

**YEAR 5 KNOWLEDGE  
ORGANISERS  
SUMMER 2**



# Hanslope Primary School

## Religious Education Knowledge Organiser

Year Five- What is best for our world? Does religion help people decide?

### National Curriculum Links:

- To explore how and why believers help others through charity and service (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- Year One- Does creation help people understand God?
- Year Three- Is a Jewish child free to choose how to live?
- Year Four- Does prayer change things?

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

- Year Six- Are the Saints encouraging role models? Do clothes express beliefs? Does it matter what we believe about creation?

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

\*Using some religious texts, state why Christians and Muslims give to other people and help those in need

\*About Zakat and the motivation for Muslims to give to the needy

\*Some of the things that the world needs and to be able to identify ways in which charities, both religious and secular, aim to meet those needs

\*The principle of tithing and the implications for the giver and the receiver

### What key vocabulary I will learn:

Inspiration- something that makes someone want to do something.

Christianity- the religion based on the person and teachings of Jesus Christ or its beliefs and practices.

Charity- an organisation set up to provide help and raise money for those in need.

Tithing- the practice of taking or paying.

Islam- followers of Islam are called Muslims. They live a life of submission to Allah.

Zakat- payment made annually under Islamic law. It is one of the Five Pillars of Islam.





# Hanslope Primary School Summer 2

## History Knowledge Organiser

### Year 5: British history 5: What was life like in Tudor England

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

- Were the Vikings raiders, traders or settlers?
- How hard was it to invade and settle in Britain?
- How have children's lives changed?

#### National Curriculum Links:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- gain historical perspective by placing their growing knowledge into different contexts
- know and understand the history of these islands as a coherent, chronological narrative
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

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

- Unheard histories: Who should go on the banknote? (Year 6 topic)

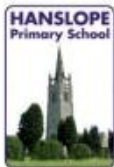
#### What key vocabulary will I learn:

<b>bias</b>	A preference for one thing, idea, or person over another in a way that is unfair or inaccurate.
<b>democracy</b>	A system in which the government is elected by citizens.
<b>heir</b>	A person who is due to inherit something after someone dies.
<b>merchant</b>	A person who buys items to sell them and make money.
<b>parliament</b>	An assembly of people who make laws and check the work of the government.

<b>perspective</b>	How someone sees things based on what they know and how they feel.
<b>propaganda</b>	Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.
<b>state</b>	A country or its government.
<b>tyrant</b>	Someone who uses their power over others cruelly and harshly.

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

- Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy.
- They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy.
- Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.



