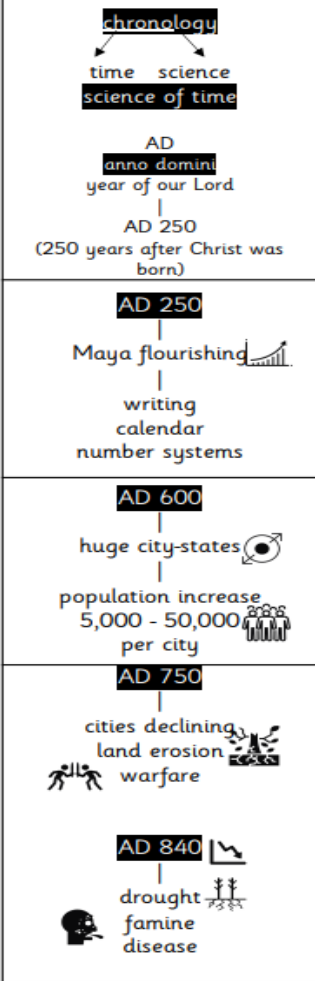
**Tier 3:**

**Mesoamerica  
Deforestation**

- Codex
- Sacrifice
- Astronomy
- Warrior
- Polytheistic

Tier 3 subject specific	
deforestation	the clearing of large areas of trees
codex	an ancient manuscript in book form
sacrifice	something or someone offered or surrendered
astronomy	the scientific study of stars, planets, other celestial objects and the universe
warrior	an experienced soldier
polytheistic	related to the worship of many gods

2. What were the significant events in the Maya's history?



Teacher video for concepts 1-4 [CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo](#)

- Know that some of their inventions/infrastructures that helped expanding city states were the development of **underground reservoirs and a water filtration system.**

**Possible misconception** - The Maya civilisation was wiped out and completely disappeared. **Correct and teach this-** The Maya civilisation certainly diminished. Historians think the decline started as a result of deforestation, wars and a severe drought. Maya people still live and go about their daily lives, just like we do.

**Explain** –using flip chart examples for the key facts linked to each part of this civilisation’s history. Explain the Maya had success with farming and this enabled their society/population to thrive and grow. Using the images and video link highlight key developments in farming by the Maya: clearing the land/deforestation for farming, small canal building/islands to grow crops, terrace farming, shifting cultivation (swidden/slash/burn), study of astronomy and weather to create a growing crop calendar.

**Why was farming so important to the Maya? - BBC Bitesize**

Ask children could farming have contributed to the decline of the Maya civilisation as well as the initial growth? How deforestation could have impacted the city states/settlements.

**Example** – provide a model timeline on the IWB to show events, and place them clicking and dragging. My turn your turn, quick whiteboard recall with pupils key periods/dates and events matching.

**Attempt** – Pupils sequence events on a given timeline and explain why they think it belongs to that period: note to use this across a double page spread adding the date only in the box and writing around arrows to link or vertically at the side of 1 page – notes to the R/H side. Pupils use the knowledge note as a reference.

Mayan writing started to develop.  
Teotihuacan is abandoned.  
The first pyramids were built.

**Apply** – Children use given sources to make notes and research to add 3 additional facts into their timeline.





<p>Assessment questions</p>	<p>How were the Maya successful?          Why did the population in some city states expand so much?          What factors contributed to the decline of city states and the ancient Maya civilisation around AD 750?</p>	<p><i>Resources:</i> Teacher video for concepts 1-3 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a>  <a href="#">Who were the ancient Maya? - BBC Bitesize</a>          Quiz link: <a href="#">questions 6-9</a>          Questions <a href="#">CUSP-Quiz Year-5-Maya-and-Anglo-Saxon-comparison-study-BCE-CE.pdf (unity-curriculum.co.uk)</a>          Teacher answers <a href="#">Quiz Year-5-Maya-and-Anglo-Saxon-comparison-study-ANSWERS-1.pdf</a></p>														
<p><b>Learning Objective</b> Pre-Learning Expectations</p>																
<p><b>Concept 4</b> What did the Maya invent?  <span style="background-color: #00FF00;">Recap on key facts using whiteboards and a quick quiz questions 1-15 for each lesson to date.</span></p>																
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Substantive/</b> <span style="color: #0000FF;">Care Knowledge</span> - What do we want the children to know?</p>	<p><b>Suggested learning activities – What key experiences?</b>  <span style="background-color: #00FF00;">(Highlighted key disciplinary knowledge learning to be developed with pupils)</span></p>														
<p><b>Tier 2:</b></p> <p><span style="background-color: #00FF00;">Population</span>  <span style="background-color: #00FF00;">Famine</span>          Descendant  <span style="background-color: #00FF00;">Declining</span>          Citizen          native</p> <table border="1" data-bbox="107 1082 376 1337"> <tr> <td colspan="2"><b>Tier 2</b> multiple meaning or high frequency</td> </tr> <tr> <td>population</td> <td>the number of people in a particular place</td> </tr> <tr> <td>famine</td> <td>an extreme shortage of food</td> </tr> <tr> <td>descendant</td> <td>an ancestor or relative from the past</td> </tr> <tr> <td>declining</td> <td>becoming less or weaker</td> </tr> <tr> <td>citizen</td> <td>a legally recognised person of a country, state or city</td> </tr> <tr> <td>native</td> <td>a local inhabitant</td> </tr> </table> <p><b>Tier 3:</b></p> <p><b>Mesoamerica</b>          Deforestation</p>	<b>Tier 2</b> multiple meaning or high frequency		population	the number of people in a particular place	famine	an extreme shortage of food	descendant	an ancestor or relative from the past	declining	becoming less or weaker	citizen	a legally recognised person of a country, state or city	native	a local inhabitant	<ul style="list-style-type: none"> <li><i>Know that the Maya developed many great inventions that helped further their civilisation.</i></li> <li><i>Know that some of the key inventions were linked to developments in writing and number (Mathematics).</i></li> <li><i>Know that Maya glyphs was a unique form of writing that used both logograms for words like Lord, snake, Jaguar and also symbols that represent sounds.</i></li> <li><i>Know that Maya created codices which were foldable books written by scribes onto bark or stelae (stee-lee) carved into limestone. (This helps historians study their history).</i></li> <li><i>Know that Maya created a number system – where a dot represented one, a bar equals five and a shell for the place holder.</i></li> </ul> <p><b>Teacher additional knowledge:</b>          Teacher video for concepts 1-4 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a></p>	<p><span style="background-color: #00FF00;">Connect</span> – using hexagons and keywords children write a statement/phrase linked to each for recall: location, settlement, beliefs, key event</p> <p><span style="background-color: #00FF00;">Explain</span> – the enquiry question for this lesson as the goal. Discuss that the Maya developed many great inventions that helped further their civilisation. Tell children that some of the key inventions were linked to developments in writing and number (Mathematics).</p>
<b>Tier 2</b> multiple meaning or high frequency																
population	the number of people in a particular place															
famine	an extreme shortage of food															
descendant	an ancestor or relative from the past															
declining	becoming less or weaker															
citizen	a legally recognised person of a country, state or city															
native	a local inhabitant															





