

**YEAR 5 KNOWLEDGE
ORGANISERS
AUTUMN 2**



Hanslope Primary School

Computing Knowledge Organiser

Year 5: Creating Media – Media Video Editing

How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

National Curriculum Links:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

How does this link to my future learning?

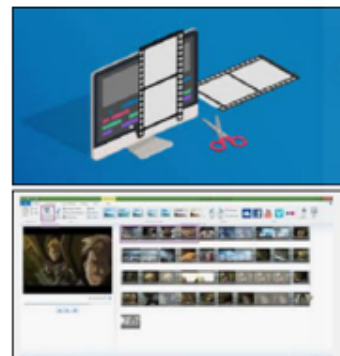
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

What key vocabulary will I learn:

- **Audio** – Connected with sound and the recording and broadcasting of sound
- **Video** - A recording of moving pictures and sound, especially as a digital file
- **Themes** - The main subject of a talk, book, film, etc.
- **Message** - A short piece of information that you give to a person when you cannot speak to them directly
- **Dialogue** - Conversation that is written for a book, play, or film
- **Plot** - The story of a book, film, play
- **Zoom** - To (cause a camera or computer to) make the image of something or someone appear much larger and nearer, or much smaller and further away
- **Props** - An object used by the actors performing in a play or film
- **Angle** - The space between two lines or surfaces at the point at which they touch each other, measured in degrees
- **Tilt** - The space between two lines or surfaces at the point at which they touch each other, measured in degrees

What will I know by the end of this unit:

- To explain what makes a video effective
- To use a digital device to record video
- To capture video using a range of techniques
- To create a storyboard
- To identify that video can be improved through reshooting and editing
- To consider the impact of the choices made when making and sharing a video





Hanslope Primary School

Design Technology Knowledge Organiser

Year 5: Food celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

Preparing and cooking processes.

Preparing Processes - Preparing processes are the different ways that we get food ready to be eaten.

- Slicing: cutting food using a knife.
- Mixing: to blend ingredients together, using a spoon, blender, or whisk.
- Weighing/measuring: to get the right amount of an ingredient, using scales, table/teaspoons
- Grating: to peel a layer off something (like carrots or cheese) using a peeler or grater.
- Serving: making food look nice on the plate.

Cooking Processes - Cooking processes are the different ways that we heat food before it is eaten.

- Baking: to cook food in a heated oven.
- Boiling: to cook food in boiling (100°C) water.
- Frying: to cook food in a pan of heated oil.
- Grilling: to cook food by putting it under a hot grill (like a radiator in a cooker).
- Steaming: to cook using steam, normally from boiled water.

What key vocabulary will I learn?

- | | |
|-----------------------|------------------|
| Healthy & Varied Diet | Steaming |
| Food/M meal Plan | Poaching |
| Calories | Seasonal Produce |
| Saturated Fat | Seasonality |
| Adding/ Substituting | Sustainability |



National Curriculum Links:

- Cooking and Nutrition: understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are

How does this link to my future learning?

- **Cooking and nutrition KS3** - understand the source, seasonality and characteristics of a broad range of ingredients.

Food from around the world

Seasonal Foods around the World

- It is important to remember that the seasons are different in different places over a year.
- In the northern hemisphere, spring takes place between March and May. In the southern hemisphere, spring is September to November.
- Therefore, foods are in season in different places at different times of the year. Cucumbers can be naturally grown in the northern hemisphere March-June, and in the southern hemisphere October-December.

UK Seasonal Foods

- Winter: Apples, Beetroot, Sprouts, Cabbage, Leeks, Mushrooms, Onions, Parsnips, Pears, Turnips.
- Spring: Artichokes, Asparagus, Aubergines, New Potatoes, Rhubarb, Rocket, Spinach, Spring Greens, Spring Onions.
- Summer: Blackcurrants, Broad Beans, Cherries, Chillies, Courgettes, Gooseberries, Garlic, Strawberries, Water Cress.
- Autumn: Butternut Squash, Cauliflowers, Chicory, Elderberries, Marrow, Pumpkin, Wild Mushrooms, Squash.

