

# Mysterious Maya

## Sticky Knowledge Organiser Autumn Term: Trecrom (Year 3/4)

### Topic Question:

What can we learn from the Maya civilization?



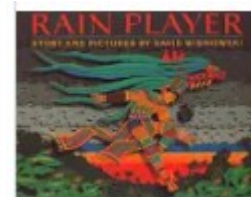
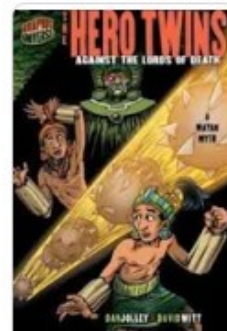
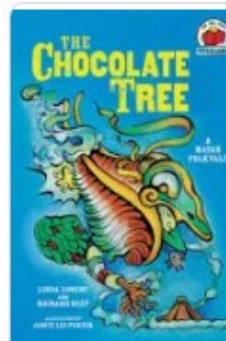
What I learnt before that will help me this year...

In class 2 I have covered the 'Down in the Jungle' unit. I know what a rainforest is.

### Who were the Maya?

The ancient Maya people were quite a sophisticated bunch! They developed a writing and number system; studied and charted the stars and planets; invented three complex calendars to keep track of time; built impressive temples, palaces, monuments and cities; skilfully farmed the land and established a complex political system.

The ancient Maya were a clever, deeply religious people who valued intelligence and learning. This helps to explain how and why they were able to develop a complex, thriving **civilisation** which began over 2000 years ago.



### Key Vocabulary

civilisation	An organised society with its own culture and way of life, existing in a particular area over a particular period of time.
drought	A long period with very little rain.
ritual	A ceremony, often religious, with set actions performed in a set order.
jaguar	A big cat, heavier than a leopard, with yellowish fur and black spots.
scribes	People paid to write things down, either as an official record or for someone else unable to write.
codices	Ancient handwritten texts. Maya <b>codices</b> could be unfolded like a concertina. One text is called a codex.
maize	Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas.
cacao beans	Cacao trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.





## Timeline

- 2000BC
- c.1750BC – First settlements.
- 1000BC – Maya begin to form larger cities.
- 600BC – Successful farming means cities grow larger.
- 500BC – First pyramids built.
- 400BC – Evidence of writing.
- 300BC – Cities are now ruled by kings and queens.
- 400AD to 900AD – Maya golden age.
- 900AD – Some cities abandoned, new cities built.
- 1500AD – Europeans arrive.
- 2021AD – Descendants of the Ancient Maya still live today.

## Significant People and Places

			
<b>Central America</b>	<b>Tikal</b>	<b>Chichen Itza</b>	<b>Palenque</b>
Central America is a region found in the southern tip of North America, where the continent joins with South America. The Ancient Maya were one of the great civilizations located in this part of the world.	Tikal is the ruin of a great Ancient Maya city which may have been called Yax Mutal. It is located in a rainforest in modern day Guatemala and was one of the most powerful Maya cities. The Tikal Temple is 47 metres high.	Chichen Itza was built by the Ancient Maya in the Northern Lowlands. It was one of the largest cities and in the centre is the Temple of Kukulcan.	Palenque was an Ancient Maya city-state found in modern day Southern Mexico. It is smaller than Tikal and Chichen Itza but has some of the best architecture and carvings. Pakal the Great ruled here.

## Significant People and Places

			
<b>Ix Chel and Chaac</b>	<b>Great Ball Court</b>	<b>Pakal the Great</b>	<b>The Red Queen</b>
Two of the many Ancient Maya gods and goddesses. Ix Chel was the goddess of the moon, water and cycle of life. Chaac was the god of rain. He could strike with his lightning axe and thunder and rain would come.	The Great Ball Court is located in Chichen Itza but ball courts like this one were found in cities across the Maya lands. Here they played and watched the game of 'Pok-a-Tok'. The game was a life or death battle.	Pakal the Great ruled over the city-state of Palenque. He ruled for 68 years — the longest in history of any ruler in the Americas.	This mask was uncovered in the Tomb of the Red Queen in Palenque. The remains in the tomb are thought to belong to Lady Ix Tz'akbu Ajaw, the wife of Pakal the Great.



**Science**  
**Forces and Magnets**  
**Sticky Knowledge Organiser**  
 Autumn Term: Trecrom (Year 3/4)

What I learnt before that will help me this year...

How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching—use of everyday materials unit taught in year 2.

**Key Knowledge**

Different **surfaces** create different amounts of **friction**. The amount of **friction** created by an object moving over a **surface** depends on the roughness of the **surface** and the object, and the **force** between them.

The driving **force** pushes the bicycle, making it move.

**Friction** pushes on the bicycle, slowing it down.

Grass      Gravel      Sand      Road

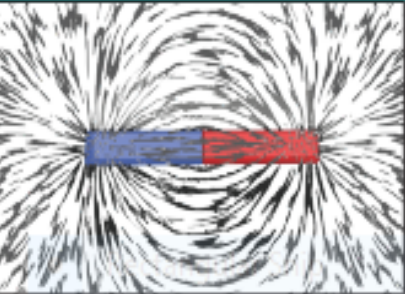

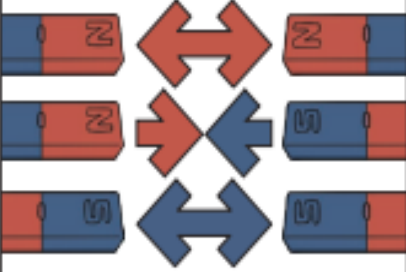
**Pushes**


**Pulls**


**Forces** will change the motion of an object. They will either make it start to move, speed up, slow it down or even make it stop.

Key Vocabulary	
<b>forces</b>	Pushes or pulls.
<b>friction</b>	A <b>force</b> that acts between two <b>surfaces</b> or objects that are moving, or trying to move, across each other.
<b>surface</b>	The top layer of something.

Key Vocabulary	
<b>magnet</b>	An object which produces a <b>magnetic force</b> that pulls certain objects towards it.
<b>magnetic</b>	Objects which are <b>attracted</b> to a <b>magnet</b> are <b>magnetic</b> . Objects containing iron, nickel or cobalt metals are <b>magnetic</b> .
<b>magnetic field</b>	The area around a <b>magnet</b> where there is a <b>magnetic force</b> which will pull <b>magnetic</b> objects towards the <b>magnet</b> .
<b>poles</b>	North and south <b>poles</b> are found at different ends of a <b>magnet</b> .
<b>repel</b>	<b>Repulsion</b> is a <b>force</b> that pushes objects away. For example, when a north <b>pole</b> is placed near the north <b>pole</b> of another <b>magnet</b> , the two <b>poles</b> <b>repel</b> (push away from each other).
<b>attract</b>	<b>Attraction</b> is a <b>force</b> that pulls objects together. For example, when a north <b>pole</b> is placed near the south <b>pole</b> of another <b>magnet</b> , the two <b>poles</b> <b>attract</b> (pull together).

Key Knowledge		
	Like <b>poles</b> <b>repel</b> . Opposite <b>poles</b> <b>attract</b> .	
A <b>magnetic field</b> is invisible. You can see the <b>magnetic field</b> here though. This is what happens when iron filings are placed on top of a piece of paper with a <b>magnet</b> underneath.		The needle in a compass is a <b>magnet</b> . A compass always points north-south on Earth.

Magnetic ✓

These objects contain iron, nickel or cobalt. Not all metals are <b>magnetic</b> .

Non-magnetic ✗

These objects do not contain iron, nickel or cobalt.