**Codex**

Sacrifice

Astronomy

Warrior

Polytheistic

Tier 3 subject specific	
deforestation	the clearing of large areas of trees
codex	an ancient manuscript in book form
sacrifice	something or someone offered or surrendered
astronomy	the scientific study of stars, planets, other celestial objects and the universe
warrior	an experienced soldier
polytheistic	related to the worship of many gods



• Know that the Maya number system used 20 as its base not 10 like our number system.

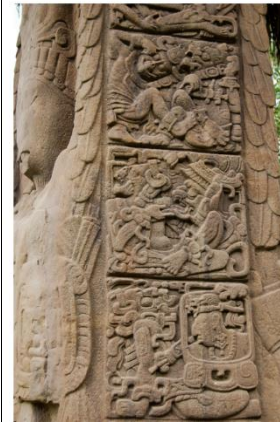
Maya glyphs & codices

Note larger copies of images at end of scheme.



**Example** – Using the images and video BBC bitesize link develop and check through questioning children’s knowledge of Maya glyphs – a form of writing using logograms and symbols and codices.

Stelae – varied sculpted stones that tells us about Maya events and life



Develop children’s knowledge of the Maya developed number system and what dots/bars represented and a shell. Including this system was built on base 20 not base 10 like our number system. Explain with the image below that digits are stacked with higher digit at the top, the shell is the place holder.

0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29

**Attempt** – Pupils match numbers to Maya systems and vice versa or decipher simple words using the logograms images. Watch sections of the video about the Maya codex of Mexico [Códice Maya de México: Getty Conversations \(video\) | Khan Academy](#)

Using the enlarged slide of the Maya codex of Mexico below ask children to try to decipher any numbers of words they can using their knowledge of the Maya number system and logograms.





		<p><b>Apply/Challenge</b> – Children to discuss what challenges they think archaeologists face when locating or deciphering ancient scripts like the Maya codex of Mexico.</p> <p><b>Pupils use I think, and I know this because when I...</b></p>
<p>Assessment questions</p>	<p>What was the Maya unique style of writing what did they use to represent words and sounds?            What methods did they use to write a codex?            How is the Maya number system different to our system today?            What did the shell symbol represent in the number system?            Why did archaeologist initially not believe the Maya codex of Mexico to be authentic?</p>	<p><i>Resources:</i>            Teacher video for concepts 1-4 <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 1 on Vimeo</a>  <a href="#">What did the Maya invent? - BBC Bitesize</a>            Maya codex of Mexico video  <a href="#">Códice Maya de México: Getty Conversations (video)   Khan Academy</a>            Quiz link: <b>questions 16 and 18 only.</b>            Questions <a href="#">CUSP-Quiz Year-5-Maya-and-Anglo-Saxon-comparison-study-BCE-CE.pdf (unity-curriculum.co.uk)</a>            Teacher answers <a href="#">Quiz Year-5-Maya-and-Anglo-Saxon-comparison-study-ANSWERS-1.pdf</a></p>
<p>Learning Objective</p>	<p><b>Pre-Learning Expectations</b></p>	
<p>Concept 5            What happened to the Maya city states?</p>	<p><b>Prior to this new concept children need to know what a city state was, name some Maya city states and features within a city state for this period.</b></p>	
<p>Subject Specific Vocabulary</p>	<p><b>Substantive/Core Knowledge - What do we want the children to know?</b></p>	<p><b>Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</b></p>
<p><b>Tier 2:</b>  <b>Population</b>  <b>Famine</b>  <b>Descendant</b>  <b>Declining</b>            Citizen</p>	<ul style="list-style-type: none"> <li><i>To know that as the Maya civilisation extended the city states became too big to sustain and manage.</i></li> <li><i>To know some of the reasons archaeologists believe were responsible for the decline of this civilisation. (By AD 750) erosion and deforestation which led to famine and disease in the ordinary population. (Know how we still face similar challenges in society today particularly how we treat our environment).</i></li> <li><i>To know that rioting, rebellion in larger city states led to people returning to smaller settlements in the jungle.</i></li> <li><i>To know that intense fighting between city states increased as the individual cities became more and more powerful. (Remember there is no, one ruler in the Maya civilization, but simply powerful kings who ruled their city state. (kingdom)</i></li> </ul>	<p><b>Recall and connect back</b> – Using hexagons children recall write a simple definition to match given words: city state, features, religion, settlement.</p> <p><i>(city state - small independent kingdoms or capitals that ruled over a territory and traded with each other). Names of some: Chichen Itza, Tikai, Palenque. Features – temples, central plaza, ball court, palace, pyramid, market, huts outside the city boundary. Religion – Maya were polytheistic believing in many gods. They gave sacrifices in the pyramids. Settlement – north American continent, Mesoamerica, central America, tropical rainforest, city states and jungle.</i></p> <p><b>Explain</b> – using images, video and text some of the reasons historians believed led to the decline of city states around AD 750-900. Erosion/deforestation, over expanded city states not being sustainable/manageable for the huge populations, rioting, rebellion, disease, famine, drought and fighting between city states. Draw</p>





