



Knowledge Organiser Booklet

Year 5

Spring 2



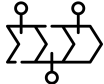




Name		Class	
------	--	-------	--









Contents

Page 3	Using Your Knowledge Organiser Guide	Page 9	Physical Education Knowledge Organiser 2
Page 4	Art & Design Knowledge Organiser	Page 10	Religious Education Knowledge Organiser
Page 5	Computing Knowledge Organiser	Page 11	Science Knowledge Organiser
Page 6	History Knowledge Organiser	Page 12	Spanish Knowledge Organiser
Page 7	PSHE Education Knowledge Organiser	Page 13	Notes Page
Page 8	Physical Education Knowledge Organiser 1	Page 14	School Values

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.



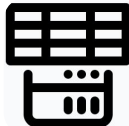
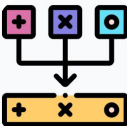

This is your Year 5 Art & Design Knowledge Organiser for Spring 2. Fashion Design

Art Themes		Tier 2	Key Vocabulary			
pattern	colour	design	fashion	contemporary	historical	wearable
The repeated way in which something is designed.	The look something has in the light. They can be primary, secondary or tertiary.	A plan or drawing produced to show the look and function of something before or after it is made.	A style of clothing that is popular in a particular time and place.	A style of clothing that is modern, of the moment and currently on trend.	A style of clothing popular at a specific time and place in the past.	An item that can be worn.
We have used line, shape and colour to create art with repeated patterns .	We will experiment and be creative with colour in our clothes designs.	We have explored the design of buildings and other structures in Year 2.	Fashion can be a form of self expression for designers and the people wearing the clothes.	Contemporary fashion changes with time.	Historical fashion is often focussed on the purpose of the clothing item.	Fashion designers want their work to be exciting, creative and wearable .
We will look at how designers have used pattern differently within their clothes.	People choose to wear clothes of different colours to express themselves.	We will be working to a brief and designing our own clothes inspired by other artists.	We will be exploring the work of different fashion designers to inform our own creations.	You can find contemporary fashion designs in clothes shops on the high street today.	The historical fashion of the Roman Era is very different to the fashion today.	When we design clothes, we must be aware that our 2D work will become 3D wearable forms.
						
How this connects with previous learning				How this connects with future learning		
In Year 2, you explored colour to create expressive and abstract paintings.	In Year 3, you worked with shape and colour to create collages with exciting compositions.	In Year 4, you used repeated patterns and shapes to create tessellated designs.		In Summer 2, you will follow a design brief when studying architecture.	In Year 6, you will use pattern to transform 2D surfaces and bring your work into three dimensions.	In Year 6, you will use colour in brave and inventive ways to create your own colourful installation.

This is your Year 5 **Computing** Knowledge Organiser for Spring 2. Flat-file Databases

Tier 2 Vocabulary

Key Vocabulary

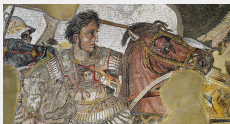






locate	database	records	field	grouping & sorting	refine
The find the exact place or position of something	A database is information that is set up for easy access, management and updating.	Records means files, documents and information in an electronic format.	Fields are the components that provide structure for a table for given data.	Grouping is to arrange the information into various categories while sorting organises data into numerical or alphabetical order.	Take data from one location, check and fix it and turn into a different location in order to get meaningful results.
Being able to locate the correct records in a database is very important	New Wave Federation uses a database for all of its pupils.	Records in a database are usually called rows which is a collection of fields consisting of different data.	Data that has several parts can be divided into fields which form columns.	Outline how to answer questions by grouping , then sorting data in an organised way.	When you have a lot of data you need to refine it to make it useful.
In geography, you needed to locate lines of latitude on a map.	Using a real life database to answer a question and present results to others.	Ordering records in different ways helps to compare different databases .	Answering questions requires knowledge of different fields within a data set.	By grouping and sorting data to answer specific questions information can be found easily.	Terms like 'AND' and 'OR' can be used to refine data selection.
Locating records and fields ensures data is aligned and accurate.					

