

## Subject: History

## Assessment Y5/6

### YEAR 6 UNIT 1 – THE MAYA CIVILISATION

#### KS2 Programmes of Study

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

#### Additional guidance

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

#### Knowledge, skills and concepts

In this unit, the children will:

- establish clear narratives within and across periods they study regularly address historically valid questions about similarity and difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends over time
- develop the appropriate use of historical terms
- address and devise historically valid questions about change, cause and significance.

#### Key Questions

- Why should we remember the Maya?
- What can we learn about the Ancient Maya from the lives of the Maya today?
- What can we learn about the Maya by investigating their ancient cities?
- Why did the Maya have so many gods?
- Were the Maya as clever as people in the 21st century?
- What happened to the Maya?
- Why should we remember the Maya?

#### Key Vocabulary

Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance

#### Assessment overview

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: constructing the past; establish clear narratives within and across the periods they study; note connections, contrasts and trends over time. The assessment should be undertaken in week 6. Detailed information on the task can be found on the key assessment opportunity sheet.

<b>Cultural Capital</b>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>• Pitt Rivers Museum, Oxford (runs a workshop on the Maya) • British Museum, London (significant collection of Maya artefacts) • Opportunities for learning outside the classroom are fairly limited for this unit. Instead, you may decide to invite an archaeologist specialising in the area into your classroom.</li> </ul>
<b>Key Assessment Opportunity</b> Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> <li>• <b>Constructing the past; establish clear narratives within and across the periods they study; note connections, contrasts and trends over time.</b></li> </ul>	
<b>Assessment – Tasks in week 6</b>  Children write an argument (or hold a debate) about why they think the Maya should be remembered.  They need to explain which aspects of the Maya are particularly important.  They should also be encouraged to add balance to their argument.  <b>Stretch and challenge:</b> Encourage children to complete this independently (whereas some children will require modelling and a template).	<b>Working towards expectations Y5</b> <b>Progression Framework statement:</b> The child can understand some features associated with themes, societies, people and events when prompted by an adult.  <ol style="list-style-type: none"> <li>1. The child's writing/oral work can sometimes evidence some understanding of aspects of life in Maya times, e.g. religion, food, etc. A correlation between these aspects will be unlikely to be made.</li> <li>2. Unless prompted, the child will tend to focus one side of the argument and not make links to other societies.</li> <li>3. The child needs prompted to use the correct language related to the Mayans..</li> <li>4. With support, the child can make some references to sources of evidence.</li> </ol> The child may need an adult to structure and form their argument.

	<p><b>Working at Expectations Y5</b></p> <p><b>Progression Framework statement:</b></p> <p>The child can understand some features associated with themes, societies, people and events.</p> <ol style="list-style-type: none"> <li>5. The child's writing/oral work demonstrates evidence of some understanding of aspects of life in Maya times, e.g. religion, food, etc. These aspects are discussed independently, with no links made between them and other areas.</li> <li>6. The child focuses on one side of the argument, and fails to make comparisons between the Maya and other societies.</li> <li>7. The child uses a limited number of historical terms related to the Maya.</li> <li>8. The child makes some reference to sources of evidence to support points made, e.g. the pyramids at Tikal.</li> </ol> <p>The child may need some support in structuring their argument.</p>	
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	<p><b>Working at greater depth Y5</b>  <b>Progression Framework statement:</b>  The child can provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <ol style="list-style-type: none"> <li>1. The child's writing/oral work demonstrates evidence of understanding a range of the main features of Maya society, e.g. religion, food etc., and may begin to make links and group them into themes, e.g. social, cultural.</li> <li>2. The child introduces some aspects of balance within the argument, perhaps comparing the Maya's achievement in an area as less favourable to that of another society studied.</li> <li>3. The child references a range of sources of evidence to support points made.</li> <li>4. The child uses a number of historical terms from this unit and from their study throughout the key stage.</li> </ol>	
	<p><b>Working towards expectations Y6</b>  <b>Progression Framework statement:</b>  The child can understand some features associated with themes, societies, people and events.</p> <ol style="list-style-type: none"> <li>9. The child's writing/oral work demonstrates evidence of some understanding of aspects of life in Maya times, e.g. religion, food, etc. These aspects are discussed independently, with no links made between them and other areas.</li> </ol>	<b>NOTES on children</b>

	<p>10. The child focuses on one side of the argument, and fails to make comparisons between the Maya and other societies.</p> <p>11. The child uses a limited number of historical terms related to the Maya.</p> <p>12. The child makes some reference to sources of evidence to support points made, e.g. the pyramids at Tikal.</p> <p>13. The child may need some support in structuring their argument.</p>	
	<p><b>Working at Expectations Y6</b>  <b>Progression Framework statement:</b>  The child can provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p>5. The child's writing/oral work demonstrates evidence of understanding a range of the main features of Maya society, e.g. religion, food etc., and may begin to make links and group them into themes, e.g. social, cultural.</p> <p>6. The child introduces some aspects of balance within the argument, perhaps comparing the Maya's achievement in an area as less favourable to that of another society studied.</p> <p>7. The child references a range of sources of evidence to support points made.</p> <p>8. The child uses a number of historical terms from this unit and from their study throughout the key stage.</p>	

	9. With support, the child may achieve some of the aspects of children exceeding expectations/working at greater depth.	
	<p><b>Working at greater depth Y6</b></p> <p><b>Progression Framework statement:</b></p> <p>The child can show a detailed awareness of the themes, events, societies and people covered across the UKS2 topics.</p> <ol style="list-style-type: none"> <li>1. The child's writing/oral work demonstrates evidence of a developed understanding of a variety of aspects of Maya civilisation, and links and categorises these into themes, e.g. social, cultural, economic etc. They will make connections with other units studied. They will understand that changes occurred, and that developments took place within the period.</li> <li>2. The child discusses these areas in depth, and makes reference to a broad range of sources of evidence to support points made and conclusions reached.</li> <li>3. The child presents a balanced argument, making reference to advances made by other societies at the time, to other societies studied or to the present day, to support or reject the Maya being remembered.</li> <li>4. Throughout their writing, the child employs a range of historical vocabulary from this and other units studied at KS2.</li> </ol>	

	5. Work will be completed independently. with the child deciding their own format and structure.	
Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus		

Year 5	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20%</b> <b>(no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			

Year 6	Working below expectations	Working within Expected Standard	Working above expected
<b>Target</b>	<b>14 – 20%</b> <b>(no more than 2 children)</b>	<b>80 %- 86%</b>	<b>20%</b>
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			