## native

Tier 2 multiple meaning or high frequency	
population	the number of people in a particular place
famine	an extreme shortage of food
descendant	an ancestor or relative from the past
declining	becoming less or weaker
citizen	a legally recognised person of a country, state or city
native	a local inhabitant

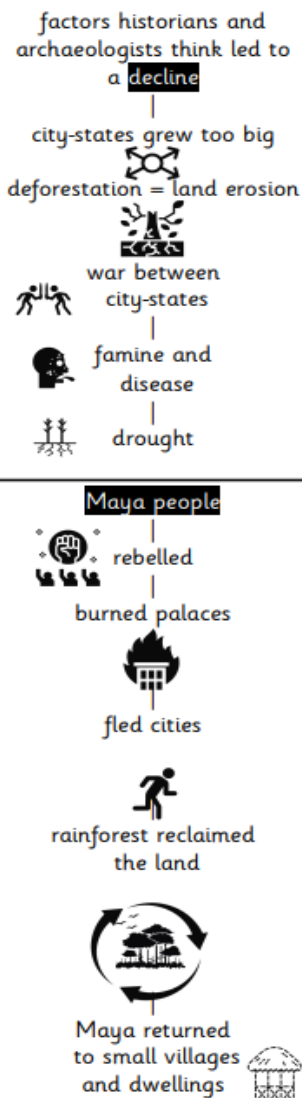
## Tier 3:

### Mesoamerica Deforestation

Codex  
Sacrifice  
Astronomy  
Warrior  
Polytheistic

Tier 3 subject specific	
deforestation	the clearing of large areas of trees
codex	an ancient manuscript in book form
sacrifice	something or someone offered or surrendered
astronomy	the scientific study of stars, planets, other celestial objects and the universe
warrior	an experienced soldier
polytheistic	related to the worship of many gods

## 7. What happened to the Maya city-states?



**Teacher Additional Knowledge:** Teacher video to watch for concepts 5 and 6. [CUSP History - Maya and Anglo Saxons - Year 5 - Part 2 on Vimeo](#)

• Maya historians have generally settled on a combination of three main factors which could have caused the Maya collapse: **warfare between city-states, overpopulation, and drought**. The factors were not always contemporary or found all together in a single city.

### Climate Change and Drought:

- Evidence suggests that **two major droughts** played a crucial role in the decline and depopulation of the Maya civilization.
- The elevated interior of the Yucatan peninsula, which had been the Mayan "heartland," was **virtually abandoned** after a long period of population growth. The forest reclaimed the area within a few hundred years.

- **Overpopulation:**
  - The southern lowlands of the Maya civilization faced **overpopulation**.
  - As cities grew and farmland expanded, the strain on resources intensified.
  - [The combination of dense populations and environmental stress likely contributed to the collapse<sup>2</sup>](#).
- **Warfare Between City-States:**
  - **Conflict** between different Maya city-states escalated.
  - **Warfare**, territorial disputes, and power struggles weakened the social fabric.

comparisons to similar lessons being learnt today. Children highlight the knowledge note during the explanation. Note enlarge images from end of scheme

The impact of deforestation



Slash and burn deforestation



**Example –** Discuss both points of view sharing images of abandoned city states today overtaken by the rainforest and existing Maya communities today.

### Reasoning





The Maya civilisation ended in 900AD as city-states were being abandoned.

The Maya civilisation has not ended as the Maya communities remain across Central America and they have succeeded in preserving their identity and their ways.



Which point of view do you agree with most? Do you have an alternative point of view? Explain your reasoning.



