

**YEAR 5 KNOWLEDGE  
ORGANISERS  
SPRING 2**



# Hanslope Primary School

## Computing Knowledge Organiser

### Year 5: Flat-file Databases

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

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

#### National Curriculum Links:

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

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

- 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:

- **Information** - Data put into a context that provides meaning.
- **Data** - Facts and statistics collected for reference or analysis.
- **Collection** - The action or process of collecting someone or something.
- **Database** - A structured set of data held in a computer, especially one that is accessible in various ways.
- **Search** - Try to find something by looking or otherwise seeking carefully and thoroughly.
- **Sort** - The arrangement of data in a prescribed sequence.
- **Filter** - A function that lets you single out a range of data based on the values in a formula.
- **Software** - The programs and other operating information used by a computer.
- **Fields** - Names you give to the columns in a table.

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

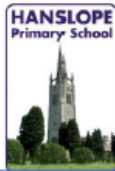
- To use a form to record information.
- To compare paper and computer-based databases.
- To outline how grouping and then sorting data allows us to answer questions.
- To explain that tools can be used to select specific data.
- To explain that computer programs can be used to compare data visually.
- To apply my knowledge of a database to ask and answer real-world questions.



Year	Class	Teacher	Subject
2019-20	Year 5	Mr. Smith	Maths
2019-20	Year 5	Ms. Jones	English
2019-20	Year 5	Mr. Brown	Science
2019-20	Year 5	Ms. White	History
2019-20	Year 5	Mr. Green	Art
2019-20	Year 5	Ms. Black	Music
2019-20	Year 5	Mr. Grey	PE
2019-20	Year 5	Ms. Blue	RE

Account	Balance	Interest	Overdraft	Current Balance
2019-20 Current Account	1000.00	0.00	0.00	1000.00
2019-20 Savings Account	500.00	10.00	0.00	510.00
2019-20 Credit Card	0.00	0.00	50.00	-50.00
2019-20 Bank of Ireland	2000.00	0.00	0.00	2000.00
2019-20 New Saver	1000.00	0.00	0.00	1000.00





# 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.

### 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.

### What key vocabulary will I learn?

Healthy & Varied Diet	Steaming
Food/Meal Plan	Poaching
Calories	Seasonal Produce
Saturated Fat	Seasonality
Adding/ Substituting	Sustainability



### Health and Safety

-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.



# Hanslope Primary School Spring 2

## History Knowledge Organiser

**Year 5: What did the Greeks ever do for us?**

### National Curriculum Links:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.

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

- What did the Ancient Egyptians believe?

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

- What does the Census tell us about our local area?

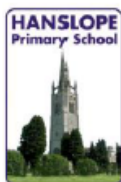
### What key vocabulary will I learn:

- Afterlife
- Book of the Dead
- Civilisation
- Historically significant
- Immortal
- Mummification
- Preserve
- Ra
- River Nile
- Sarcophagus

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

- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.





# Hanslope Primary School

## Music Knowledge Organiser

### Year 5: Composition Notation (Theme: Ancient Egypt)

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

- This links to previous learning in year 5: Composition to represent the festival of colour.

#### What key vocabulary will I learn?

- Melody-The combination of pitch and rhythm which forms a tune.
- Verse- A repeated section of a song that usually features new lyrics on each repetition.
- Structure- The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.

#### Staff notation

Quaver		Half	$\frac{1}{2}$	
Crotchet		One	1	
Minim		Two	2	
Dotted minim		Three	3	
Semibreve		Four	4	

#### Letter notation



#### National Curriculum links:

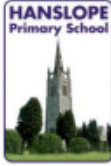
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with 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

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

This links to future learning in Summer 1: Looping and remixing.

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

- Sing in time and in tune with other people and the backing track.
- Remember the lyrics to a song.
- Identify the structure of a piece of music and match this to non-standard notation.
- Improvise their own piece of music.
- Play a melody with reasonable accuracy.
- Perform with confidence and in time with others.
- Compose and play a melody using stave notation.
- Contribute meaningfully to the group performance and composition.
- Use hieroglyphic notation to show the structure of their piece.



# Hanslope Primary School

## MFL Knowledge Organiser

### Year 5 and Year 6 – Los Países y las Ciudades

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

I will follow instructions in Spanish and recognise simple commands and classroom objects. I will use speaking frames to support more complex sentence formation. I will use my understanding of cognates to recognise key vocabulary.

