

# Year 5

Knowledge Organisers



## 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

### E- Safety - Knowledge Organiser

#### Year 5: Self Image and Identity

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

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

#### What key vocabulary will I learn:

**Self-image** - The idea one has of one's abilities, appearance, and personality.

**Identity** - How you define who you are and how you fit into the world

PROJECT  
**EVOLVE**

#### National Curriculum Links:

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns. (KS3)

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

- I can explain someone's online identity can be different to their identity in 'real life'.
- I can describe how someone might change their identity online.
- I can explain the positive reasons for changing your online identity and the negative reasons for doing so.





# 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

## Music Knowledge Organiser

### Year 5: South and West Africa

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

This links to previous learning in year 4: Adapting and transposing motifs (Theme: 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?

- 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: 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 Autumn 2: Blues

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

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





# Hanslope Primary School

## Autumn 1

### PE Knowledge Organiser

#### Year 5: OAA and Hockey

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

- OAA and Hockey 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?

- OAA and Hockey in Year 6

#### What key vocabulary will I learn:

- OAA
- Morse Code
- Route
- Directions
- Locations
- Pass
- Move
- Agility
- Body position
- Defender
- Dispossess
- Cardinal
- Orienteering
- Push pass
- Possession

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

##### OAA:

- Be able to explore different ways of communicating with a blindfolded partner.
- Be able to follow a designated route at maximum speed safely.
- Be able to use memory methods to recall different objects whilst navigating.
- Be able to use clear communication to recreate a shape from memory.
- Be able to use creative thinking to create the tallest tower.
- Be able to send and interpret messages using Morse Code.

##### Hockey:

- Be able to perform a block tackle to dispossess an attacker.
- Be able to use fast, accurate passes into the D to create scoring opportunities.
- Be able to mark an attacker closely to stop them receiving the ball.
- Be able to perform a sweep hit to send the ball 'first time'
- Be able to move the ball quickly from left to right to outwit a defender.
- Be able to use a variety of techniques to keep possession in a game.



## 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.