

Year 5

2024-25

Knowledge Organisers

Autumn 1



## Hanslope Primary School

### PSHE Knowledge Organiser – Year 5

#### Autumn 1: Families and relationships

#### How does this link to my previous learning?

In Year 4, children focused on:

- Exploring their physical and emotional boundaries within friendships.
- Learning how their actions and behaviours can affect others.
- Discussing the various different families around the world.

#### National Curriculum Links:

In UKS2, children will learn how friendships can change over time. To recognise if a friendship (online or offline) is making them feel unsafe or unhappy. Strategies to help manage peer influence. The importance of seeking support when needed. What constitutes a positive relationship.

#### How does this link to my future learning?

This year, pupils will:

- Know that marriage is a legal commitment and people have a choice.
- Identifying ways in which families may make children feel unhappy.
  - Exploring the impact of bullying.
  - To understand stereotypes can be destructive.
  - To know discrimination is unfair.

#### What key vocabulary will I learn:

|               |  |
|---------------|--|
| Attributes    | Qualities or characteristics that make up someone's personality.                   |
| Bullying      | To cause repeated physical or emotional pain to somebody.                          |
| Bystander     | Someone who watches something happening without getting involved.                  |
| Cyberbullying | Bullying that occurs through the internet.   |
| Marriage      | The legal commitment of two people to each other which is intended to be lifelong. |
| Secret        | Something which is not meant to be known or seen by anyone.                        |
| Wedding       | The ceremony which celebrates the marriage of two people.                          |

#### What will I know by the end of this unit:

- People can decide if they want to get married or not.
- If we are worried about something we could talk to a trusted adult.
- Everyone is different and it is important to recognise different attributes.
- What we may feel when people bully us and how we can overcome this and why people bully others.
- Problems in friendships can be overcome and sometimes friendships are stronger after because of this.



## Hanslope Primary School Music Knowledge Organiser

### Year 5: South and West Africa

#### How does this link to my previous learning?

This links to some earlier learning to call and response and playing rhythms.

#### National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

#### What key vocabulary will I learn?

- Chord – Two or more notes that are played at the same time and work in harmony.
- Chord progression – A group of chords played in a particular order.
- Major chords – A chord made up of three notes.
- Break – When some instruments stop playing and others change the rhythm.
- Call and response- A musical technique that is similar to a conversation.
- A ~~capella~~ capella – Singing without any musical accompaniment.
- Soloist – A musician or singer who performs on their own, known as performing a solo.
- Duo – Two musicians or singers who perform together, known as performing a duet.
- Ostinato – A repeated pattern or phrase.
- Polyrhythms – Many rhythms played at once.
- Syncopation – Playing on the off-beat.
- Rest – The silences in music.
- Metronome – A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.

#### How does this link to my future learning?

This links to future learning in composition.

#### What will I know by the end of this unit:

- To sing using the correct pronunciation and with increasing confidence.
- To play a chord with two notes, remaining in time.
- To maintain their part in a performance with accuracy.
- To play more complicated rhythms in time and with rests.
- To create an eight beat break and play this in the correct place.



## Hanslope Primary School

### Art Knowledge Organiser – Summer 1

#### Year 5: Typography

#### How does this link to my previous learning?

- To produce creative sculpture, exploring ideas and recording experiences.
- To create sketch books to record observations

#### What key vocabulary will I learn:

**Typography** - the process of composing type and printing from it

**Graphics** - using visual elements to clarify a concept

**Design** - the way something has been made

**Communicate** - to give or receive information

**Emotions** - particular feelings evoked

**Purpose** - an intended aim or goal

**Intention** - planned ideas

**Exploratory** - something carried out to discover more

**Visual Impact** - the effect of a piece of art upon being seen

**Pictorial Maps** - a picture interpretation of a map

**Present** - to exhibit and show a piece of artwork

**Articulate** - to communicate effectively

**Crit** - to give constructive criticism on another person's art.

#### National Curriculum Links:

To become proficient in drawing, painting, sculpture and other art, craft and design techniques

#### How does this link to my future learning?

- To increase mastery of art and design techniques, including drawing and sculpture.

#### What will I know by the end of this unit:

To have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.

To have seen how other artists work with typography and have been able to share my thoughts on their work.

To have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.

To have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.

To have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.

To make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger.

To have seen how some artists use their typography skills and drawing skills To make maps which are personal to them. I have been able to reflect upon what I think their maps mean, what I like about them, and what interests me.

To use my mark making, cutting and collage skills to create my own visual map.



## Hanslope Primary School Science Knowledge Organiser

### Year Five – Living Things and their Habitats

#### How does this link to my previous learning?

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

#### What will I know about plants by the end of this unit:

Plants are able to reproduce in two ways – sexual reproduction and asexual reproduction

Sexual reproduction in plants is cyclical, following this process:

1. Germination – The plant begins to grow from a seed, roots form under the soil and a stem, leaves and flower shoots above the surface.