#### National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

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

I will build on this vocabulary when talking about the weather in the next module and when learning about Latin American countries next year.

#### What key vocabulary will I learn:

Los países y ciudades (countries and cities)  
Vivo... (I live...)  
en Francia (in France)  
en Inglaterra (in England)  
en Irlanda (in Ireland)  
en Escocia (in Scotland)  
en China (in China)  
en España (in Spain)  
en Alemania (in Germany)  
en Italia (in Italy)  
en Australia (in Australia)  
en Sudáfrica (in South Africa)  
en Nueva Zelanda (in New Zealand)  
en Irlanda del Norte (in Northern Ireland)

en India (in India)  
en Canadá (in Canada)  
en Estados Unidos (in the United States)  
en Rusia (in Russia)  
en los Países Bajos (in the Netherlands)  
en Brasil (in Brazil)  
en México (in Mexico)  
en Pakistán (in Pakistan)  
en Bangladesh (in Bangladesh)  
en Gales (in Wales)  
en Portugal (in Portugal)  
en Japón (in Japan)  
en Roma (in Rome)  
en Nueva York (in New York)

en Berlín (in Berlin)  
en París (in Paris)  
en Londres (in London)  
en Barcelona (in Barcelona)  
en Johannesburgo (in Johannesburg)

Norte (north)	Lunes (Monday)
Este (east)	Martes (Tuesday)
Sur (south)	Miércoles (Wednesday)
Oeste (west)	Jueves (Thursday)
Noreste (northeast)	Viernes (Friday)
Sureste (southeast)	Sábado (Saturday)
Suroeste (southwest)	Domingo (Sunday)
Noroeste (northwest)	

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

I will be able to:

- Name the countries and cities in Spanish
- Know the rules according to gender of countries
- Know the rule for cities
- Identify the flags for each country
- Recognise cities and countries when written
- Show understanding when hearing the words
- Play games co-operatively in Spanish, practising the words
- Ask someone where they live

I will be able to play more elaborate games with my growing vocabulary.



# Hanslope Primary School

## Spring 2 PE Knowledge Organiser

### Year 5: creative skills and tennis

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

- Links to creative skills taught in Y4
- Builds upon tennis skills learnt in Y4

#### National Curriculum Links:

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

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

- Prepares for more games in Y6
- Builds upon creative skills ready for consolidation in Y6

#### What key vocabulary will I learn:

- Dropfeed
- Backhand
- Forehand
- Control
- Racket
- Target
- Distance
- Under arm
- Over arm
- Serve
- Diagonally

#### Creative skills

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

- I can balance with feet and hands off the floor throughout.
- I can balance with minimum wobble.
- I can maintain balance without strain.
- I can maintain balance throughout.
- I can balance and hold the correct position, for example, back straight.
- I can balance with control when changing balance/position.

#### Tennis:

- I can move to hit a ball with some control
- I can hit/ bounce a ball with control when moving
- I can move into position to hit a ball with forehand in skills practice and game
- I can move into position to hit a ball with backhand in skill practice and game
- I can serve diagonally with underarm/overarm throwing into target/game.
- I can begin to use with racket to serve into a target.



# Hanslope Primary School

## PSHE Knowledge Organiser – Year 5

### Spring 2: Citizenship

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

In Year 4, children focused on:

- To discuss how we can help to protect human rights.
- To identify the benefits different groups bring to the local community.
- To discuss the positives diversity brings to a community.
- To know that human rights are specific rights that apply to all people.
- To know some of the people who protect our human rights such as police, judges and politicians.
- To know that there are a number of groups which make up the local community.

#### What key vocabulary will I learn:

Defendant	Person accused of committing a crime.
Environment	The local surroundings or place a person lives or works in.
Freedom of Expression	The right to express thoughts and opinions and to access all kinds of information, as long as it is within the law.
Government	The elected party who govern and make decisions for the country.
House of Commons	Where the Members of Parliament debate laws and issues that relate to our country.
Human Rights	Specific rights which belong to every person.
Judge	Listens to both sides of a court case (the defense and the prosecution) and makes the final decision as to whether the defendant is guilty of what they are being accused of.
Jury	A group of people taken at random who look at evidence in a criminal case and help decide whether or not the defendant is guilty or not guilty.
Member of Parliament (MP)	A person who has been elected by vote to represent people from a specific area in the House of Commons.
Parliament	Where the laws of our country are decided. It is made up of the House of Lords and the House of Commons.
Pressure Group	Aim to change the opinions or activities of people and try to influence government policy or legislation.
Prime Minister	Leads the government.
Trial	The examination of evidence by a judge and usually a jury, in order to decide whether or not the defendant is guilty or not.