	<p>o <a href="#">The constant battles disrupted trade routes and strained resources</a><sup>3</sup>.</p> <p><b>Environmental Degradation and Deforestation:</b>  <b>Deforestation</b> due to widespread logging significantly impacted the environment.          Trees were cut down for construction, agriculture, and fuel.          The loss of forest cover affected soil quality, water retention, and biodiversity.  <a href="#">Climate change exacerbated by deforestation likely intensified the crisis</a><sup>4</sup></p>	<p><b>Attempt/Apply</b> Children find the odd one out and choose 2-3 reasons to explain about in their own words for the decline of the Maya civilisation and city states around AD 900.</p> <p>warfare drought deforestation famine earthquake          disease over population corruption collapse of trade</p> <p><b>Challenge</b> – children to explain their thinking</p> <div data-bbox="1238 523 1915 762"> <p><b>Deciding</b> </p> <p>The rainforest has gradually reclaimed the land of many city-states.</p> <p>Should the land around this Maya temple be cleared to preserve and learn from it?</p>  </div>
<p>Assessment questions</p>	<p>What were some of the reasons as to why the Maya civilization declined around AD 750-900?          Do we face similar issues today within society?</p>	<p><b>Resources:</b>          Teacher video to watch for concepts 5 and 6. <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 2 on Vimeo</a></p> <p><a href="#">What happened to the Maya? - BBC Bitesize</a>          Quiz link: <a href="#">questions 20-24</a>          Questions <a href="#">CUSP-Quiz_Year-5-Maya-and-Anglo-Saxon-comparison-study-BCE-CE.pdf (unity-curriculum.co.uk)</a>          Teacher answers <a href="#">Quiz_Year-5-Maya-and-Anglo-Saxon-comparison-study-ANSWERS-1.pdf</a></p>
<p><b>Learning Objective</b></p>	<p><b>Pre-Learning Expectations</b></p>	
<p><b>CONCEPT 6</b>  <b>What comparisons are there in settlement, location, culture and invention between Anglo</b></p>	<p><i>Prior to this new concept children need to know what was happening in Britain in the same period from AD 500 with the withdrawal of the Roman empire and powerful Anglo Saxon tribes fighting off a period of Viking invasions. (Prior learning link Y3&amp;4 cycle A term 3.</i></p>	



<p>Saxons and Maya c. AD 900?</p>						
<p>Subject Specific Vocabulary</p>	<p>Substantive/<i>Care Knowledge</i> - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>				
<p>:</p>	<ul style="list-style-type: none"> <li>• Know that around AD 500 tribes from Northern Europe moved to Britain for many reasons (especially the land which was good for farming) and that Roman soldiers had left to protect other parts of the empire. (Many tribes saw this as a great opportunity to invade Britain).</li> <li>• Know that there were powerful tribes that settled off/near rivers, took lands from the Britains.</li> <li>• Know that powerful chiefs emerged (one of the most powerful was Alfred the Great) in return they fought off together the Vikings.</li> <li>• Know that Anglo Saxons during this period developed modern farming techniques, brought Christianity to Britain to replace Paganism. They also improved techniques in medicine, astronomy and how to measure time. (Just as the Maya civilisation did).</li> </ul> <p><b>Teacher Additional Knowledge</b> Teacher video to watch for concepts 5 and 6. <a href="#">CUSP History - Maya and Anglo Saxons - Year 5 - Part 2 on Vimeo</a></p>	<p><b>Connect</b> – children to use the knowledge note to remember some of the tribes that came to Britain around AD 480 and recall where they originated: Germany, Denmark and Holland.</p> <p>Saxons   Germany and Netherlands Angles   southern Denmark</p> <div data-bbox="1227 614 1736 774"> <p><b>1</b></p> <p><b>CAUSE &amp; OPPORTUNITY</b> AD 410 Romans abandoned Britain</p> <p><b>Picts</b> (Scotland) &amp; <b>Scots</b> (Ireland) raided defenceless Southern Britain</p> <p>Britons did not have organised armies or soldiers. They had become reliant on Roman soldiers to defend them.</p> </div> <div data-bbox="1227 782 1736 965"> <p><b>2</b></p> <p><b>RESPONSE</b> Britons invited warrior Anglo-Saxon tribes to help</p> <p><b>Jutes</b>   <b>Angles</b>   <b>Saxons</b></p> <p>protect Britons in return for: money and land</p> <p>Anglo-Saxons decided to stay</p> <p>AD 450 settled near rivers or the sea and renamed villages</p> <p>Britons were absorbed into Anglo-Saxon culture (way of life) or fled to the hills in the West.</p> </div> <div data-bbox="1792 454 2139 710"> </div> <p>Jutes   northern Denmark</p> <p>Show children images from resource (see link below)</p> <p><b>Explain</b> – using the slide deck and images compare similarities and differences between the Maya and Anglo Saxons in this period:</p> <div data-bbox="1243 1077 1993 1484"> <p>Compare and contrast the Maya and Anglo Saxons</p> <table border="1"> <thead> <tr> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Ordinary people lived in similar straw huts on the edge of major settlements</li> <li>• They had class systems within their settlements</li> <li>• Both created inventions that advanced their civilisations rapidly</li> <li>• Both had progressive farming practices that allowed their civilisations to flourish</li> <li>• They both document their lives in a variety of forms</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• The climate and geography of where they lived</li> <li>• The type of crops and food they produced</li> <li>• The Maya did not have a monarch or one ruler but city Kings                             <ul style="list-style-type: none"> <li>• Their religious beliefs</li> </ul> </li> <li>• The reasons for their decline</li> </ul> </td> </tr> </tbody> </table> </div>	Similarities	Differences	<ul style="list-style-type: none"> <li>• Ordinary people lived in similar straw huts on the edge of major settlements</li> <li>• They had class systems within their settlements</li> <li>• Both created inventions that advanced their civilisations rapidly</li> <li>• Both had progressive farming practices that allowed their civilisations to flourish</li> <li>• They both document their lives in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• The climate and geography of where they lived</li> <li>• The type of crops and food they produced</li> <li>• The Maya did not have a monarch or one ruler but city Kings                             <ul style="list-style-type: none"> <li>• Their religious beliefs</li> </ul> </li> <li>• The reasons for their decline</li> </ul>
Similarities	Differences					
<ul style="list-style-type: none"> <li>• Ordinary people lived in similar straw huts on the edge of major settlements</li> <li>• They had class systems within their settlements</li> <li>• Both created inventions that advanced their civilisations rapidly</li> <li>• Both had progressive farming practices that allowed their civilisations to flourish</li> <li>• They both document their lives in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• The climate and geography of where they lived</li> <li>• The type of crops and food they produced</li> <li>• The Maya did not have a monarch or one ruler but city Kings                             <ul style="list-style-type: none"> <li>• Their religious beliefs</li> </ul> </li> <li>• The reasons for their decline</li> </ul>					



