

Complete
enquiry-based
approach

Oxford International Primary History

Course Guide

A complete six-level primary course
that inspires students' curiosity about the past
and develops historical skills



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For the student

Oxford International Primary History takes an enquiry-based approach, inspiring students through questions that make them think, and activities that encourage them to explore and research.

As students progress through the course, they will develop historical skills and concepts such as contrasting arguments and evidence to make historical claims.

The course covers international historical topics, ensuring students receive a well-rounded view and are equipped to form their own conclusions.

Write-in Workbooks for extra practice and homework.

For the teacher

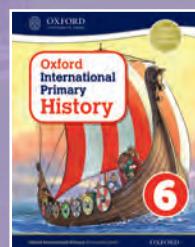
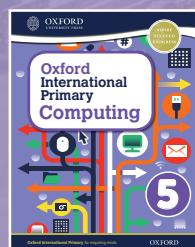
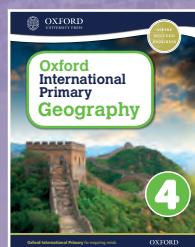
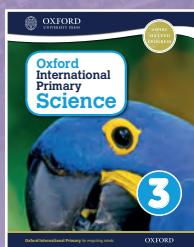
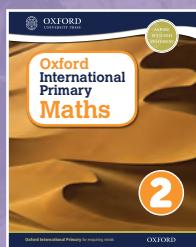
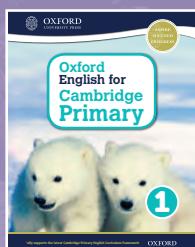
The *Teacher's Guide* provides step-by-step notes for each lesson; background knowledge and historical information for specialists and non-specialist teachers.

Oxford International Primary History follows the English National Curriculum and offers both structure and flexibility. A chronological progression allows you to follow a structured programme or present individual topics and projects.

Historical units and thematic studies provide the opportunity to develop a 'big picture' of the past and incorporate local history.

Thematic studies develop a 'big picture' of the past.

Introducing the full suite of levelled primary courses with your multi-cultural classroom in mind.

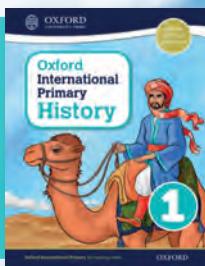


Oxford International Primary History is a complete six-level course with a Student Book and Workbook for every level and a Teacher's Guide.

The course follows a structured curriculum adapted from the English National Curriculum.

Learning Outcomes

Develop an awareness of historical concepts and an understanding of history as the study of the past.



Book Topics

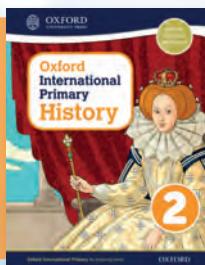
- My history
- What were houses like long ago?
- Three brave explorers

Skills and concepts

- ◆ Similarity and difference
- ◆ Change and continuity

1

Develop an understanding of how significant people, places and events have shaped the world they live in.

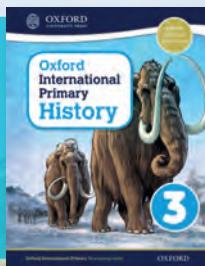


- Toys and games over time
- Three English queens
- Air and space travel

- ◆ Historical significance
- ◆ Chronological understanding

2

Develop an awareness of historical concepts and use them to frame historically valid questions.

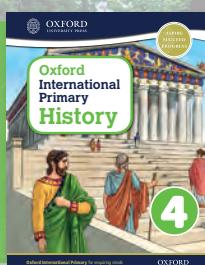


- From hunter-gatherers to village people
- The Metal Ages
- Early civilisations
- A history of communication

- ◆ Change and continuity
- ◆ Cause and consequence

3

Evaluate significant aspects of history and the nature of ancient civilisations.

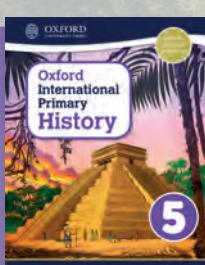


- Ancient Egypt
- Ancient Greece
- Ancient Rome
- A history of leisure and recreation

- ◆ Historical significance
- ◆ Making links or connections

4

Gain historical perspective by using their knowledge in different contexts to understand connections between local, regional, national and international history.