# Hanslope Primary School

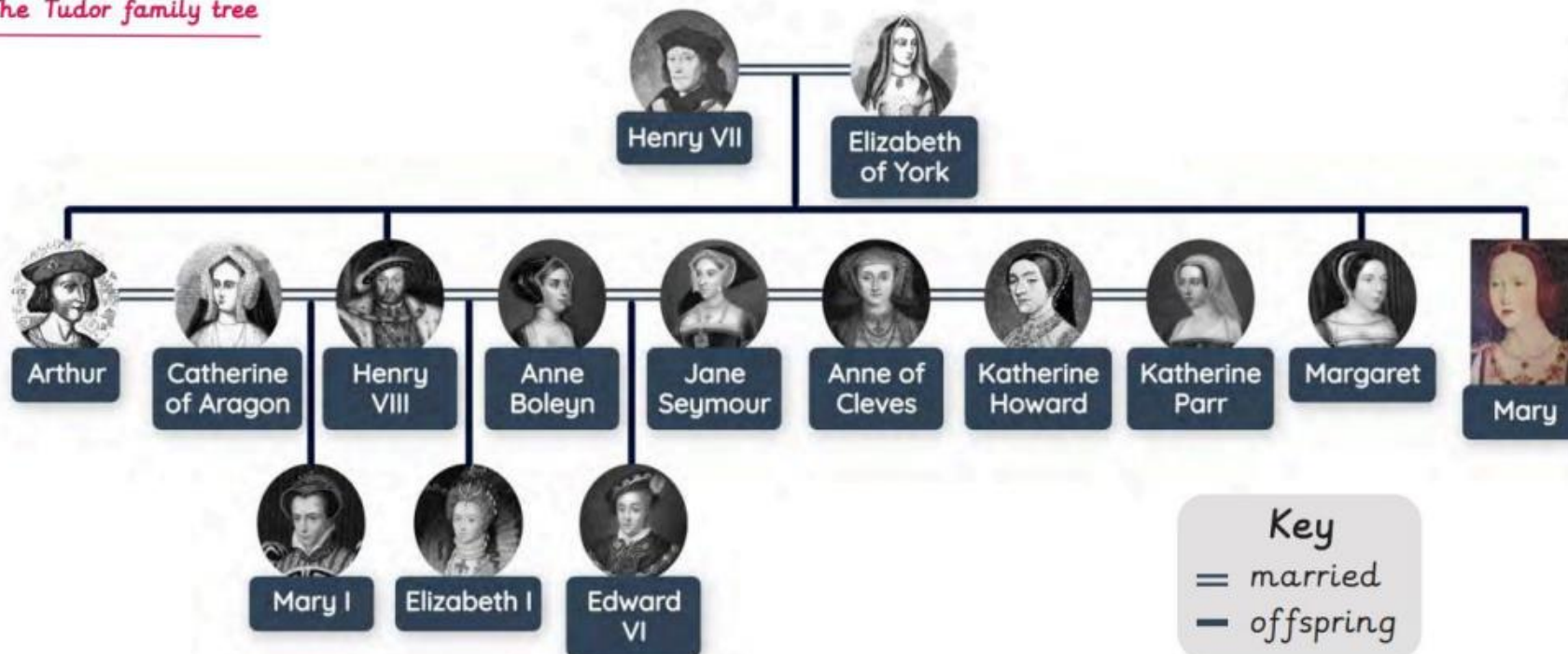
## Summer 2

### History Knowledge Organiser

History - What was life like in Tudor England?



The Tudor family tree





Hanslope Primary School  
Science Knowledge Organiser

### **Year Five**

**Year Five will be focussing on the skills of working scientifically this term rather than a set topic in science.**

**The skills they are focussing on can be found in the Working Scientifically document.**



# Hanslope Primary School

## Music Knowledge Organiser

### Year 5: Musical Theatre

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

- This links to previous learning in year 5: Looping and Mixing

#### What key vocabulary will I learn?

- Composer- Writes the music.
- Librettist- Writes the story.
- Lyricist- Writes the song lyrics.
- Director- In charge of the dramatic performance.
- Musical director- In charge of the musical performance.
- Choreographer- Creates the dance moves.
- Designer- Designs the set or costumes.
- Performers- Play the characters in the musical.
- Character song- Describes how the character is feeling.
- Action song- Describes what is happening at that point in the story.
- Transition- A passage of music composed to link once piece of music to another.
- Score- Written notation to show what notes to play and in what style to play them.
- Script- Written text of a play or musical.

#### 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 year 6: Songs of World War Two

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

- Explain what musical theatre is and be able to recall at least three features of this kind of music.
- Categorise songs as action songs or character songs.
- Select appropriate existing music for their scene to tell the story of a journey.
- Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.





## Hanslope Primary School

### Summer 2 PE Knowledge Organiser

#### Year 5: Health and Fitness/Striking and fielding

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

- Y4 Striking and fielding
- Y4 Health and fitness

##### 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?

- Y6 Health and fitness
- Y6 Striking and fielding

##### What key vocabulary will I learn:

- Fitness
- Components
- Identify
- Cross over
- Circuit
- Opposite
- Long barrier
- Relay
- Accuracy
- Competition
- Safety
- Tackle
- Pressure
- Pattern
- Pace

##### Health and Fitness:

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

- I can send with good accuracy and weight.
- I can get in a good position to receive.
- I can send and receive with fluency/rhythm throughout.
- I can start and stop quickly.
- I can arrive in the correct position to collect the ball (timing).
- I can collect the ball with balance/control.