8. Remember Britain and the Anglo-Saxons

<b>location</b>	<ul style="list-style-type: none"> <li>originated           <ul style="list-style-type: none"> <li>Germany</li> <li>Denmark</li> <li>Holland</li> </ul> </li> <li>came over to Britain AD 480</li> </ul>
<b>settlement</b>	<ul style="list-style-type: none"> <li>small villages near rivers</li> <li>watch towers and churches</li> </ul>
<b>people</b>	<ul style="list-style-type: none"> <li>took land from Britons</li> <li>chiefs became powerful</li> <li>kings ruled larger areas of land</li> <li>fought Vikings</li> <li>King Alfred established Danelaw</li> </ul>
<b>culture</b>	<ul style="list-style-type: none"> <li>battles between kingdoms and Vikings</li> <li>farmers grew wheat, carrots, parsnips, cabbage, beans, onions, rye</li> <li>pagan beliefs replaced by Christianity</li> <li>Venerable Bede</li> <li>monk who recorded Anglo-Saxon life</li> </ul>
<b>invention</b>	<ul style="list-style-type: none"> <li>studied Greek and Roman writers</li> <li>basic astronomy</li> <li>time (candle clock)</li> <li>medicine</li> </ul>

Compare and contrast the lives of the Maya and Anglo-Saxons in c. AD 900

What was similar?

What was different?

<b>location</b>	<ul style="list-style-type: none"> <li>where they lived</li> <li>environment</li> <li>natural resources</li> <li>climate</li> </ul>
<b>settlement</b>	<ul style="list-style-type: none"> <li>buildings</li> <li>villages</li> <li>towns and cities</li> </ul>
<b>people</b>	<ul style="list-style-type: none"> <li>kings</li> <li>queens</li> <li>nobles</li> <li>workers</li> </ul>
<b>culture</b>	<ul style="list-style-type: none"> <li>the way they did things</li> <li>belief</li> </ul>
<b>invention</b>	<ul style="list-style-type: none"> <li>things they made</li> <li>designed</li> <li>wrote</li> <li>thought about</li> </ul>

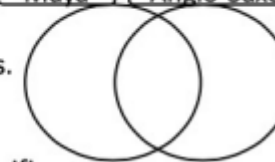
Attempt – children in pairs read and sort the given statements using knowledge of both civilizations:

Sorting



Sort these facts to indicate whether they relate to the Anglo-Saxons or the Maya.

Maya      Anglo-Saxons



- They built churches and abbeys.
- They studied Greek and Roman writers.
- They were ruled by a monarch.
- They built city-states.
- They believed in multiple gods and sacrifice.

Apply

Comparing



These are reconstructions of ancient homes.



Anglo-Saxon home



Maya home

Are they more similar than different? Why would that be?

Concluding



Both the Maya and Anglo Saxons introduced notable inventions.

Pick a Maya invention that you think was superior to its Anglo-Saxon counterpart. Explain your reasoning. Then, pick an Anglo-Saxon invention that you think was superior to its Maya counterpart. Explain your reasoning.





Assessment questions

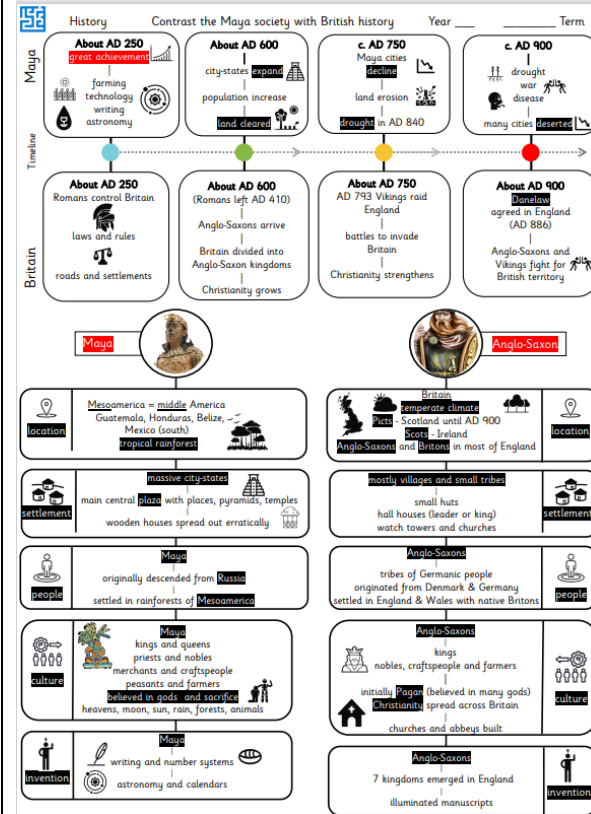
26. What was happening in Britain at the same time as the Maya civilisation was in decline from AD 750 onwards?  
(CHOOSE 3)
- A The Romans had invaded and left; Anglo-Saxons culture was the main way of life.
  - B The Vikings had started invading.
  - C England was divided into several kingdoms.
  - D Christianity was the dominant religion and several important Viking kings had converted their faiths.
  - E Harold Godwinson was the King of England.
27. DIFFERENCES: What were some of the differences between the Anglo-Saxons and the Maya people?  
(CHOOSE 5)
- A Anglo Saxons believed in Christianity.
  - B Maya gods were based on natural and astronomical forms.
  - C The Maya were less advanced with their inventions.
  - D Anglo-Saxons had better ideas.
  - E Detailed books called codices were written by the Maya.
  - F There were no significant advances in mathematics during Anglo-Saxon times.
  - G Anglo-Saxon farmers grew wheat and Barley. Mayan farmers grew avocados, chilli peppers and pumpkins.