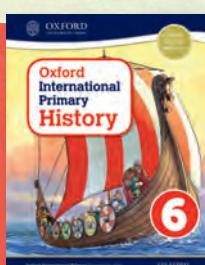


- Roman invasion
- The Anglo-Saxons
- The Maya
- A history of transport

- ◆ Similarity and difference
- ◆ Change and continuity

5

Analyse evidence and create structured accounts, including written narratives and analyses.



- The Vikings
- The Age of Discovery and Exploration
- The Tudors
- The story of London

- ◆ Interpretations and drawing conclusions
- ◆ Independent research and use of sources

6

3

The Maya

In this unit you will:

- explain why the Maya settled in the jungle
- recall who ruled the Maya
- explain what Mayan cities were like
- examine what achievements the Mayans are known for
- explore what happened to the Maya

Clear learning outcomes
are outlined at the start
of each unit.



The Maya made their home in Central America. The former Mayan region covers southern Mexico, Guatemala, Belize, the northern part of Honduras and some of El Salvador.

Content is age appropriate with an international focus making it suitable for all types of learners and schools.

Key information boxes provide an introduction to the topic.

About 2300 years ago, tribes called the Maya settled in the jungles, mountains and coastal areas of southern Mexico and Central America. They were skilled farmers and builders who created many beautiful cities. These cities contained palaces, temples, pyramids and homes. The cities were connected with roads that ran through the jungles. Each city was a centre of learning and the Maya achieved much in writing, art and science.

Word clouds introduce key historical terms.

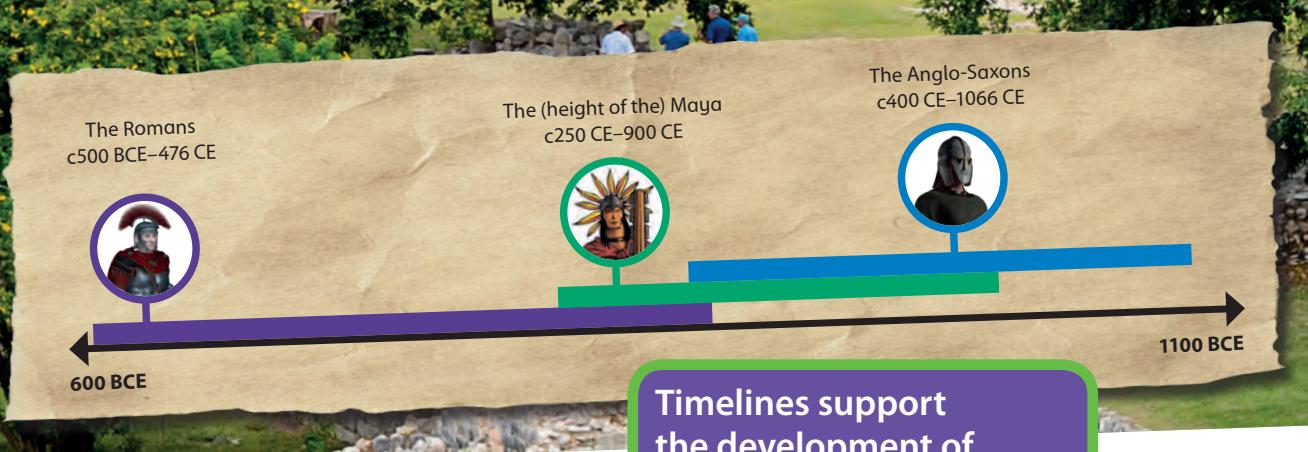
civilisation
society city-state

? The Maya **civilisation** began about 2300 years ago. Approximately what year was that? The civilisation was at its height from about 250 CE to about 900 CE. What other civilisations and topics have you studied from this period of time?

Discussion points encourage historical enquiry and get the class talking and thinking.

Each unit starts with a visual introduction. Photography and maps are used to spark students' imagination.

3 The Maya



Timelines support the development of chronological skills and put each topic in context.

3.1 Who were the Maya?

Language has been carefully selected to be accessible for EAL learners.

The first Mayan tribes were hunter-gatherers. This means that they moved around from place to place gathering food (such as fruit, seeds and nuts) and hunting animals for meat. Gradually, the Maya learned how to grow crops such as corn (which they called maize), squash and beans. This changed how the Maya lived. Why and how did knowledge of growing crops change Mayan civilisation?

Farming techniques

The Maya learned how to clear large areas of jungle to create fields to grow crops. They used tools made from stone, bone and wood. When they had removed most of the trees, they set fire to the remaining plants. They used the ash from these fires as a fertiliser that added nutrients to the earth. The ash helped the Maya to grow crops successfully. The Maya dug canals through the fields so they could water their crops.



