



Year 6 Knowledge Organiser

Raiders of the lost Mayans

What I should already know.

- South America is a continent.
- The climate of South America is different to that of the UK.
- Human and physical geographical features of a region in South America.
- Other civilisations include the Egyptians and the Greeks.
- What erosion is and what impact it can have on land.
- The chronology of British history.

| BC (Before Christ) | | AD (Anno Domini) | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|-----------------------------------|-----|--------|--|---------|-----|---------|-------------------------------------|---------|------|------|----------------------------------|------|-----------------------------------|------|-------------------------------------|------|--------------------------------------|------|----------------|------|--|
| | | 0 | | 500 AD | | 1000 AD | | 1500 AD | | 2000 AD | | | | | | | | | | | | | |
| Century | | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | 13th | 14th | 15th | 16th | 17th | 18th | 19th | 20th | 21st | |
| Periods in British History | | Romans in Britain 55BC – 410AD | | | Saxon and Viking Britain 410AD – 1066AD | | | | Medieval Britain 1066AD – 1485AD | | | | Tudor Britain 1485AD – 1603AD | | Stuart Britain 1603AD – 1714AD | | Georgian Britain 1714AD – 1837AD | | Victorian Britain 1837AD – 1901AD | | Living history | | |

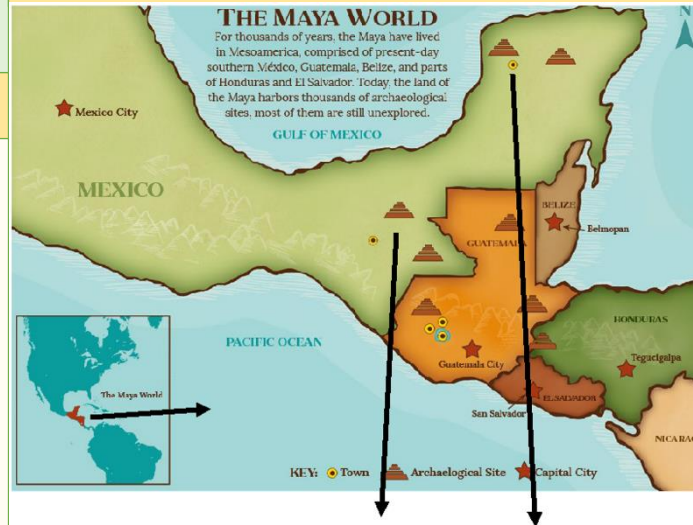
What will I know by the end of the unit?

Key Skills

Children can locate the Classic Mayan period on a timeline and make comparisons to British history. Children can describe characteristic features of the Mayan Civilization, and identify changes within and across the time period. Explain an event with reference to abstract ideas such as long and short-term causes/results or events building up. They can see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen. Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. Children start to think of reasons why a source may be unreliable. They select and organise information to produce structured work, making appropriate use of dates and terms.

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| Timeline | c. AD 250: By this stage, the Mayan had many established cities. They had many monuments, pyramids and devised a writing and maths | c. AD 840: The quality of the fields is poor, and this combined with land erosion, leads to a drought. | Today...there are still 7 million indigenous Mayan people living in Central America. |
| | c. AD 600: The Mayan population exceeded 5,000,000 people. Excessive farming and deforestation due to overflow from the cities were commonplace and this led to land becoming less fertile. | c. AD 900: Many Mayan cities are deserted due to deforestation, drought and war. | |

Key Knowledge



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



Key Vocabulary

| | |
|---------------|---|
| archaeologist | Someone who studies the past by exploring old remains. |
| architecture | The art of planning, designing and constructing buildings. |
| Chichen Itza | A <u>village</u> in Yucatán state in <u>Mexico</u> ; site of important <u>Mayan</u> ruins. A UNESCO World Heritage Site. |
| chronology | The order of events in time. |
| circa | Latin meaning 'around'. c. 800 BC means around 800 BC. |
| civilisation | A human society with its own social organisation and culture . |
| climate | The <u>general</u> weather conditions that are <u>typical</u> of a place. |
| continent | A very large area of land that consists of many countries . South America is a continent . |
| culture | Activities such as the arts and <u>philosophy</u> , which are considered to be <u>important</u> for the <u>development</u> of civilisation. |
| deforestation | If an area is deforested, all the trees there are cut down. |
| deities | A god or goddess. |
| demise | Something or someone is their end or death. |
| drought | A long period of time during which no rain falls. |
| economy | The wealth that a society or country gets from business and industry. |
| erosion | The gradual destruction and removal of rock or soil. |
| fertile | Rich in nutrients to support the growth of many plants. |
| hierarchy | A system of organising people into different ranks or levels of <u>importance</u> , for example in society . |
| indigenous | People or things belong to the country in which they are found. |
| Mayan | Of, relating to, or characteristic of the <u>Maya</u> or any of their languages. |
| merchant | A person who <u>buys</u> or <u>sells</u> goods in large quantities |
| Mesoamerica | Central America - the countries consist of Mexico, Guatemala, El Salvador, and Belize; and the western sections of Honduras and Nicaragua, and northern Costa Rica. |
| plaza | An open square in a city. |
| polytheists | The <u>worship</u> of or <u>belief</u> in more than one <u>god</u> . |
| society | People in <u>general</u> , <u>thought</u> of as a large organised group. |
| trade | The activity of buying, selling, or exchanging goods or services. |