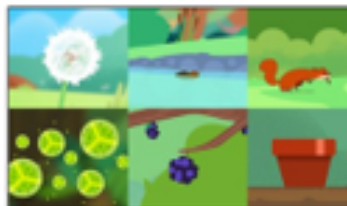
2. Pollination – Pollen produced by the flower is carried by insects or blown by the wind to another flower.

3. Fertilisation – The pollen reaches another flower and makes its way to the ovary, where it is fertilised.

4. Dispersal – The seeds are scattered by animals or the wind.

Asexual reproduction involves plants producing an identical copy of themselves.

This can happen in a number of different ways. Some plants are able to produce bulbs (e.g. daffodils and snowdrops). Others, like potatoes produce tubers. Tubers lie below the soil, and grow into plants the next year.



#### National Curriculum Links:



- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

#### How does this link to my future learning?

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.
- Give reasons for classifying plants and animals based on specific characteristics.

#### What will I know about animals by the end of this unit:

**A life cycle is the series of changes that an animal goes through in its life, including reproduction.**

| Mammals   | Amphibians  | Insects  | Birds   |
|---|---|--|---|
| Mammals have a 3-stage life cycle:  | Many amphibians have a 5-stage life cycle:                              | Most insects undergo metamorphosis and have a life cycle of 4 stages:          | Birds have a 3-stage life cycle:  |
| Stage 1: The gestation period - the embryo grows inside the mother & is dependent on her. | Stage 1: Female lays eggs, fertilised by the male.                      | Stage 1: Eggs laid by female insect.   | Stage 1: Eggs laid by the mother. Parents care for the egg until hatching.            |
| Stage 2: The young mammal grows and develops independence.                                | Stage 2: Tadpole breathes in water through gills.                       | Stage 2: Eggs hatch into larvae, e.g. caterpillars, maggots, grubs.            | Stage 2: Mother and father feed the bird until it is independent.                     |
| Stage 3: Adult mates in order to reproduce.   | Stage 3: Grows fins and develops lungs.                                 | Stage 4: The pupa (hard coating) is formed. Inside this, the larva transforms. | Stage 3: Adult mates in order to reproduce.   |
|      | Stage 4: Tadpole grows front legs. Jumps from water onto land.          | Stage 5: The adult breaks out of the pupa and matures.                         |  |
|   | Stage 5: Starts to eat insects/plants. Takes 2-4 years to become adult. |  |   |

Computing

There will be no History focus for Year 5 this half-term



# Year 5 Knowledge Organiser – AUTUMN TERM 1 niveau rouge

|             |    |                       |          |
|-------------|----|-----------------------|----------|
| treize      | 13 | quand                 | when     |
| quatorze    | 14 | une seconde           | a second |
| quinze      | 15 | une minute            | a minute |
| seize       | 16 | une heure             | an hour  |
| dix-sept    | 17 | une journée / un jour | a day    |
| dix-huit    | 18 | une semaine           | a week   |
| dix-neuf    | 19 | un mois               | a month  |
| vingt       | 20 | une année / un an     | a year   |
| vingt et un | 21 |                       |          |

Quelle heure est-il ? Il est...

## Dictionary Skills

Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation.

| Grammar<br>questions using inversion   | Grammar<br>clause   | Grammar<br>sentence  | Grammar<br>cognate and false friend  | Pronunciation<br>the grapheme qu  |
|--|---|--|--|---|
| <p>Questions can be formed by inverting the verb and pronoun. In writing, a hyphen is put in between the verb and pronoun, e.g.</p> <p><i>Il est quelle heure ?</i> becomes <i>Quelle heure est-il ?</i></p> | <p>A <b>clause</b> is a group of words that can form a sentence, or part of a sentence. It always contains a verb.</p> <p>A <b>main clause</b> can stand alone and makes sense on its own.</p> <p>A <b>subordinate clause</b> cannot stand alone and is incomplete by itself.</p> | <p>A <b>simple sentence</b> is made up of one clause.</p> <p>A <b>complex sentence</b> is made up of at least two clauses: main and subordinate.</p> | <p>A <b>cognate</b> is a word in two languages that looks or sounds similar, and has the same meaning.</p> <p>A <b>false friend</b> is a word in two languages that looks or sounds similar, but does not have the same meaning.</p> | <p>The letters <b>qu</b> in English represent two phonemes: [k] and [w]. In French these letters form a grapheme that represents a single phoneme: [k]. The same phoneme can be represented by the letter <b>q</b> without the <b>u</b> if it comes at the end of a word.</p> |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>un parc</p> <p>parc</p> <p>a park</p> | <p>un cinéma</p> <p>cinéma</p> <p>a cinema</p> | <p>un supermarché</p> <p>Supermarché</p> <p>a supermarket</p> | <p>un magasin</p> <p>magasin</p> <p>a shop</p> | <p>un restaurant</p> <p>restaurant</p> <p>a restaurant</p> |
|--|--|---|--|--|





## Hanslope Primary School Geography Knowledge Organiser

Year 5: How are mountains formed?