How this connects with previous learning






How this connects with future learning

In Year 2, you started to understand what data means and how it can be collected. You learnt how to organise data into pictograms and bar charts.	In Year 3, you developed your understanding of collecting data through yes or no questions. By doing so, you branched data into groups of objects or subjects.	In Year 4, you began to understand why data is collected over time. You looked at data points, data sets and logging intervals.	In Year 5, you will apply computing knowledge of data collection in maths, science and geography.	In Year 6, you will be learning to organise data into columns and rows to create your own data set. You will learn how to format data, while also being introduced to formulas. You will be able to apply these formulas to a range of cells which will then allow you to plan an event and answer questions based off of it.
---	--	---	---	---

This is your Year 5 **History** Knowledge Organiser for Spring 2. The Ancient Greeks

Historical Themes		Tier 2	Key Vocabulary			
leadership	innovation	structure	city-state	democracy	pantheon	Acropolis
The person or people who are in control of a group	A new idea, a new product or a new way of doing something	Something of many parts that has been put together	A sovereign city which is the centre of political, economic, and cultural life in its territory.	A type of government which gives varied levels of control/power to the citizens of a territory, state or country.	To describe the collected gods of a people or religion.	A hill in the centre of Athens which was the focal point of government, trade and culture.
In Year 4 you learnt that the Roman leadership approach changed but was often controlled by a Cesar.	In Year 4 you learnt that the Anglo Saxons used new farming technology which innovated society.	The structure of each society requires different forms of leadership .	Sparta was city-state which was focused on military strength.	The concept of democracy as a form of government originated in ancient Athens circa 508 BCE.	Zeus is recognised as the leader of the Greek pantheon of gods.	The main building on the Acropolis , the Parthenon, has been used for worship, trade and ammunition storage.
Alexander the Great is considered a significant leader from this period of history.	The ancient Greeks created many innovations but notably they created the first watermills to harness water power.	The structure of ancient Greek landmarks, including the Parthenon still influences how we build things in the modern world.	Athens was initially not a significant city-state but its reputation and power grew so for a time it was the most important.	The word democracy comes from two Greek words that mean people (demos) and rule (kratos).	The ancient Greek pantheon was made of twelve gods, including, Athena, Apollo and Ares.	Modern Athens is still centred on the Acropolis and its surrounding architecture.
		Historians structure their arguments using sources, including eye witness accounts, artefacts and written records.				
How this connects with previous learning				How this connects with future learning		
The Vikings were able to spread their culture across many islands and territories because of their naval innovations .	British culture has been influenced from across the world by people who travelled to the British Isles.	Art and entertainment are crucial parts of human culture which impact on the legacy of historical societies.		The focus on learning and the developing of the arts is a similar to the Golden of Islam.	You will learn how other societies that did not invade or migrate to Britain influenced our culture	You will examine other types of government when studying Benin and the Golden Age of Islam.





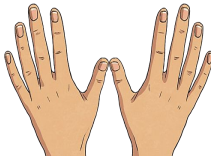

Key Vocabulary

democracy	government	parliament	pressure group	reduce	trial
<p>The word democracy describes a form of government. The word comes from two Greek words that mean “rule by the people.” In a democracy, like the UK, the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote.</p> <p>Democracy helps maintain law and order, provides freedom of speech and helps achieve equality.</p>	<p>A government is an elected political party who have the authority to govern and make decisions for the country.</p> <p>The UK is a democracy. The UK Government is elected by the people of the UK. They decide how the country will be run and make laws. The Prime Minister leads the Government.</p> <p>We have the right to express our opinions but we have a responsibility not to upset or harm other people.</p>	<p>Parliament is where the laws of our country are decided. It is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>Members of Parliament (MPs) are people who have been elected by vote by members of the public to represent people from a specific area (constituency) in the House of Commons. MPs usually belong to a specific political party.</p>	<p>A pressure group aims to change the opinions or activities of people and try to influence government policy or legislation (laws).</p> <p>Pressure groups are formed by people who feel strongly about an issue and want to make changes. They may share information or talk to politicians to bring about change.</p> <p>Environmental pressure groups use the Waste Hierarchy to show that reducing our use of materials and energy is the best thing for the environment.</p>	<p>Reduce means to make something smaller or use less, resulting in a smaller amount of waste.</p> <p>Reducing use of a material or energy is the most environmentally friendly action. If use cannot be reduced, reusing or recycling are the next most environmentally-friendly actions, with disposal being the least environmentally friendly approach.</p>	<p>A trial is the examination of evidence by a judge and usually a jury, in order to decide whether or not the defendant (person accused of committing a crime) is guilty or not.</p> <p>A jury is a group of adults selected at random who look at evidence in a criminal case. However, it is a judge who makes the final decision as to whether the defendant is guilty.</p>
					

