Knowledge Organiser Booklet Year 5

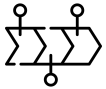
Autumn 2

Name		Class	

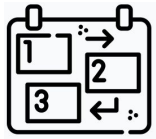
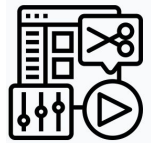
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Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Year 5 Computing Knowledge Organiser for Autumn 2 - Video Production

Tier 2 Vocabulary	Key Vocabulary				
technique	media format	storyboard	media content	reshoot	edit
A way of carrying out a particular task.	The type of data file stored on a tablet or computer.	A sequence of drawings, with some directions and dialogue, representing the shots planned for a video.	Any data, text, sounds, images, graphics, music, photographs, or advertisements etc. that have been shared with others.	To shoot a scene or part of a film or video again or differently.	To correct, condense or modify material.
Computing techniques make things fast, easier and more efficient.	A type of media that involves content and a device for which it is to be viewed on.	The plan and sequence of visuals.	Media content refers to all the different forms of media consumed or produced by people.	You need to reshoot videos and animations when needing to redo a scene..	Making changes to any digital work whether it is coding, programming, video editing or music production.
We learnt several techniques of how to relieve stress in PSHE.	You will be introduced to video as a media format.	You will use a storyboard to explore a variety of filming techniques.	The media of video that you create will be content for members of New Wave Federation.	If you are unhappy with a shot, you will need to reshoot that scene.	When completed, you will need to edit your video.
You will use video editing techniques to decide whether or not to use content or reshoot.					

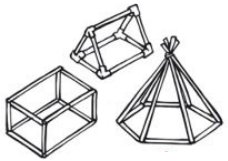
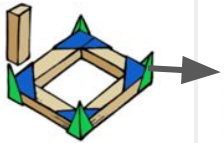
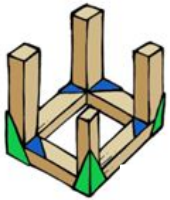
How this connects with previous learning			How this connects with future learning	
In Year 2, you learnt how to capture photos using a tablet. You also learnt how to make digital music by using different instruments.	In Year 3, you learnt a range of techniques to create a stop-frame animation. You then applied those skills to make a story-based animation.	In Year 4, you learnt about audio production and photo editing. You learnt how to edit and save files while also learning how to change and edit digital photos.	In Year 6, you will be learning how to make a website and more importantly, the aspects that make a website good. You will be applying your use of media from previous years as you combine to create a well thought out web page filled with images, videos and possibly audio.	In KS3, you learn about how blogs are used to share information and gain attention.

This is your Year 5 Design & Technology Knowledge Organiser for Autumn 2 - Frame Structures

DT Themes

structures	design	evaluate
Something that is made up of a number of parts connected together in an ordered way.	A plan or drawing produced to show the look and function of something before it is made.	To study carefully and judge
A house is a structure that people live in.	A design helps us to decide what our final product will be like.	In Year 4, you evaluated a range of pouches.
We can build a simple structure by stacking blocks on top of each other.	We will be designing our frame structures.	We will evaluate our cutting and joining when making our frame structures.
Structures can be built for a range of purposes.	Our finished product might be different to our design. We will explain why we have made changes.	We will evaluate our frame structures, considering whether they meet the design criteria.

Tier 2 Key Vocabulary

frame	reinforce	stable	triangulation
A structure made of parts that are joined together and that supports a larger object.	To make an object stronger or harder.	Firmly fixed in position and not likely to move or fall.	The use of triangular shapes to strengthen a structure.
The frame gives an object strength and shape.	We will be learning how to reinforce our frame structures.	A stable frame structure will hold its shape.	We can place triangular shapes next to our joins to strengthen the frame structure. .
We will be learning how to make frame structures strong and stable.	Reinforcing an object makes it sturdier.	We need to ensure our frame structures are stable.	We will reinforce our frame structures by using triangulation.
			

