MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O. To locate the world's countries, using maps to focus on Central America, concentrating on regions, countries and major cities. L.O. use maps, atlases and globes to locate countries	Use map work to locate Central America and then key countries within Central America. Then use this to pinpoint Ancient Maya cities.	-Central America consists of 7 countries Belize, Costa Rica, El Salvador, Guatemala Honduras, Nicaragua and Panama -Central America lies between Mexico and South America -Classic Maya civilization grew to some 40 cities, including Tikal, Uaxactún, Copán, Bonampak, Dos Pilas, Calakmul, Palenque and Río Bec; each city held a population of between 5,000 and 50,000 people.	-Use atlases and mapwork to identify key locations. -Compare older maps with modern maps to identify Maya civilisations.	Country City Continent Sub-continent Maya civilisation Central America Maps Atlases Scale Settlement Population Ordnance Survey
Lesson 2	L.O: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and volcanoes.	Use atlases/ chromebooks/ information sheets in small groups to locate different physical features of the Maya region and draw them onto a blank map outline.	-Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans. -The Maya's home was a tough environment with recurring droughts and rising sea levels, and the land that they farmed was rough, rocky terrain mixed with vast swamps, or wetlands. -Most of Mesoamerica was covered by dense rainforest. -The Maya Mountains are a range of peaks that are primarily located in Belize but also in the eastern part of Guatemala.	-Use atlas work to identify different physical features.	Physical geography Climate zones Biomes Vegetation belts Natural Highlands Southern Lowlands Northern Lowlands Contour lines Landscape Density

Lesson 3	LO: identify geographical similarities and differences of human and physical geography between England,, a region in a European country, and a region within North or South America	Building on knowledge from previous lessons, children make comparisons between the UK, other parts of Europe and North America. Identify features of human and physical geography in a table format and write a comparative paragraph to detail research findings.	-Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans. -Human features are created and built by humans. -North America includes many biomes: desert, grassland, tundra and coral reefs while North America's western region is marked by mountains and deserts. -Europe has four main regions: Central Uplands, Western Uplands, North European Plain and Alpine Mountains. -Volga River and Danube river are Europe's two largest rivers. -Notable mountain ranges in Europe include the Alps, Caucasus, Black Forest, and Balkan Mountains. -Hollywood sign, Sanfransisco Bridge and Statue of Liberty are some key human features of North America. -Stonehenge, Palace of Westminster and Buckingham Palace are some notable human features of England.	-Use atlases and mapwork to identify key features. -Apply geographical vocabulary to written comparisons.	Physical geography Natural Human Geography Manmade Grid reference Developments Industry Settlements Comparison
Lesson 4	L.O: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, mountains and volcanoes.	Building on knowledge from previous lessons, use maps and knowledge of physical features to make assumptions about where natural resources could be found for Mayan trade. Complete research to learn	-The Maya had trade routes that ran over long distances. - They traded with many other Mesoamerican cultures, such as Teotihuacan, the Zapotec, and other groups in central and gulf-coast Mexico. -They also traded with groups that were farther away. For example, people who study the	-Apply knowledge of physical features to make links with trade.	Maya Trade Trade Routes Goods Import Export

		more about goods Mayan people traded and where this was located within Central America. Annotate maps to show this.	Maya civilization found gold from Panama in the Sacred well at Chichen Itza. -Some important things they traded were cacao, salt, sea shells, jade and obsidian. -The Maya did not use "money" in the modern sense. There was no universally accepted form of currency which could be used anywhere in the Maya region. Even valuable items, such as cacao seeds, salt, obsidian, or gold tended to vary in value from one region or city-state to another, often rising in value the farther away these items were from their source.		
Lesson 5	LO: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Building on knowledge from last lesson, start to look at how Maya civilisation traded the goods they have learnt about. What routes did they take and why? Children to annotate maps of Central America with trade routes explaining reasons for this.	-The Ancient Maya civilization had an advanced trade system consisting of short, medium, and long trade routes, along with a robust market for a range of goods and materials. Merchants traded cacao beans throughout Mesoamerica not only in the Maya lands but also to the Olmec, Zapotec, Aztecs and elsewhere. -They developed an elaborate system of trade that was based on the seacoast. The centre of Mayan trade was Cerros, Belize. Cerros could be reached by two rivers and it served as a junction for Caribbean trade routes.	-Read and apply map skills to identify countries, oceans and trade routes.	Trade Trade Routes Rivers Canals Seacoast Goods Mesoamerica Olmec Zapotec Aztec Systems Routines Currency
Lesson 6	LO: Describe and understand key aspects of human geography, including: types of settlement and land use.	Consider aspects of human geography by responding to a challenge linked to different settlements and land use conditions. Use knowledge of how Maya	-Farming was really important to the Maya. Most people grew their own crops in small fields. Farmers grew many kinds of crops at the same time, such as maize, beans and squash. If farmers grew more	-Utilise knowledge of human geography to make predictions about farming.	Farming Agriculture Adaptations Vegetation Land use Settlements

		farmed their land, grew crops and adapted farming to their living conditions to respond to solutions for farming challenges provided. Use knowledge of Mayan crops and foods to design a Mayan menu.	than they could eat, they traded the leftovers in markets. The Maya created arable land by using a "slash-and-burn" technique to clear the forests. They planted maize and secondary crops such as beans, squash, and tobacco. In the highlands to the west, they terraced the slopes on mountainsides; in the lowlands, they cleared the jungle for planting.		Conditions