#### National Curriculum Links:

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

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

In Year 6, children are learning to:

- Discuss how education and other human rights protect us and how people can influence what happens in parliament.
- Discuss ways to challenge prejudice and discrimination and to identify appropriate ways to share views and ideas with others.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.

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

- To develop an understanding of how parliament and Government work.
- To know what happens when someone breaks the law.
- To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
- To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work





# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Five- Was the death of Jesus a worthwhile sacrifice?**

### National Curriculum Links:

- To explore the significance of the death of Jesus at Easter for Christians (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- Year Four Unit: Should believers give things up?
- Year Three Unit: Does Easter make sense without Passover?
- Year Two Unit: Is Easter important for the church?

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

- Year Six Unit: Is the resurrection important to Jesus?

### What key vocabulary will I learn:

- **Christianity**- religion based on the life and teachings of Jesus of Nazareth
- **Sacrifice**-Christ's offering of himself in the crucifixion
- **Sin**- a thought or behaviour that is against God's way
- **Redemption**- an act of God's grace, by which he restores and rescues his people
- **Atonement**- Christian people believe that through his death on the cross, Jesus paid the penalty for mankind's sin and mankind's relationship with God is restored.
- **Salvation**- being saved from sin
- **Grace**- showing goodness towards people that may not expect or deserve it

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

- Christians believe that Christ died for a purpose and that He gave his life for others.
- The links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement.
- Know that Jesus had the freedom not to die but chose to and that the words of forgiveness spoken on the cross can be understood to apply to all humans.
- The words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs.
- Passover and the Day of Atonement (Leviticus 4 – 7)





# Hanslope Primary School

## Science Knowledge Organiser Spring 2

### Year 5: Earth and Space

#### What key vocabulary will I learn:

- **Celestial body** - objects in space such as the sun, moon, planets, and stars.
- **Spherical** – shaped like a sphere
- **Rotation** – spinning on an axis or centre
- **Names of planets** – are (from closest to furthest away from the Sun) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Jupiter is the largest planet and Mercury is the smallest.
- **Dwarf planet** – are similar to the solar system's eight planets but are smaller. Like planets, they are large, roundish objects that orbit the Sun but that are not moons.
- **Orbit** – a regular, repeating path that one object in space takes around another one.
- **geocentric model** – From ancient times many people believed that the solar system was Geocentric. This means they believed that the Earth was the centre of the solar system and all the other planets and Sun orbited it.
- **heliocentric model** – Anything that's heliocentric has a sun at its centre. Since our solar system is heliocentric, the Earth revolves around the sun (and not the other way around, as people in the Middle Ages believed).
- **shadow clocks** – It consisted of a vertical stick or pillar, and the length of the shadow it cast gave an indication of the time of day.
- **sundials** – A sundial is made up of two parts: a flat circular plate and a stick called a gnomon. The gnomon casts a shadow on the plate and this shadow shows the time.
- **astronomical clocks** - An astronomical clock is a clock with special mechanisms and dials to display astronomical information. It shows the relative positions of the sun, moon, zodiacal constellations, and sometimes major planets.

#### National Curriculum Links:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

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

- The Earth (our planet) is a part of the Solar System. At the centre of the Solar System is the Sun. The Sun is a star.
- There are 8 planets and 5 dwarf planets in the Solar System, which orbit (go around) the Sun.
- It takes Earth just over 365 days to go around the Sun (one year).
- The Earth rotates on its axis once every 24 hours (one day). This causes day and night, as different parts of the planet face the Sun.
- When a point on Earth is facing the Sun, it is daytime. When facing away, it is night-time.
- The Moon orbits around the Earth. The Sun, Earth and Moon are all roughly spherical.
- The Sun is a star: a huge ball of hot gas that gives off light & heat. The Earth (and all of the planets in the Solar System) orbit the Sun.
- The Earth and other planets are held in place around the Sun by gravity – the same force that keeps you on the Earth!
- Some objects orbit around the planets. These are called moons. The Earth has one moon (just called The Moon). The Moon is much smaller than the Earth, and takes one full day to complete an orbit around the Earth.