Stepped farming using terraces helped the Maya to farm in mountainous regions.

Where the land was very wet, the Maya built raised platforms on which they grew crops. In mountainous areas, they used stepped farming, which means that they built terraces up the hillside. The terraces stopped the soil slipping downhill and provided a firm, flat base for the crops to grow.

A wide variety of food

Maize was a very important food for the Maya. They made corn flour from maize and used it to make bread. The most common type of bread was very thick and flat, known as a tortilla. The Maya also made porridge from maize. Mayan farmers grew many other crops, including sweet potatoes, tomatoes, avocados and chilli peppers. The Maya kept bees for honey and grew cotton to make clothes. They caught fish in the rivers and hunted wild turkeys and deer. The Maya used cacao beans to make a bitter chocolate drink, sometimes spiced with chilli.

Key facts provide discussion activities and inspire students curiosity

Did you know?

Water was important for growing crops and for drinking. Where water was hard to find, the Maya collected rainwater and stored it in tanks and reservoirs.

Glossary words

maize

stepped farming

nutrients

terraces

squash

tortilla

The key terms in each lesson are listed as "glossary words". Definitions are provided at the end of each Student Book.



The Maya used a flat, stone table known as a metate to grind corn into flour. They used the flour to make bread.

Historical skills are put into context inviting students to question and compare facts in the same way as a historian would.

Settling down

Once the Maya began to farm, groups of people were able to settle in villages. The Maya were successful farmers so there was plenty of food and the population in these villages began to grow. Over time, cities started to develop.

Activities

- 1 Show your understanding by defining these words. Then explain why each of these things was important to the Maya:
 - a maize
 - b stepped farming
 - c metate.
- 2 Write a brief report explaining:
 - a how the Maya farmed
 - b what Mayan farmers grew
 - c why the Maya changed from hunter-gatherers to settlers.

Activities support a better understanding of historical concepts and the development of a wider historical vocabulary.

Be a good historian

Remember that historians and archeologists do not always know the answers to questions in history. For example, experts are not completely sure why the Maya eventually abandoned their rainforest cities. The experts carry out research and look for clues, but sometimes they have to make an 'educated guess'.

Challenge

The Maya are believed to be the first people to discover how to make chocolate. Find out about the history of chocolate. How did the Maya enjoy chocolate? How did it become the type of chocolate we enjoy today?

Extra activities provide further challenge for fast-learning students to broaden their understanding.

Review sections provide opportunities to assess knowledge and monitor skills development at the end of each unit.

3 Review

Answer these questions in your notebook.

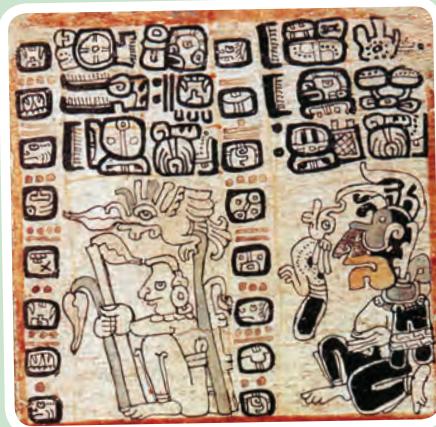
Choose the best answer from the choices below. Write **a**, **b** or **c** as your answer.

- 1 A very important food for the Maya was:
a apples
b maize
c cheese
- 2 In a Mayan city-state, all the palaces, temples and pyramids were:
a in the centre of the city
b on the edge of the city
c near to the river



- 3 The Maya recorded the actions and achievements of their kings on carved stone columns. The columns are called:
a stelae
b stables
c shinto
- 4 Exchanging goods without using money is called:
a transporting
b bartering
c seasoning

- 5 A Mayan book is called a:
a glyph
b solstice
c codex



- 6 How many Mayan books are thought to exist today?
a 4 **b** 8 **c** 12
- 7 A popular Mayan ball game was:
a tic-tok
b pok-a-tok
c ping-pong
- 8 A glyph is:
a an item of clothing
b a type of jewellery
c a small image used to represent a word, sound or object
- 9 How many calendars did the Maya use?
a 1 **b** 2 **c** 3

Decide if these statements are true or false.

Write 'True' or 'False' for each one.