?

Resources:

Teacher video to watch for concepts 5

and 6. [CUSP History - Maya and Anglo Saxons - Year 5 - Part 2 on Vimeo](#)



Resources



The mighty Jaguar was revered by the Maya



City-state of Palenque



Palenque - the Temple of the Inscriptions



Main courtyard of the palace at Palenque



What a Maya warrior may have looked like



Palenque - Maya palace and observation tower



Palenque - an aerial view of a Maya Temple



Stelae – varied sculpted stones that tells us about Maya events and life







# Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •



Chichen Itza - Maya pyramid and carving



Chichen Itza - pyramid



Carved skulls - Chichen Itza



Tikal - Maya pyramids and temples majestically rising from the dense tropical jungle



Temple at Chichen Itza



Chichen Itza - the astronomical Observatory Tower



Temple of the Great Jaguar at Tikal



Tikal - a Maya Pyramid surrounded by jungle







Tikal – the main square showing the Temple of the Great Jaguar pyramid



Tikal – the main square showing the Temple of the Great Jaguar pyramid



Stone ring for Maya ball game in Uxmal



Reconstruction of a typical house belonging to ordinary Maya people



Reconstructed Anglo-Saxon houses at West Stow



Anglo-Saxon churches were a few buildings made from stone





## GEOGRAPHY

<p><b>Main Strand/Concepts</b></p>	<p><b>Sustainability, Impact on Our World</b></p> <p>Geography: Pupils will learn about Geographical features of South America. They will learn more about the Amazon rainforest and how deforestation is effecting local communities as well as the wider world.</p>			
<p><b>Thinking Like a Geographer</b></p>				
<p><b>Place and Space</b></p>	<p><b>Scale and Connection</b></p>	<p><b>Physical and Human Geography</b></p>	<p><b>Environment and Sustainability</b></p>	<p><b>Culture and Diversity</b></p>
<p>Children to have an understanding of where in the world South America is located. Children to identify the location of the worlds rainforests including that of the Amazon.</p>	<p>Children to understand the percentage of the earth that is covered by different biomes.</p>	<p>Children to recognise that the rainforest is a biome and a physical geographical feature. Children to identify key human and physical features of Brazil using maps and atlases.</p>	<p>Children to recognise the impact of deforestation on our world. Children to consider how deforestation has an impact on them. Children to consider how they can make a difference.</p>	<p>Children to understand that how people living in and around the amazon benefit from the rainforest.</p>
<p><b>Prior Learning Links</b></p>	<p>In KS1 key concepts taught: Children have located the surrounding seas and oceans of the UK. They know the names of the countries of the UK, their capital cities and facts about each country. In LKS2 key concepts taught: Children know about a biomes and river – River Nile. Children know names of continents and have studied a country in Europe. Children know how physical features like rivers and mountains are formed. <b>Geographical skills and fieldwork</b> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			
<p><b>Main enquiry question/s</b></p>	<p><b>How is deforestation effecting our World?</b></p>			
<p><b>Programme of Study NC Requirements</b></p>	<p>National Curriculum</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <b>Locational knowledge:</b> Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of physical geography, including, <b>climate zones, biomes and vegetation belts, rivers</b>, mountains, volcanoes and earthquakes, and the water cycle</p>			
<p>Careers links: Forestry commission worker, tree surgeon, rainforest trust worker, scientist</p>				



Learning Objective	Pre-Learning Expectations	
<p>1<sup>st</sup> Concept <b>To know where is South America and what are its main geographical features</b></p>	<p>In KS1 and LKS2 pupils should recall what a map and atlas is. The continents of the World and where the UK is located. Pupils know maps use images from birds eye perspective and are drawn to a scale.</p>	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
<p>Earth Climate zone Continents South America North America Latitude Longitude Subtropical Tropical Brazil</p>	<p><b>Know that lines of latitude divide the Earth into four different climate zones polar, temperate, subtropical and tropical.</b>  <b>Know the names of, and locate, a number of South or North American countries;</b>  <b>Know the Brazil is the largest country in South America.</b>  <b>Know the capital city of Brazil is Brasilia.</b>  <b>Know the main language spoken in Brazil is Portuguese.</b>  <b>Know key physical and human characteristics of Brazil</b>  <b>Key human features of Brazil:</b></p> <ul style="list-style-type: none"> <li>• Brasilia</li> <li>• Rio De Janeiro</li> <li>• Favela</li> <li>• Sao Paulo</li> </ul> <p><b>Key physical features of Brazil</b></p> <ul style="list-style-type: none"> <li>• Amazon Rainforest</li> <li>• Amazon River</li> <li>• Sugar Loaf Mountain</li> <li>• Pantanal Wetlands</li> </ul> <p>Additional knowledge:            I know that 6% of the Earth’s land surface is rainforest –but about half of all animal and plant species live there.            I know that the Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world.</p>	<p>Connect: Can children recall the 7 continents and 5 oceans of the world. Can they recall key locations studied in KS1 and LKS2 – Egypt, Italy, Ghana, New Zealand, India.</p> <p>Attempt:            Start by focusing on locations</p> <ul style="list-style-type: none"> <li>• Use a world map to locate South America.</li> <li>• Locate each of the countries.</li> <li>• Locate and identify the main rivers in South America</li> <li>• Locate and identify the main mountain regions.</li> </ul> <p>Explain:            All pupils will then focus on Brazil, especially the geographical features.</p> <p>Attempt: Children to use an atlas/ google earth to identify Brazils surrounding seas and neighbouring countries. Children then to identify key human and physical of Brazil</p> <p>Apply: Children to draw and label a map of Brazil including surrounding seas, neighbouring countries, Capital city, human and physical features.            Start by watching the following internet clip</p> <p>Explain:            Brazil is split into different states.  <a href="https://www.youtube.com/watch?v=Z_MJZtR3n0I">https://www.youtube.com/watch?v=Z_MJZtR3n0I</a></p>