Health and Safety

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| -Remove any jewellery and tie back long hair. Ideally, wear a hair net. | -Wear an apron and roll up your sleeves. Tie your apron securely. | -Wash your hands with hot water and antibacterial soap, for at least 20 seconds. | Washing your hands should be done before, during and after preparing food. | Use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading. | Use a food thermometer to check that food is cooked through. | Check the dates on food, and check for allergies & diet e.g. vegetarian, vegan. | Make sure that you clean up properly after yourself. |
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History Knowledge Organiser

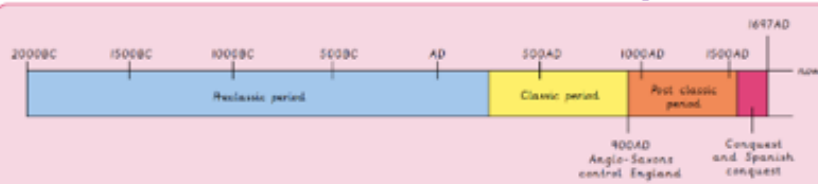
Year 5: How did the Maya civilisation compare to the Anglo-Saxons?

How does this link to my previous learning?

This links to previous civilisations and their lifestyles – e.g. Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

What key vocabulary will I learn?

- abandon
- city-state
- Classic period
- creation story
- decline
- deforestation
- drought
- hieroglyphics
- pyramid
- rainforest
- slash and burn
- tropical rainforest



National Curriculum Links:

- To learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations

How does this link to my future learning?

Links to future work on different civilisations including the Greeks.

What will I know by the end of this unit:

- Describe the key physical features of the Maya civilisation.
- Sequence the key periods in the Maya civilisation.
- Identifying periods that were happening in Britain at the same time.
- Explain the challenges facing the Maya in the rainforest.
- Explain how the Maya settled in the rainforest.
- Name the features of Maya houses.
- Identify the similarities and differences between Maya and Anglo-Saxon.
- Explain the Maya creation story.
- Identify the characteristics of important gods or goddesses.
- Make deductions about cities.
- Name the features of Maya cities.
- Create a plan of a Maya city, including the main features.
- Explain and evaluate the reasons for the decline of the Maya civilisation.



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Music Knowledge Organiser

Year 5: Blues

How does this link to my previous learning?

- This links to previous learning to sing and play chords in time to music.

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.
- Scale- Any set of musical notes which are in order of their pitch.
- Ascending scale- A scale in which the pitch of the notes goes up.
- Descending scale- A scale in which the pitch of the notes goes down.
- 12 bar blues- A series of chords played in a specific order.
- Blues scale- A set of notes used to play a melody over a 12-bar blues.
- Improvisation- Making up music as it is played or performed.
- Bent notes- A musical notes that varies in pitch usually going up slightly at the end.
- Bar- A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).
- Quaver- A note which lasts for half a beat.

How does this link to my future learning?

This links to future learning about composition.

What will I know by the end of this unit:

- Name three key features of blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the 12-bar blues correctly.
- Play the notes of the blues scale in the correct order, ascending and descending.
- Play a selection of blues scales notes out of order in their own improvisation.



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Autumn 2

PE Knowledge Organiser

Year 5: Dance and Tag Rugby

How does this link to my previous learning?

- Dance and Tag Rugby in Year 4

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 and learn how to evaluate and recognise their own success.

How does this link to my future learning?