- 10 The Maya used tools made from metal.
- 11 The Maya were one of the first groups of people to use the number zero.
- 12 The Maya used kidney beans to make a chocolate drink.

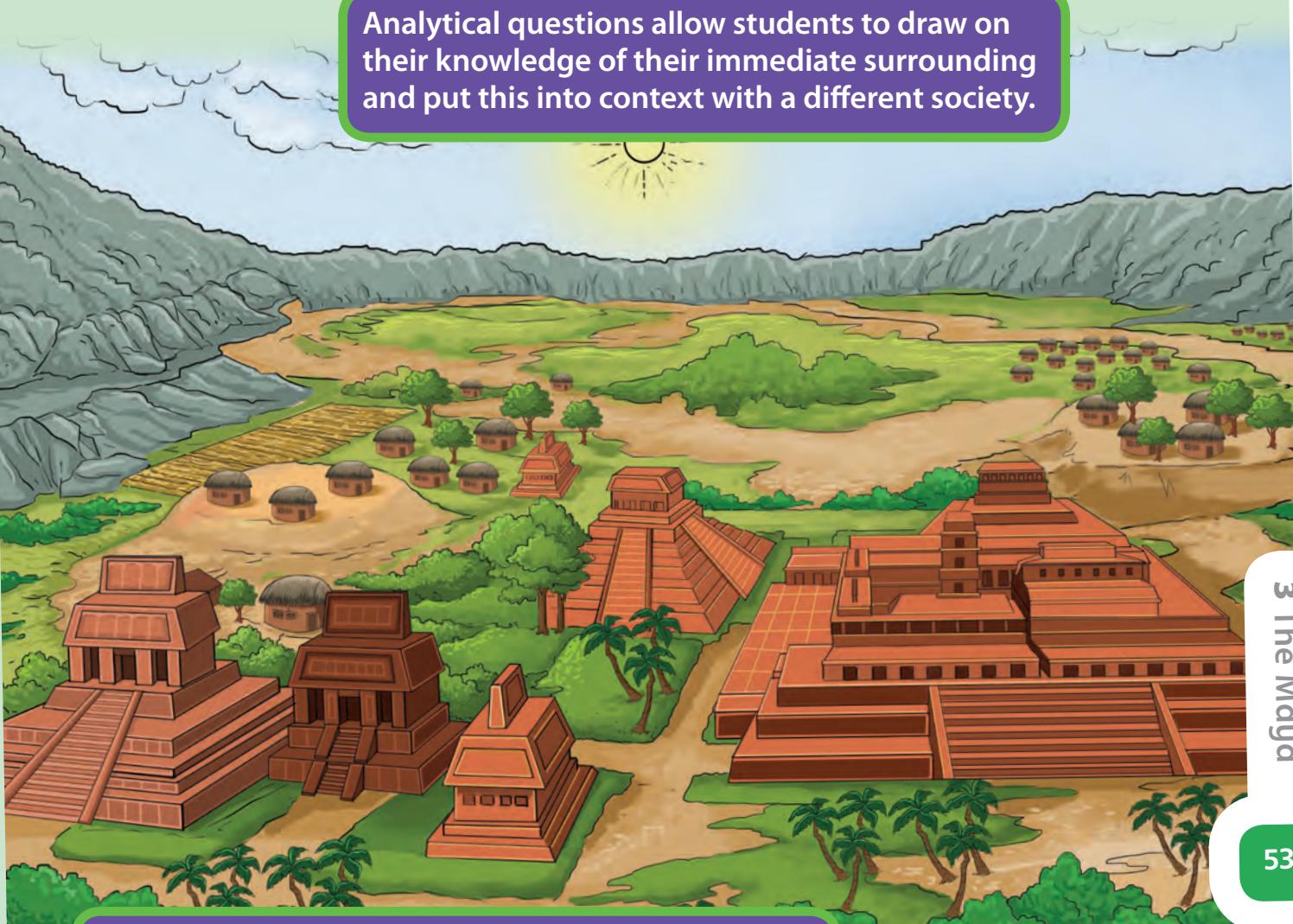
Review tasks encourage students to use the historical skills they have learned.

Now complete these tasks.

- 13 Describe how society in a Mayan city-state was organised, beginning with the king and ending with the slaves.
- 14 Look at the map. You can see four different areas where city-states were built: coastal areas, lowland areas, highland areas and tropical areas.
 - a What resources did each of the four areas produce and trade.
 - b Why was trade so important for the Mayan city-states in the different areas?
- 15 Compare a Mayan city to the town or city you live in today. What are the main similarities and differences?