##### Striking and fielding:

- I can use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.
- I can bat effectively, using different types of shot from both sides of body
- I can throw overarm with accuracy and for a good distance
- I can use tactics which involve bowlers and fielders working together.
- I can identify what they need to improve in their performance and suggest how they could do this.



# Hanslope Primary School

## Design Technology Knowledge Organiser

Year 5: (combining different fabric shapes)

### Overview and prior learning

Combining Different Fabric Shapes

Textiles are flexible materials woven from fibres

-In your prior learning, you should have learnt that textiles are used to make clothing, sheets, towels, linen, carpets, rugs and a wide variety of other products. There are a wide range of textile fabrics.

-You should already know how to join fabrics in a number of ways, including using a range of sewing techniques.

-Textiles designers and makers can use stitches and other techniques (e.g. embroidery, tie dye) to add to the aesthetic appeal of their product.

-They can also add a number of features to improve the product's functionality, for example by adding a range of fasteners (e.g. clasps, ties, buttons, zips, studs, toggles and Velcro).

### What key vocabulary will I learn:

Textiles	Fasteners
Sew/ Stitch	Embroidery
Aesthetics	Cross Stitch
Functionality	Stem Stitch
Stitch	Chain Stitch
Tie Dye	Satin Stitch



### National Curriculum Links:

- Design, make and evaluate products
- Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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

- To design, make and evaluate products in KS3
- Technical knowledge: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

### Design:

Designers of textile products need to think about the purpose (what does it do?) and the user (who will use it?)

**Fabrics** -Different fabrics have different properties (characteristics) which make them good for different purposes. For example, some materials are good insulators (keep things warm/cool, e.g. wool/fleece), others are waterproof/resistant (e.g. laminated fabrics, PUL, TPU, leather), whilst others are eco-friendly (e.g. organic cotton, linen). Consider will help you to meet the purpose and audience of your product.

**Joining** – In addition to the stitches that you have previously learnt, you should plan to use a range of further stitches (see below) can be used to sew and shape curved edges, and to decorate your product.

As a part of the design process, you should be able to sketch and annotate different ideas. You should also be able to plan the main stages of making, using either a checklist, a storyboard, or a flowchart.

**Evaluating:** How does your textile look? Would your user like it? Why or why not? How could you improve the way it looks? Are your attached fabrics secure? How did you achieve this? Which type of stitch did you use? How could fabrics be joined more securely? Which materials did you choose? What fasteners did you use? Why? Does your product perform its purpose well? Why or why not?

### Making:

You should use a wider range of stitches and decorations.

**Cross Stitch** – A popular form of embroidery stitching in which two diagonal lines are stitched to create an 'X' shape. This form of stitching can be easily used to create patterns and pictures.

**Stem Stitch** – The stem stitch creates a thin outline which can be curved. It uses diagonal stitches running closely beside the prior stitch.

**Chain Stitch** – Chain stitches create a thick, textured line. It uses looped stitches to form a chain-like pattern.

**Satin Stitch** – Satin stitches are often used to fill in shapes. Shapes can be outlined with other stitches before the satin stitch is used to fill the shape.

### Health and Safety

-Remove any jewelry and tie back long hair.

-Walk safely and calmly around the classroom/ workshop.

-When using a needle, keep your fingers well clear. Use a thimble where available.

-When you are not using your needle, keep it in the same safe place.

If using a sewing machine, follow staff instructions carefully.

Make sure that you are wearing the correct equipment for tasks.

If you need to move around with scissors, hold around the closed blades, facing down.

Report any accidents & clean up properly after yourself.