Challenge: Use the map showing the states of Brazil and then create a group of six and decide on a state from Brazil you are going to find out more about.



<https://www.worldatlas.com/maps/brazil>

Each of the six chooses a different state. Their main source of information will be the internet as there are too few books available on the states of Brazil.

Each person/group feeds back to the others about the state they have researched

Assessment questions

*Can you describe the location of Brazil?  
 What human and physical features did you find?  
 What is the capital of Brazil?  
 Can you name any of Brazils states? What do you know about them?*

Resources:

<https://www.rgs.org/schools/teaching-resources/brazil/>  
[https://www.youtube.com/watch?v=Z\\_MJZtR3n0I](https://www.youtube.com/watch?v=Z_MJZtR3n0I)

**Learning Objective**

**Pre-Learning Expectations**

2<sup>nd</sup> Concept

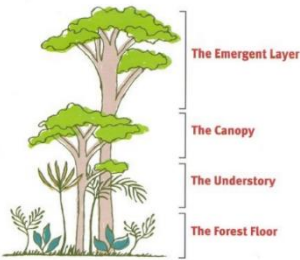
Recap on locating lines of latitude and longitude, the equator and South America/Brazil.  
 Pupils recall key knowledge linked to Brazil e.g. capital city, climate, population main language spoken, states of Brazil, key physical features.





What is a rainforest and why should they matter to us all?		
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
Rainforest Biome emergent layer canopy understory forest floor tropical Amazon River Desert Temperate forest Deciduous Grassland Savannah Taiga forest Tundra Marine freshwater	<p><b>To know where many of the world’s rainforest are situated;</b>  <b>Know that a biome is a community of plants and/or animals that share characteristics based on the environment in which they live.</b></p> <p><b>Know that main biomes: tropical rainforest, desert, temperate forest (deciduous), grassland (temperate), savannah (tropical grassland), taiga forest (coniferous), tundra, marine and freshwater.</b></p> <p><b>Know the main features of a rainforest including biome, emergent layer, canopy, understory and forest layer.</b></p> <p><b>Know it can take ten minutes for a falling raindrop to travel from a rainforest’s thick canopy to the floor.</b></p> <p><b>Know the canopy, which may be over 30m above the ground, is made up of the overlapping branches and leaves of rainforest tree.</b></p> <p><b>Know the emergent layer is the name given to the tops of trees that poke up above the rainforest canopy.</b></p> <p><b>Know the understory layer is a tangle of shrubs, young trees, saplings, palms and vines. It is hot and damp here and the air is very still.</b></p>	<p>Connect: Can children recall the definition of a biome? Can they recall any of the world biomes?</p> <p><b>Explain: Explore with pupils what is meant by a biome . (A biome is a major ecological community extending over a large area and usually characterised by plants and animals which are adapted to that particular environment).</b></p> <p><b>Attempt: Pupils to research the main types of biomes and create a way to present this information</b> e.g. mind map, diagrams and key facts, written account.  <i>Main biomes: tropical rainforest, desert, temperate forest (deciduous), grassland (temperate), savannah (tropical grassland), taiga forest (coniferous), tundra, marine and freshwater.</i></p> <p>Attempt:  <b>Use a world map to locate many of the world’s rainforests.</b></p> <p><b>Focus on what a rainforest is.</b>            Start by watching the internet link below:  <a href="https://www.youtube.com/watch?v=JEsV5rqbVNQ">https://www.youtube.com/watch?v=JEsV5rqbVNQ</a>            Pupils need to know about the different layers of the rainforest as shown below:</p>



		<p>Apply: Pupils draw a diagram and make notes then record what each section is within the rainforest.</p>  <p>Challenge: Why are rainforests important to us all?</p>
<p>Assessment questions</p>	<p>Can you recall where rainforests are mostly located? (In Brazil but also in parts of Peru, Equador and Bolivia). Can you explain what a biome is?</p>	<p>Resources: <a href="https://www.youtube.com/watch?v=JEsV5rqbVNQ">https://www.youtube.com/watch?v=JEsV5rqbVNQ</a></p>
<p><b>Learning Objective</b>      <b>Pre-Learning Expectations</b></p>		
<p>3<sup>rd</sup> Concept <b>Why should we all be concerned about the Amazon rainforest?</b></p>	<p>Recall what a biome is. Pupils recap on where the world’s rainforest is situated and the main features linked to a rainforest. Recap on the main types of biomes and understand how they maintain our eco system.</p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Core Knowledge</b> –What do we want the children to know?</p>	<p><b>Suggested Learning Activities – What key experiences?</b> <b>(Highlighted key disciplinary knowledge learning to be developed with pupils)</b></p>
<p>Biodiversity Rainforest Microorganisms Plants Animals Climate Atmosphere Carbon dioxide</p>	<p><b>Know that 10% of the world’s biodiversity would be lost without the Amazon rainforest.</b> <b>Know that biodiversity is important because many microorganisms, plants and animals interact with each other.</b></p> <p>Additional knowledge: Know the Amazon rainforest is a wondrous and beautiful place, full of mighty rivers and lush green trees and beneath its glossy green exterior, it’s working hard to provide the world with countless benefits. Know that without the Amazon the entire world’s climates would be thrown off. Know the atmosphere would be polluted with billions of tonnes of carbon dioxide.</p>	<p>Connect: Revisit last summers learning on ‘How can we make a difference?’ What are the major environmental issues in the world currently?</p> <p>Explain: 10% of the world’s biodiversity would be lost without the Amazon rainforest. Explain to pupils about global warming and how this links to the rainforest. Use the following internet clip: <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-life-in-guyanas-rainforests/zv7scqt">https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-life-in-guyanas-rainforests/zv7scqt</a> <b>Pupils should then watch the following internet link:</b> <a href="https://www.youtube.com/watch?v=9eFiZbB9aJQ">https://www.youtube.com/watch?v=9eFiZbB9aJQ</a></p> <p>Attempt:</p>