Analytical questions allow students to draw on their knowledge of their immediate surrounding and put this into context with a different society.



3 The Maya

The Workbook units match the Student Books and provide opportunities for further practice.

What do I already know about the Maya?

What do you think are good answers to the questions in these speech bubbles? Discuss your answers with some friends. Write your answers in a notebook. Your teacher will ask you to look back at your answers when you have completed the unit.

Have you heard of the Maya?

What are some of the achievements of the Maya?

What do you think life was like in Mayan cities?

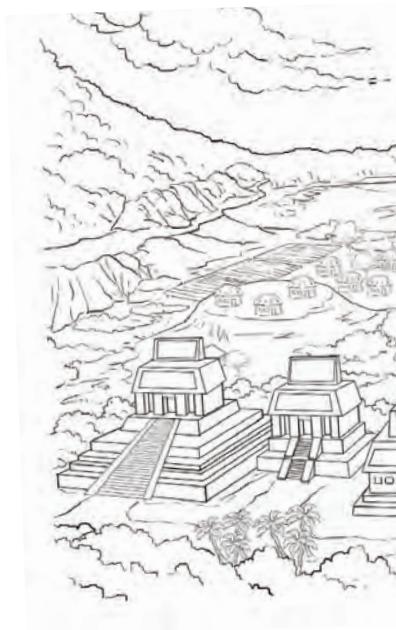
Where do you think the Maya lived?

What other ancient civilisations have you studied?

Have you studied any other civilisations which built pyramids?

Who were the Maya?

1. Look at this drawing of a Mayan city in



2. What guesses can you make about t

3. What would you like to know about

Things I would like to know

A Mayan menu

1. Write a menu for a meal that the Maya might have eaten. Think about the types of food that were available at that time. Write your ideas for a starter, main dish and dessert.

Chef recommends

Starter:

Main dish:

Dessert:

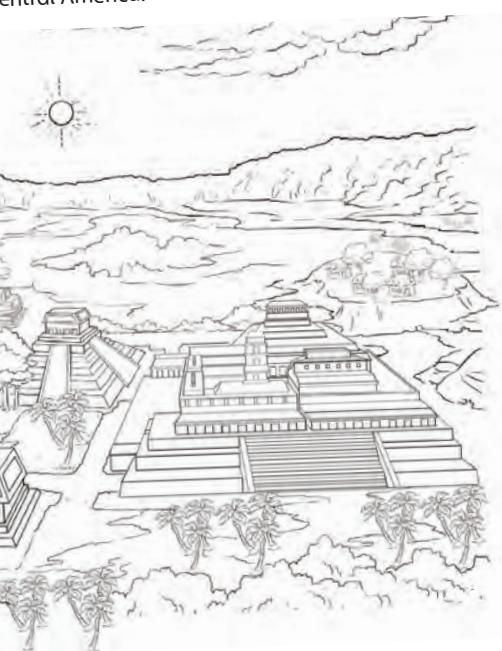
Extra tasks to consolidate learning in a creative and fun way.

2. Look at your menu. Write your answers to these questions.

- a. Describe a meal you ate one evening this week.

-
- b. How is the Mayan meal you have designed different to the food you normally eat?

entral America.



e people who once lived in this city?

ne people who lived here? Write five questions.

ayan women. Use books and the Internet to research
Guatemala, South America. Write five facts about

Workbooks provide activities that can be done in class or as homework.

Students evaluate their own understanding against the learning objectives.

- I understand and can do this well.
- I understand but I am not confident.
- I don't understand and find this difficult.

Learning objectives

- | | | |
|---|----------------------------------|-----------------------|
| Explain why the Maya settled in the jungle. | <input checked="" type="radio"/> | <input type="radio"/> |
| Recall who ruled the Maya. | <input checked="" type="radio"/> | <input type="radio"/> |
| Explain what Mayan cities were like. | <input checked="" type="radio"/> | <input type="radio"/> |
| Examine what achievements the Maya are known for. | <input checked="" type="radio"/> | <input type="radio"/> |
| Explore what happened to the Maya. | <input checked="" type="radio"/> | <input type="radio"/> |

