



Year 5 Bean to Bar Spring Knowledge Organiser

Knowledge

Skills

Vocabulary

Curriculum Coverage

History

Mayan civilization AD 900—how it contrasts with British history.

Geography

Location of Europe and North & South America, environmental regions, physical & human characteristics, countries and major cities.

Big Questions

History

How did the Maya life compare with life in Britain in AD 900?

How has Mayan civilization affected and influenced today's world?

Geography

Where was the Mayan civilization located?

How can we understand the processes that give rise to key physical and human geographical features of the world?

Knowledge Progression

Learning Questions

Where and how does the cacao bean grow? How is chocolate made?

What is the history of chocolate?

Why was South America the ideal place for the development of the Mayan Empire?

What was Mayan society like? How was life different for the rich and the poor (chocolate as a currency)?

What was life in Britain like during this time period.

Was religion important for the Maya? What significance did chocolate have?

What happened to the Mayan Empire? What is the legacy of the Maya? What would they think of how we use chocolate now?

Mastery Milestones

I can place South America on a world map.

I can compare life in Britain to that of the Mayan Civilization

I know the differences between rich and poor Maya society.

I can explain what happened to end the Mayan Empire.



Key vocabulary

Empire, civilization, cultivation, sacrifice, calendar, chocolate.

Historical & Geographical vocabulary

Past, significant aspects, achievements, continuity, change, cause, consequence, similarity, difference, significance, connections, evidence, knowledge, non-European society, contrast, compare, source (primary secondary), culture, empire, decline, plantation, Mexico, South America, North America, continent, region, jungle, mountain, Yucatan, Chichen Itza.

Skills Progression—History

Know and sequence key events of time studied. Make comparisons between different times in the

past. Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence events

Skills Progression— Geography

Begin to use atlases to begin to find out other features of places, e.g. places with ideal conditions

for growing cacao. To confidently use an atlas to locate places on a world map.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year6
Understanding the World	Home Sweet Home Whizzpoppers Paws, Claws and Whiskers	Tales, Towers and Turrets Flight Our Wonderful World	From Caestelesham to Chesham Yabba-Dabba-Doo! A Journey Down the Nile	Revolutionary Romans Raiders, Invaders and-Settlers Adventurers and Explorers	The Golden Age Eureka!	I have a dream... Blitzed Crime and Punishment