		<p>Explore websites like: <a href="https://wwf.panda.org/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/">https://wwf.panda.org/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/</a></p> <p><b>Apply: Pupils write an explanation leaflet about the Amazon rainforest and impacts of deforestation of the Amazon.</b></p>
Assessment questions	<p><i>What does biodiversity mean?</i></p> <p><i>If the rainforest were damaged by humans what would happen to our Earth?</i></p>	<p>Resources:</p> <p><a href="https://www.youtube.com/watch?v=9eFiZbB9aJQ">https://www.youtube.com/watch?v=9eFiZbB9aJQ</a></p>

Learning Objective	Pre-Learning Expectations	
<p>4<sup>th</sup> Concept</p> <p><b>Why is the rainforest endangered and what does this mean to the world?</b></p>	<p>Recall what biodiversity is.</p> <p>Pupils recap on where the world's rainforest is situated and the main features linked to a rainforest.</p> <p>Discuss why the amazon rainforest is crucial to our planet.</p>	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)
<p>Deforestation</p> <p>Destruction</p> <p>Global warming</p> <p>Humid canopy</p> <p>Wildfires</p> <p>Slashing</p> <p>Burning</p> <p>Monoculture farming</p>	<p><b>Know deforestation is when forest is cut down and the area is permanently cleared for another use.</b></p> <p><b>Know that the timber industry results in the deforestation of the amazon rainforest.</b></p> <p><b>Know the use and destruction of the amazon rainforest for profit has been a global concern for decades.</b></p> <p><b>Know that deforestation creates gaps in the humid canopy of the forest, which is turn dries out the surrounding environment.</b></p> <p><b>Know this leaves areas prone to damaging wildfires.</b></p>	<p>Connect: recall what is biodiversity and why is it important?</p> <p>Explain: Pupils to watch these internet links: <a href="https://www.bbc.com/education/clips/zfp34wx">https://www.bbc.com/education/clips/zfp34wx</a></p> <p><b>Start by focusing on deforestation and look at the positive and negative features of this.</b></p> <p>-On the negative side, pupils need to be aware that animals and plants are endangered. Big businesses and farming are changing the nature of the area at</p>



	<p>Additional knowledge: Know that the farming of cattle results in the deforestations of the amazon rainforest. Know that destructive methods including slashing and burning are used to create agricultural opportunities. Know that crops that are re-planted use monoculture farming methods, thus negatively impacting the people who live there. Know that in 2019, there were over 40,000 wildfires in the amazon rainforest, these burned over 2,240,000 acres of forest and killed over 2.3 million animals.</p>	<p>the expense of the rainforest and the local populations. The sheer size of the rainforest means that what is happening in places like Amazonia has an effect upon the rest of the world. Explain what 'Endangered' means - A species which has been categorised as likely to become extinct. Extinction - The extinction of a species of plant or animal is the death of all its remaining living members. -On the positive side, people need to use the land for different purposes, e.g. farming. They also need to use the wood for industrial reasons. Explain that only around 6% of the Earth's land surface is rainforest - but about half of all animal and plant species live there.</p> <p>Attempt: Using clips, articles and satellite images pupils to consider all the issues associated with deforestation, especially in relation to human and physical features. Pupils could find out more about the endangered creatures.</p> <p>Watch the following internet clip: <a href="https://www.youtube.com/watch?v=-SJoWNjmZAA">https://www.youtube.com/watch?v=-SJoWNjmZAA</a> Apply: Pupils to write a balanced argument regarding deforestation and use sketch maps from satellite images to show deforestation.</p> <p>Experiences pupils visit local woodland to find out about ways to protect and create sustainable woodlands.</p> <p>Challenge: Pupils could create a debate, posters and banners to combat deforestation.</p>
Assessment questions	<p><i>What does deforestation mean?</i> <i>How can we affect change?</i></p>	<p>Resources: <a href="https://www.youtube.com/watch?v=-SJoWNjmZAA">https://www.youtube.com/watch?v=-SJoWNjmZAA</a> NASA Satellite images links <a href="https://earthobservatory.nasa.gov/collection/1676/amazon-deforestation">https://earthobservatory.nasa.gov/collection/1676/amazon-deforestation</a> articles on deforestation <a href="https://www.actionaid.org.uk/school-resources/resource/ks2-rainforest-in-trouble">https://www.actionaid.org.uk/school-resources/resource/ks2-rainforest-in-trouble</a></p>



**Exceed Learning Partnership**

• EVERY CHILD • EVERY CHANCE • EVERY DAY •