How this connects with previous learning

In Year 2, you designed, made and evaluated a freestanding structure.	In Year 3, you designed, made and evaluated a shell structure.	In Year 4, you designed, made and evaluated a fabric pouch,, considering how to join the material securely.



How this connects with future learning

In Spring I, you will use your frame structures to make a moving display using cams.	In Year 6, you will design, make and evaluate a vehicle using a pulley system.	In Year 6, you will design, make and evaluate a moving vehicle

This is your Year 5 History Knowledge Organiser for Autumn 2 - The Vikings

Historical Themes

migration

The process of moving from one place to another

In Year 4 you learnt that the Romans migrated across Europe to expand their Empire.

The Vikings migrated to the British Isles in AD 793 and stayed until AD 1066.



empire

A group of nations that are all ruled by the same leader(s)

In Year 4 you learnt that the Roman Empire was the dominant force in Europe for many centuries.

The Viking empire spread from modern day Iceland to parts of what we call Russia.



Tier 2

contrast

To show the differences between two or more things

You have been able to make contrasts between the Roman and Anglo Saxon societies.

The Viking migration can be contrasted to how people have migrated through history, including in our modern era.

Different sources can offer a contrasting viewpoint of people and events from history.

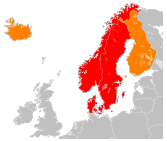
Key Vocabulary

Scandinavia

An area in the north of Europe which includes the modern countries of Iceland, Sweden, Norway, Denmark and Finland.

The Vikings left their homeland to find treasure and goods to take home to their settlements in Scandinavia.

The people from Scandinavia stayed in the British Isles because they enjoyed the natural resources so they built new settlements.



Wessex

An Anglo-Saxon kingdom in the south of the British Isles from AD 519 until England was unified in AD 927.

Wessex was established as a Christian kingdom, which was uncommon during this time period.

A notable ruler, Alfred the Great helped to establish the importance of Wessex in the 9th Century.



Danelaw

An area of in the north of the British Isles that the Vikings established as their territory.

The Danelaw was established in AD 886 when the Vikings made a treaty with a British king- Alfred.

The Danelaw was established in order to protect those families that had originally come from Scandinavia.



longboat

A type of specialised Scandinavian warships which the Vikings used to travel to other places.

Longboats were built with planks of timber, usually oak, being overlapped and nailed together.

The people of the British Isles had never seen boats as intimidating as the Viking longboats.



How this connects with previous learning

The British Isles have had many visitors who have invaded and conquered them.

The Roman period in British history came before and overlapped with the Anglos Saxons.

The Anglos Saxons changed how people in the British Isles communicated and lived their lives.

How this connects with future learning

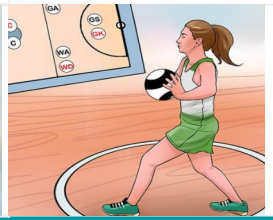
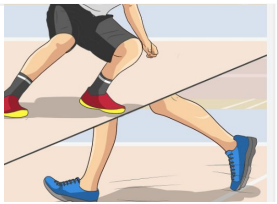
The ancient Greeks were a large empire, which also depended on the strength of its boats and warships.

The spread of Viking art, culture and language was similar to the influence of Athens and Sparta in ancient Greece.

Modern English language is shaped by the Viking settlers and the language of ancient Greece.

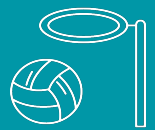
This is your Year 5 Physical Education Knowledge Organiser for Autumn 2 - Netball

Key Vocabulary

score	free pass	pivot	attack	defense	foul
Successfully throwing the ball through the opponents goal post, resulting in a point being awarded to scoring team.	Allows a player to freely pass the ball to a teammate without interference from the defending team.	The footwork technique where the player rotates on one foot while keeping the other foot grounded.	The offensive phase where the team is actively trying to score goals by moving the ball towards the opponents goal posts.	The collect efforts of a team to prevent the opposing team from scoring goals.	A violation of the rules committed by a player that results in a penalty for the opposing team.
The goal shooter made a precise shot and managed to score a crucial goal for their team.	The umpire signalled a free pass after an offside violation, allowing them to pass the ball without any defensive pressure.	The centre player executed a quick pivot, evading the defender and creating an opportunity for a pass.	The team launched a relentless attack, swiftly moving the ball up the court and creating a scoring opportunity.	The defenders applied tight marking and strong defense, making it difficult for the opposing team to find space to score.	The umpire blew the whistle and awarded a penalty to the opposing team after a player committed a foul by obstructing the shooter.
					