- Dance and Tag Rugby in Year 6

What key vocabulary will I learn:

- Communicate
- Theme
- Manipulate
- Power
- Energy
- Attack
- Defend
- 'magic diamond'
- Accurate
- Consistent
- Deny
- Devices

Dance:

What will I know by the end of this unit:

- Be able to communicate the theme of heroes through dance.
- Be able to manipulate & develop actions using a range of devices.
- Be able to create interesting and varied dance actions as a group using levels.
- Be able to use jumps to bring power and energy to a dance phrase.
- Be able to show the theme of an attack, performing at a low level.
- Be able to work effectively with others to improve movement quality and performance.

Tag Rugby:

- Be able to use defensive positions to mark and tag an attacker.
- Be able to pass a ball accurately and consistently while on the move.
- Be able to defend as part of a team to deny space to attackers
- Be able to use a pop pass over short distances to create an explosive run.
- Be able to move the ball quickly using the 'magic diamond' formation.
- Be able to use the 3-step and pass rule with some confidence



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PSHE Knowledge Organiser – Year 5

Autumn 2: Health and Wellbeing

How does this link to my previous learning?

In Year 4, children focused on:

- Develop emotional maturity
- Learning that we experience a range of emotions and are responsible for these
- Appreciating the emotions of others
- Develop a growth mindset
- Identify calming activities and develop independence in dental hygiene.

What key vocabulary will I learn:

Fail	To be unsuccessful in achieving a goal.
Goal	Something you want to achieve.
Protect	To keep someone safe from something.
Relaxation	Doing calming activities such as having a bath or reading a book.
Responsibility	Being in charge of our own actions.
Steps	To do what is necessary to reach a goal.

National Curriculum Links:

In Year 5, children need to Learn to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.

How does this link to my future learning?

This year, pupils will:

- Develop independence for protecting myself in the sun.
- Understand the relationship between stress and relaxation.
- Consider calories and food groups to plan healthy meals.
- Develop greater responsibility for ensuring good quality sleep.
- Take responsibility for my own feelings.

What will I know by the end of this unit:

- To understand the risks of sun exposure.
- To know that relaxation stretches can help us to relax and de-stress.
- To know that calories are the unit that we use to measure the amount of energy certain foods give us.
- To know that what we do before bed can affect our sleep quality.
- To understand what can cause stress.
- To understand that failure is an important part of success.



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Science Knowledge Organiser

Year Five – Animals including humans- Development to old age

How does this link to my previous learning?

- Living things and their habitats – lifecycles (Year 2)
- Staying Healthy (Year 2)
- Animals including humans – Skeletons and muscles (Year 3)

What key vocabulary will I know:

Life expectancy – The length of time, on average, that a particular animal is expected to live

Adult- A person who is fully grown or developed

Child- A young human being below the age of puberty.

Adolescent- Also known as teenager, it is the process of developing from a child to an adult.

Foetus - An unborn or unhatched offspring of a mammal, in particular an unborn human more than eight weeks after conception

Mammal- A warm-blooded vertebrate, distinguishable by the possession of hair or fur.

Nutrition- The process of providing or obtaining the food necessary for health and growth

Offspring- A person's child or children/ an animal's young.

Puberty- The process of physical changes through which a child's body matures into an adult.

Reproduction - when an animal or plant produces one or more individuals similar to itself.

Life cycle - the series of changes that an animal or plant passes through from the beginning of its life until its death

Gestation - is the period of time that a mammal carries offspring, or babies, inside the body before giving birth. The length of gestation is different for each type of mammal.

National Curriculum Links:

- Describe the changes as humans develop to old age.

How does this link to my future learning?

- Animals including humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Year 6)

What will I know by the end of this unit:

- I can describe the changes which happen as a human develops to old age (link to RSE/PSHE)
- I can describe physical changes which happen to males and females bodies during puberty
- I can describe how old age can affect the human body
- That there are 6 stages in the human lifecycle.
- That each stage of the lifecycle shows development.
- To understand the different gestation periods of other mammals.
- To understand that the length of time in the womb for humans and other mammals varies considerably.
- To compare different gestation periods to humans and look for patterns in data.

