

Year 5

2023-24

Knowledge Organisers

Spring 2



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/spoons

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

-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 Music Knowledge Organiser

Year 5: Composition notation (Egyptians)

How does this link to my previous learning?

This links to previous learning of Adapting and transposing motifs (Romans)

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?

- Features
- Notation
- Repeating
- Unison
- Composition
- Structure
- Repetition
- Melody
- Tempo
- Compose
- Ensemble
- Minor key



How does this link to my future learning?

Link to the Year 6 unit of composing and performing a leavers song.

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 a 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.

No Art focus this half- term



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 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.





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
- Collection
- Database
- Search
- Sort
- Filter
- Software
- Fields
- Records



Student ID	Last Name	Initial	Age
S7348-245	White	A.	11
S7348-246	Wilson	P.	12
S7348-247	Thompson	A.	13
S7348-248	Holt	B.	14
S7348-249	Armstrong	J.	15
S7348-250	Graham	S.	16
S7348-251	McLadden	H.	17
S7348-252	Jones	S.	18
S7348-253	Russell	W.	19
S7348-254	Smith	L.	20

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.



Account	Balance	Interest	Overdraft
1234567890123456	100.00	0.00	0.00
2345678901234567	200.00	0.00	0.00
3456789012345678	300.00	0.00	0.00
4567890123456789	400.00	0.00	0.00
5678901234567890	500.00	0.00	0.00



Hanslope Primary School Spring 2

History Knowledge Organiser

Year 5: What did the Greeks do for us?

How does this link to my previous learning?

- Links to what did the ancient Egyptians believe?

National Curriculum Links:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups by using the terms AD and BC in work.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Asking questions about the interpretations, viewpoints and perspectives held by others.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Constructing explanations for past events using cause and effect.

How does this link to my future learning?

- This will prepare you for secondary school historical inquires

What key vocabulary will I learn:

- assembly
- constitutional monarchy
- democracy
- direct democracy
- ethics
- government
- period
- philosophy
- oligarchy
- representative democracy

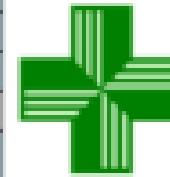
What will I know by the end of this unit:

- To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.
- To understand that different empires have different reasons for their expansion and decline.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To be able to compare education in different cultures, times and groups.
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To know that new and sophisticated technologies were advanced which allowed cities to develop.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.

niveau rouge

Year 5 Knowledge Organiser – SPRING TERM 2 niveau rouge

Writing a letter			
Chère amie	Dear friend (to a girl)	malheureusement	unfortunately
Cher ami	Dear friend (to a boy)	écris-moi pour me le dire	write to me to tell me
c'est bien !	it's good/nice!	pour les touristes	for the tourists
c'est super !	it's super!	Number	
c'est très intéressant !	it's very interesting!	quarante	40



Une pharmacie is a chemist's. A green cross is often displayed outside the shop. Pharmacies in France offer first aid and medical advice. The staff are highly trained. When people feel under the weather, they might visit the pharmacie first, rather than go straight to the doctor.

<p>une bibliothèque</p> <p>a library</p>	<p>une école</p> <p>a school</p>	<p>une église</p> <p>a church</p>	<p>une patinoire</p> <p>an ice rink</p>	<p>une pharmacie</p> <p>a chemist's</p>
--	----------------------------------	-----------------------------------	---	---

There will be no Geography focus this half-term



Hanslope Primary School

Spring 2 PE Knowledge Organiser

Year 5: creative skills and hockey

How does this link to my previous learning?

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

What key vocabulary will I learn:

- Sequences
- Express
- Tactics
- Stability
- Repeatable
- Stretched
- Posture
- Aligned
- Slap shot
- Push pass
- Alternate
- Patterns
- Accurately

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

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.

Hockey:

- I can begin to alternate which side of the stick I use
- I can choose between passes
- I can pass accurately while dribbling
- I can successfully score in a set area
- I can explore different footwork patterns



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)