How this connects with previous learning

In year 3 you learnt how to perform basic netball skills such as passing and catching.	In year 4 you learnt how to develop netball skills such as marking and footwork.

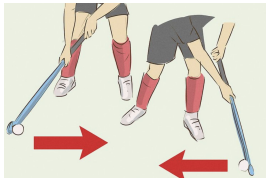
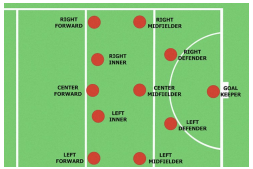
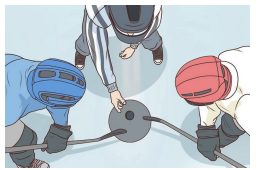


How this connects with future learning

In year 6 you will learn how to work as a team to improve group tactics and gameplay.	In year 6 you will learn how to develop defensive skills.	In year 7 you will learn how to play netball 7s.

This is your Year 5 Physical Education Knowledge Organiser for Autumn 2 - Hockey

Key Vocabulary

shoot	sweep shot	marking	dribbling	positions	fair play
The ability to attempt to score a goal by hitting the puck or ball with a stick towards the opposing	A type of shooting technique used to shoot the puck towards the goal	Is where a player closely guards or follows an opponent in order to prevent them from receiving a pass or making a shot on goal	Refers to the technique of maneuvering the puck or ball while maintaining control of using a hockey stick.	A position refers to specific areas on the field that players start in.	It is the idea that players, coaches, officials and spectators should act with respect for the rules.
Shooting is one of the fundamental skills in hockey and players need to be proficient at shooting in order to be successful at the sport.	Sweep shot is a sweeping motion of the stick to guide the puck towards the target.	Marking allows players to disrupt their opponents offensive plays and prevent them from scoring.	Dribbling is an essential skill in hockey and is used by players to advance the ball up the field to create scoring opportunities.	Positions in hockey has it owns specific roles and responsibility, and working together as a team is essential for success on the field	Fair play is based on the principles of honesty, respect and sportsmanship to the rules.
					

How this connects with previous learning

In Year 3 you started to play hockey-type invasion games. You looked at safety and ball control.

In Year 4 you learnt how to perform basic hockey skills such as dribbling and push passes.

How this connects with future learning

In Year 6 you will be practicing, choosing and putting into practice a range of strategies and tactics.
You will combine and perform more complex skills at speed in hockey matches and start to recognise and describe good individual and team performance.

This is your Year 5 Religious Education Knowledge Organiser for Autumn 2 - Islam in Britain

Tier 2 Vocabulary

locate

To find the exact place or position of something.

In Year 3 you **located** the places of worship in your local community.

In Year 4 you **located** some famous places of worship around the world.

In this unit we will **locate** mosques in the wider community and discuss their function as a place of worship.

Key Vocabulary

shahadah

Shahadah is the Arabic word for testimony. It is known as the Muslim declaration of faith.

It is the belief that "There is no god but God; Muhammad is the Prophet of God."

Shahādah is the first of the five Pillars of Islam.



5 pillars of Islam

The most important Islamic practices are the **Five Pillars of Islam**. The five pillars of Islam are: **Shahada, Salah, Zakat, Sawm** and **Hajj.**

Each of these pillars are an integral part of have Muslims demonstrate their faith.

Muslim must follow and meet in order to live a good and responsible life



salah

Salah means prayer. Muslims pray to Allah. **It is one of the Five pillars of Islam**. Muslims pray five times a day.

When Muslims their face Mecca, the Holy City of the Islam faith.

