



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:		<ul style="list-style-type: none"> The Maya civilisation flourished in Mesoamerica from 250 to 800. It declined after that, but descendants of the Maya live in Central America today The Maya lived in city-states ruled by kings Maya worshipped multiple gods who were each responsible for something Ancient Maya sacrificed animals and sometimes humans to honour gods Maya built step-pyramids and temples to honour gods Maya cities had a plaza, temples, a ball court and sometimes an observatory Ancient Maya developed a number system and developed the concept of zero The Ancient Maya developed hieroglyphics <p>Note: The lesson slides for this unit – in the original curriculum – encourages pupils to compare Maya with Greek civilisations. You should remove these aspects for teaching the whole class, and use these only with the Year 4 age pupils who will have learnt about ancient Greece in cycle A.</p>	<ul style="list-style-type: none"> The Maya resisted Spanish conquest but were eventually defeated in 1697. Even after that, the Maya fought to maintain their culture, language, and traditions – which still survive in descendants of the Maya today (Y5-6)
Year 3 age pupils:		<ul style="list-style-type: none"> An autocracy is place where one person or one group can rule exactly as they want to forever Democracy is a system of government where everyone has a say A city-state is a city and the surrounding land that has its own government and identity A government is the system or people who rule a place A civilisation is a group of people and their society, culture and way of life. 	<ul style="list-style-type: none"> Pupils will review Maya hieroglyphics and pyramids when learning about the ancient Egyptians (Y3-4 CA Spr) Pupils will learn about the ancient Greeks – specifically city-states, gods, and temples – and compare this to their knowledge of the ancient Maya (Y3-4 CA Sum).
Year 4 age pupils:	<ul style="list-style-type: none"> An autocracy is place where one person or one group can rule exactly as they want to forever (Y3-4 CA Spr) A government is the system or people who rule a place (Y3-4 CA Sum) A civilisation is a group of people and their society, culture and way of life (Y3-4 CA Sum) A city-state is a city and the surrounding land that has its own government and identity (Y3-4 CA Sum) Egyptians built pyramids to honour the pharaoh (half man half god) (Y3-4 CA Spr) Egyptians wrote in hieroglyphics (Y3-4 CA Spr) Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths 		





North American History:
Ancient Maya civilisation

B Year 3-4: Autumn

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils: • Similarity and difference: Similarities and differences exist between two individuals who lived in the past (Y1-2)	<ul style="list-style-type: none"> • Chronology: Describe historical periods using dates (AD only) and as a given number of years ago. • Chronology: Place dates (AD only) on a timeline. 	<ul style="list-style-type: none"> • Similarity and difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics (Y5-6) • Chronology: Recognise and use AD/BC and CE/BCE accurately (Y5-6) • Chronology: Use vocabulary like decade, century and millennium (Y5-6)
	Year 3 age pupils:	<ul style="list-style-type: none"> • Similarity and difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences. 	
	Year 4 age pupils:	<ul style="list-style-type: none"> • Similarity and difference: Historians can consider the similarities and differences between people in two historical civilisations [Ancient Greeks from Cycle A and ancient Maya] 	
Vertical concepts	<ul style="list-style-type: none"> • Quest for knowledge: 	<ul style="list-style-type: none"> • Quest for knowledge: People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today • Quest for knowledge: Different civilisations across the world developed similar knowledge independently 	<ul style="list-style-type: none"> • Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others (Y3-4 CB Spr)

Disciplinary





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> Geography: The capital city of England is London (Y1 Spr) Science: We see when light enters our eyes (Y3-4 CB Aut1) A civilisation is a group of people and their society, culture and way of life (Y3-4 CB Aut) Science: The digestive system is the group of organs that help your body digest food (Y3-4 CB Aut2) Science: Role of the stomach and the small intestine (Y3-4 CB Aut2) 	<ul style="list-style-type: none"> The Early Islamic Civilisation began with the founding of Islam by the Prophet Muhammad in 610 The Early Islamic Civilisation was an empire, led by the caliph. The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries Baghdad was founded in 762 and became the capital city, and it was strategically designed Knowledge and wisdom is central to Islam, and the House of Wisdom collated the knowledge of many societies and welcomed scholars of all backgrounds Early Muslim doctors and surgeons introduced key principles of medicine including holistic treatments, free hospitals and learning from each other Al Khwarizmi was a mathematician who gave us the word 'algebra' and introduced the numbers 0-9 into Europe Ibn Al Haytham proved that humans see when light enters eye In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost. 	<ul style="list-style-type: none"> We only know about many of the (Greek and) Roman writings and developments because they were preserved and translated by scholars in Baghdad (Y5-6 CA Aut) The Early Islamic Empire was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y5-6 CB Aut and Spr)
Year 3 age pupils:		<ul style="list-style-type: none"> An empire is a group of countries or places ruled by one person (Y3 Spr) 	
Year 4 age pupils:	<ul style="list-style-type: none"> An empire is a group of countries or places ruled by one person. Ancient Egypt was an empire, but ancient Greece was not. (Y3-4 CA Spr). 	<ul style="list-style-type: none"> Explicitly compare the Islamic caliph to the Egyptian pharaoh. What did they both lead? Where were their respective empires? 	

Substantive





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> Historical significance: Historians choose to study people or events from the past because they were important to people at the time, and may be remembered today (Y1-2). 	<ul style="list-style-type: none"> Historical significance: Historians can set their own criteria for what they consider to be significant and why it should be studied Historical evidence: Political maps have changed over time. 	<ul style="list-style-type: none"> Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5-6) Chronology: Recognise and use AD/BC and CE/BCE accurately (Y5-6) Chronology: Use vocabulary like decade, century and millennium (Y5-6)
Year 3 age pupils:		<ul style="list-style-type: none"> Chronology: Use vocabulary like decade and century. 	
Year 4 age pupils:	<ul style="list-style-type: none"> Chronology: Use vocabulary like decade and century (Y3-4 CA Sum) 	<ul style="list-style-type: none"> Chronology: Convert between a year and a century. 	
Vertical concepts	<ul style="list-style-type: none"> Quest for knowledge: Different civilisations across the world developed similar knowledge independently (Y3-4 CA Aut) 	<ul style="list-style-type: none"> Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents Quest for knowledge: Different civilisations place different values on knowledge and scientific development than others Community & family: Communities can be brought together by geographical location, or by a shared identity 	<ul style="list-style-type: none"> Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5-6)





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> One aspect of the history of the local area; varies by school (Y1-2 CB Aut) 	<ul style="list-style-type: none"> [History of local area; varies by school] 	<ul style="list-style-type: none"> Further, more sophisticated study of the history of the local area (KS3)
Year 3 age pupils:			
Year 4 age pupils:			

Substantive





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> • Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y3-4 CB Spr) • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y1-2) 	<ul style="list-style-type: none"> • Local history: Local history archives can be an invaluable source of information for historians. 	
Year 3 age pupils:			
Year 4 age pupils:			
Vertical concepts			

Disciplinary