### How does this link to my previous learning?

- Human and physical features (yr1)
- Continents (Yr2)
- Earthquakes and volcanoes (yr3)

### What key vocabulary will I learn:

- Mountain – A tall land form, often found as part of a group, called a mountain range, usually higher than 600m
- Hill- A rounded elevation of land lower than a mountain
- Elevation
- Summit- The highest point on a mountain
- Slope- The slanted side of a mountain
- Plateau- an area of flat, high ground
- Base- The bottom of the mountain
- Ridge- The long narrow top of a mountain
- Topography - The arrangement of the natural and artificial physical features of an area.
- Contour lines - A contour line shows where slopes, hills and mountains are. The closer the lines are together the steeper the slope. The number of lines tell you how far above sea level the land is.
- Mountain range- A group of mountains that form a chain or cluster.
- Altitude- The height of an object in relation to sea level.
- Tectonic plates - Large pieces of rock that make up the Earth's surface
- Avalanche- A large mass of snow or ice detached from the mountain slope and heading down the mountain
- Ascent- A climb or walk to the summit of a mountain or hill.
- The Himalayas - A mountain range in South and East Asia separating the plains of the Indian subcontinent from the Tibetan Plateau. The highest, Mount Everest, at the border between Nepal and China.

### National Curriculum Links:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### How does this link to my future learning?

- North America (Yr6)
- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (KS3)

### What will I know by the end of this unit:

- I can name and locate key mountain ranges around the world (Himalayas, Andes, The Alps, The Rocky mountains)
- I can locate Mt Everest (the tallest mountain in the world) and know its continent
- I can name and locate key mountains and ranges in the UK (incl, Mt Snowdon, Ben Nevis, Scafell Pike) (Pennines, Cairngorms)
- I can locate the position of longitude. Latitude
- I can observe and analyse a range of maps including topographical maps (contour lines)
- I can compare living in the UK to a mountainous region (human and physical features)
- I can explain the difference between a mountain and a hill
- I can identify different types of mountain and explain how they are formed
- I can recall the six main types of mountains (fold, fault block, plateau, dome and volcanic)
- I can explain when mountains are formed together this is called a mountain range
- I can name and label the features of a mountain (summit, slope, plateau, base, ridge, face)
- I can explore mountain climates
- I can explore The Himalayas and describe their importance (water source, Weather shield etc)



## Hanslope Primary School Autumn 1

### PE Knowledge Organiser

#### Year 5: Personal skills/Tag Rugby

#### How does this link to my previous learning?

- Builds upon the multi skills and personal skills learnt in Y4

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports

#### How does this link to my future learning?

- Provides the basic concepts for Y6 extended game play

#### What key vocabulary will I learn:

- Attack
- Defend
- Dodge
- Face on
- Side on
- Try
- Scoring zones
- Low body position
- Tactics
- adapted games
- Looping
- Pathways
- Persevere
- Ready position
- Pushing off

#### What will I know by the end of this unit:

##### Personal skills:

- I can maintain control of the ball throughout.
- I can complete challenges in both directions.
- I can move the ball smoothly and fluently.
- I can react and move quickly.
- I can catch the ball consistently.
- I can slow down with control after catching.

##### Tag Rugby:

- I can tag more than one player using either hand whilst moving.
- I can choose different pathways to move with a ball in hands against an opponent
- I can pass the ball and move
- I can introduce looping around your teammate
- I can work as a team to try and score
- I can develop and discuss tactics as a team



## Hanslope Primary School Religious Education Knowledge Organiser

Year Five- Do Muslims need the Qur'an?

### National Curriculum Links:

- \*To explore different ways of showing belief with special reference to Islam  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

### How does this link to my previous learning?

**Year One-** Is everybody special?

**Year Three-** Do Christians have to take communion?

### How does this link to my future learning?

**Year Five-** Does God communicate with humans?

Does the community of the Mosque help Muslims lead better lives?

**Year Six-** Do clothes express beliefs?

Can we know what God is like?

### What I will know by the end of this unit:

- \*Links between the way the Qur'an is used in a mosque and Muslim beliefs
- \*Three things that Muslims believe in, referring to the teaching of the Qur'an
- \*The impact of the Qur'an on the lives of believers
- \*Ways in which the Qur'an is treated with respect, suggesting reasons
- \*What texts influence your own life and be able to say why
- \*Important questions about your own and Muslim beliefs about Sacred Texts



### What key vocabulary I will learn:

**Sacred text-** a text that is believed to be the word of God

**Wudu-** the practise of ritual washing before daily prayer

**Hadith-** a major source of religious law and moral guidance from the sayings and traditions of the Prophet Muhammad

**Hafiz-** a term used by Muslims for people that have learnt the Qur'an by heart

**Calligraphy-** the art of beautiful handwriting