When Muslims pray, they use a pray mat to bow their head and kneel down.



sawm

Sawn means fasting. **It is one of the Five pillars of Islam**.

Muslims fast during the month of Ramadan. During this Muslims do not eat or drink during daylight.

When Ramadan is over, Muslims celebrate with Eid.



hajj

Hajj means pilgrimage. **It is one of the Five pillars of Islam**.

A pilgrimage is a special journey, usually to a holy place.

Muslims travel to Mecca to complete **Hajj**.



How this connects with previous learning

In **Year 3** you compared the similarities and differences between Islam and other faiths.

In **Year 4** you learnt about Christianity in **Britain** and explored what it is like to be a Christian in the United Kingdom.

How this connects with future learning

In **Year 6** you will select and describe the most important functions of a place of worship for the community

In **Year 6** you will make connections between beliefs and behaviours across different religions

In **Year 6** you will discuss the challenges and strengths of being a Hindu, Christian and Muslim in Britain today.

This is your Year 5 Science Knowledge Organiser Unit I - Properties and Changes of Materials

Scientific Enquiry

identifying & classifying

Identifying means knowing what something is and naming it. Classifying means grouping things together if they have something in common. We will explore adding a range of solids like sugar and salt to water and group solids based on observations.

comparative & fair testing

Comparative testing means testing objects to rank them. Fair tests are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will investigate the properties of different materials in order to recommend them for particular functions. We will test and compare dissolving rates and irreversible changes such as rusting.

Working Scientifically

- Asking scientific questions
- Planning an enquiry
- Observing closely
- Taking measurements
- Gathering and recording results
- Presenting results
- Interpreting results
- Concluding (drawing conclusions)
- Predicting
- Evaluating an enquiry

Subject Specific Vocabulary

conductor

A conductor is a material which electricity, heat or sound can flow through.



insulator

An insulator is a material that is a poor carrier of heat, electricity or sound.



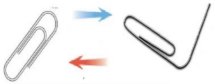
Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and magnetism.

reversible

When materials can be changed back to their original state or form it is called a reversible change. When ice (solid) melts to form water (liquid). It can be frozen back to ice again. This is a reversible change.



When a steel paper clip is bent, it changes shape. This is a reversible change as it can be bent back to its original shape.



irreversible

Sometimes when materials are cooked, heated, burnt or mixed, a new material is formed. The new material cannot be changed back to how it was before. This is an irreversible change. Paper being burnt is an irreversible change. It is not possible to get the paper back.



Heating an egg to make a fried egg creates a new material. This change is irreversible.



dissolving

When a solid is dissolved, it is mixed into a liquid creating a solution. Some materials do not dissolve. They are insoluble and form sediment.



salt solution

sediment in water



evaporation

To recover a substance from a solution we can use different methods such as evaporation where a material is turned from its liquid state into a gas.

filtering

One was to separate materials in a mixture is by filtering. This involves passing a liquid through a mesh to separate solids.

sieving

Sieving separates solids from liquids or larger solids from smaller solids by passing them through a net.



filtering

sieving



Things you learnt in previous topics

In Year 2, you identified and compared the suitability of a variety of everyday materials for particular uses and found out how the shapes of solid objects made from materials like plastic and rubber could be changed. In Year 3, you identified magnetic materials. In Year 4, you compared and grouped materials according to whether they were solids, liquids or gases and observed changes of state. You learnt about evaporation and condensation and the water cycle.



How this connects with future learning

In KS3, you will learn about chemical reactions as the rearrangement of atoms. You will be able to represent chemical reactions using formulae and equations. You will learn about combustion, thermal decomposition, oxidation and displacement reactions. You will be able to define acids and alkalis in terms of neutralisation reactions. You will be able to use the pH scale for measuring acidity/alkalinity; and indicators.