How this connects with previous learning	How this connects with future learning
<p>In Year 3, we learnt about the UN rights of the child. We explored the benefits of recycling. We learnt about the role and impact of different charities.</p> <p>In Year 4, we will begin to understand the role of local government. We will explore career choices. We will identify and challenge stereotypes in the workplace.</p>	<p>In Year 6, we will understand human rights, including the right to education. We will recognise prejudice and discrimination and learn how this can be challenged.</p> <p>In Year 6, we will explore different career routes and their requirements. We will also explore how different careers operate in the workplace.</p> <p>In Year 6, we will explore some environmental issues relating to food including food miles, seasonality, use of land and chemicals, food waste, packaging and fair trade.</p>
	

This is your Year 5 PE Education Knowledge Organiser for Spring 2. Tag Rugby

Key Vocabulary

tag belt	tagging	pop pass	turnover	W grip	offence
The tag belt is a velcro belt with a pair of ribbon tags which are attached on both sides of it.	The removal of one or both ribbons from a belt by a defending team.	A very short pass in which the passer pops the ball up for the receiver to run onto.	When the opposition pick up a loose ball so then gain possession.	The technique used to hold the ball by shaping fingers and thumbs into a 'W' shape.	This term is used to describe an attack by a team.
The opposition stops the ball carrier from progressing towards the try line by removing tags .	Once tagged the player in possession of the ball must stop and pass the ball to a team-mate within three seconds.	A pop pass is usually used when the ball carrier has created space by drawing the defenders away.	A turnover occurs when the attacking team drop the ball behind them and the opposition gain possession by picking it up.	The w grip is particularly useful when running with the ball and passing it to teammates within the 3 second limit when tagged .	Offence is the opposite of defense and describes the team which is trying to score points.
					

How this connects with previous learning

In year 2 you learnt how to make it difficult for the opponent to score a point, and you began to choose specific tactics.

In year 3 you learnt to handle a rugby ball with confidence and evade attackers using footwork and body control.

In year 4 you learnt to consistently perform basic tag rugby skills, and implement rules and develop tactics in competitive situations.



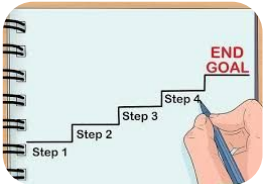
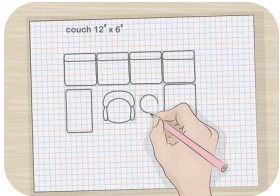




How this connects with future learning

In year 6 you will choose and implement a range of strategies and tactics to attack and defend. You will combine and perform more complex skills at speed.

In year 6 you will learn to observe, analyse and recognise good individual and team performances. You will suggest, plan and lead a warm-up as a small group.

This is your Year 5 PE Education Knowledge Organiser for Spring 2. Orienteering

Key Vocabulary

plan	design	solve	checkpoint	decypher	Morse code
To create a series of steps that will be carried out to accomplish a goal.	To make a drawing or outline showing how something is to be built or carried out.	To find or figure out an answer to a problem or challenge.	A checkpoint is a reference point that helps us know where we are and where we're going.	To work out the meaning of a code and change it into ordinary language.	A system that uses dots, dashes, and spaces to represent letters, punctuation, and numbers.
The more detailed a plan , the more likely it is to be successful.	Drawing up designs help us to think through solutions in detail.	You can use mapwork to help you solve orienteering challenges.	Checkpoints are sometimes known as waypoints.	You might need to decipher a message because it is unclear or written in code.	The symbols are arranged to spell out a secret message.
					

How this connects with previous learning

In year 2 you learnt to select and apply a small range of simple tactics, and work with others to achieve a shared goal.

In year 3 you learnt to differentiate between when a task is competitive and when it is collaborative.

In year 4 you learnt to plan and refine strategies for solving problems, and gain an understanding of when to use maps, symbols and a compass.



How this connects with future learning

In year 6 you will use information given by others to complete a task. You will undertake more complex tasks and make amendments.

In year 6 you will use your knowledge from other PE units to suggest ideas and amendments to games and challenges.

This is your Year 5 Religious Education Knowledge Organiser for Spring 2. Celebrations & Festivals

Tier 2 Vocabulary

Key Vocabulary

observe

To notice or see.

In Year 3 you learnt about how world religions **observe** special ceremonies such as baptisms and Bar mitzvah.

In Year 4 you will learn how different religions **observe** important celebrations and festivals on the religious calendar.

In this unit we will ask you to use your **observation** skills to learn how people celebrate and recognise special occasions, people and events.

festival

A religious **festival** is a time of special importance for believers of all faiths. Religious festivals are commonly celebrated annually.

Festivals are a time in each religion's calendar when a special story, event or people are remembered and celebrated.