One thing I learned about the Maya is

One difference between Mayan life and life today is

One way we find out about life for Mayan people is

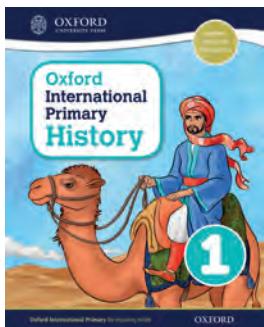
The best fact I know about the Maya is

One thing I would still like to know about the Maya is

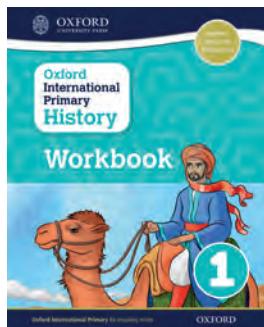
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STAGE 1

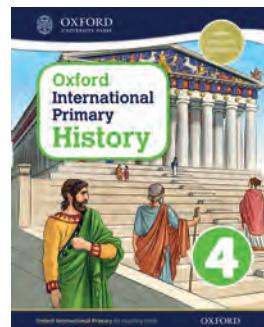


Student Book 978 019 841809 2

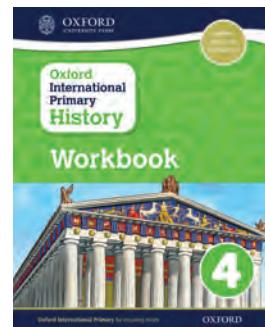


Workbook 978 019 841815 3

STAGE 4

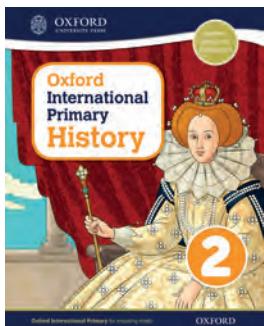


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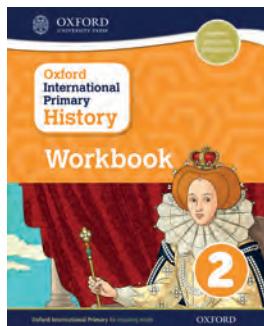


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STAGE 2

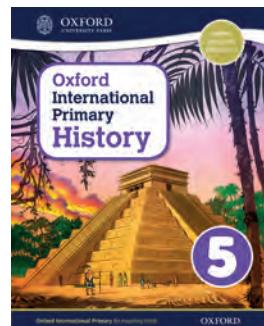


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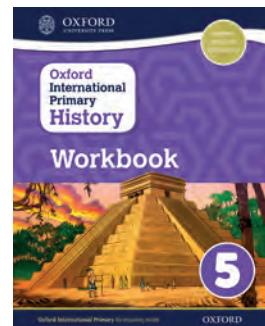


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STAGE 5

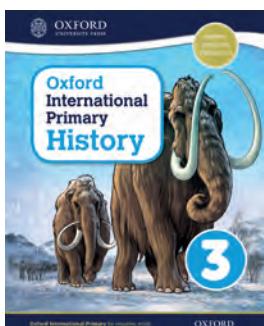


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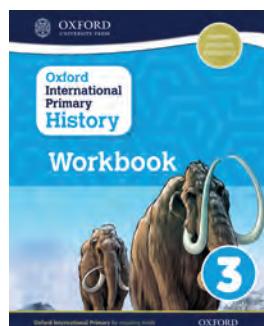


Workbook 978 019 841819 1

STAGE 3

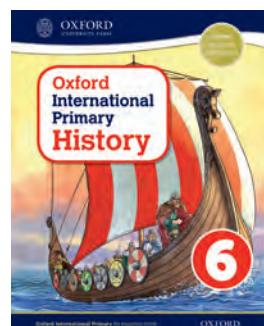


Student Book 978 019 841811 5

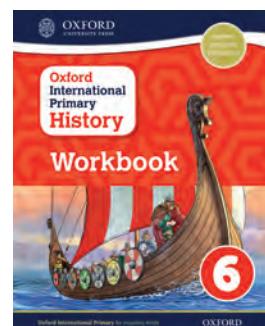


Workbook 978 019 841817 7

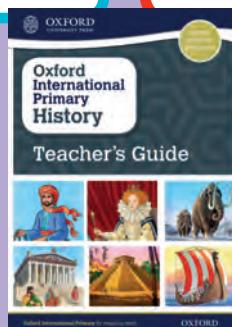
STAGE 6



Student Book 978 019 841814 6



Workbook 978 019 841820 7



Teacher's Guide 9780198418214