This is your Year 5 Science Knowledge Organiser Unit 2 - Forces

Scientific Enquiry

researching

Researching means using secondary sources to find information. We will research the work of Galileo Galilei and Isaac Newton.

comparative & fair testing

Comparative testing means testing objects to rank them. Fair tests are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will investigate and explain: the effect of friction in a range of contexts such as trainers and bathmats; the effects of air resistance in a range of contexts such as parachutes, spinners and sails on boats; the effects of water resistance such as by dropping shapes through water and pulling shapes along the surface of water.

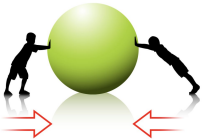
Working Scientifically

- Asking scientific questions
- Planning an enquiry
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- Gathering and recording results
- Presenting results
- Interpreting results
- Concluding (drawing conclusions)
- Predicting
- Evaluating an enquiry

Subject Specific Vocabulary

force

A force causes an object to start moving, stop moving, speed up, slow down or change direction.



Some forces are contact forces such as air resistance, water resistance and friction. Some forces are non contact forces such as magnetism.

gravity

Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. It is acting on us all the time, otherwise we would float away. Gravity causes unsupported objects to fall towards Earth.



There are different levels of gravity on the Moon and other planets.

The scientists Galileo Galilei and Sir Isaac Newton helped to develop the theory of gravitation.

air and water resistance

Air and water resistance are contact forces that act between moving surfaces. The object may be moving through the air/water or the air/water may be moving over a stationary object.

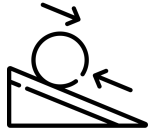
An object travelling through the air will feel the effects of air resistance.



An object travelling through water will feel the effects of water resistance.

friction

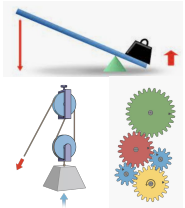
Friction is a contact force. It is the resistance that one surface or object encounters when moving over another.



Different surfaces will exert a different amount of friction on an object. A smooth surface, such as a table will exert less friction than a rough surface, such as a carpet.

mechanisms

A mechanism is a device that allows a small force to be increased to a larger force. The payback is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover.



Pulleys, levers and gears are all mechanisms or simple machines.

Things you learnt in previous topics

In Year 3 you compared how things moved on different surfaces. You noticed that some forces need contact between two objects. You compared and grouped together everyday materials on the basis of whether they are attracted to a magnet, and identified some magnetic materials. You described magnets as having two poles and predicted whether two magnets will attract or repel each other, depending on which poles are facing.



How this connects with future learning

In KS3, you will describe forces as pushes or pulls. You will use arrows in diagrams and explain moment as the turning effect of a force. You will associate forces with deforming objects; stretching and squashing; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. You will measure forces in Newtons and know measurements of stretch or compression as force is changed.

Year 5 Spanish Knowledge Organiser
Mis aficiones

Aficiones
Hobbies

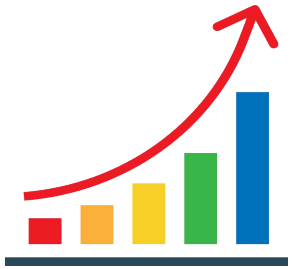
	cant**ar**
	bail**ar**
	le**er**
	escrib**ir**
	dibuj**ar**
	cocin**ar**
	**ver** series
	toc**ar** la guitarra
	jug**ar** a los videojuegos

¡Importante!
Add "-o" at the end of a verb to talk about yourself.

Yo cant**o**
Yo bail**o**
Yo le**o**
Yo escrib**o**
Yo dibuj**o**
Yo cocin**o**
Yo ve**o** series
Yo toc**o** la guitarra
Yo *jueg**o*** a los videojuegos



Frecuencia





porque es → because it is

Odio dibujar porque es difícil.
Me gusta cocinar porque es divertido
No me gusta bailar todos los días porque es difícil.
Nunca cant**o**.
A veces escrib**o** porque me encanta escribir .

Adjetivos
Adjectives

	fácil
	difícil
	divertido divertida
	guay
	aburrido aburrida
	interesante

To help you remember and recall key information, you can make your own additional notes here.

At New Wave Federation, we demonstrate...



Collaboration

Creativity

Focus

Kindness

Responsibility