Religious celebrations bring faith communities together to celebrate these shared beliefs and values. They are often a time of great celebration and help believers to remember important beliefs in their religion.



Easter

Easter is the most important festival in the Christian calendar. It celebrates Jesus rising from the dead, three days after he was executed.

Christians believe that the events surrounding Jesus' death and resurrection took place during the last week of his life in Jerusalem. In the Christian calendar, this week is known as 'Holy Week'.

For Christians, Good Friday is the most solemn day of the year. It is when they remember Jesus' death on the cross. Christians believe that on this day Jesus showed the greatest possible goodness by dying for the sake of humanity.



Diwali

Diwali means festival of light and celebrates the victory of light over darkness. The five day festival is celebrated by millions of Hindus and Sikhs.

For many people this five day festival honours Lakshmi, the goddess of wealth. Lamps are lit and windows and doors are left open to help Lakshmi find her way into people's homes.

Other ways that Hindus celebrate the festival include: lighting small oil lamps called diyas; spring cleaning the home; wearing new clothes; exchanging gifts, often sweets and dried fruits, and preparing festive food; decorating buildings with lights and having firework displays.



Eid

The Muslim festival of **Eid** is celebrated at the end of Ramadan - the month of fasting. **Eid** is celebrated on the first day of the 10th month of the Islamic calendar.

Eid marks the end of a month of fasting from dawn to sunset. Like the beginning of Ramadan, **Eid** begins with the first sighting of the new moon. '**Eid**' means 'celebration' - it is a feast or a festival. 'Eid-ul-Fitr' means 'Festival of Fast Breaking'.

During **Eid**, families eat food together, presents are exchanged and everyone is dressed in their best clothes.



Pesach

Passover (or **Pesach** in Hebrew) is an important festival in the Jewish year. Passover marks the exit of the Jewish people from Egypt, where they were enslaved, as told in the Old Testament. This is known as the Exodus.

On the evening before **Pesach** starts, Jews have a special service called a Seder (Order). This takes place over a meal with family and friends at home. The Seder is a Jewish meal that has been eaten for thousands of years during the **Pesach** or Passover festival. During the Seder meal Jewish families will sing, read the Passover story and eat some symbolic foods arranged on a traditional Seder plate.



How this connects with previous learning

In Year 3, you learnt how Hindus express their faith through the rituals of puja, aarti and bhajans. Rituals are an important part of daily worship and celebration.

In Year 4, you learnt about a special Sikh ceremony called Amrit. This is a way for Sikhs to show commitment to God and celebrate being part of the Khalsa.



How this connects with future learning

In Year 6, you will learn about how places of worship are used for personal and religious celebration and reflection.

In Year 6, you will be considering the similarities and differences between beliefs and behaviours in different faiths.

In Year 6, you will learn about religious celebration in religious art and architecture,

This is your Year 5 Science Knowledge Organiser for Spring 2. Earth and Space

Scientific Enquiry

researching



Researching means using secondary sources to find information. We will find out how ideas about the **solar** system have developed, understanding how the geocentric model of the **solar** system was replaced by the heliocentric model by considering the work of the scientists Ptolemy, Alhazen and Copernicus. We will use research to create a model or role play to show the movement of the **Earth** around the **Sun**, the **Moon** around the **Earth** and why day and night occur. We will research and explain why we have time zones.

pattern seeking



Pattern seeking means looking for links between variables. We will observe and record how shadows caused by the **Sun** change through the day identifying any patterns.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results

Drawing conclusions

Predicting

Evaluating an enquiry

Earth

The planet we live on is called **Earth**. It travels in a slightly flattened path, called an **orbit**, around the **Sun**.



Earth takes 365 $\frac{1}{4}$ days to complete its orbit around the **Sun**.

rotate

Rotate means to spin or turn around an axis which may be visible or invisible.



The **Earth** **rotates** on its axis every 24 hours. As **Earth** **rotates** half faces the **Sun** (day) and half faces away from the **Sun** (night). As the **Earth** **rotates**, the **Sun** appears to move across the sky.

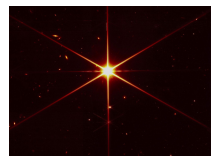
the Sun

The **Sun** is a **star**. It is at the centre of our **Solar** System. The **Sun** is a great spinning ball of hot, glowing gas.



star

A **star** is a celestial body (a naturally occurring object in space). A giant **sphere** of hot gas. The **Sun** is a type of **star**.



moon

A **moon** is a celestial body (a naturally occurring object in space) that orbits a planet. **Earth** has one **moon** which orbits the **Earth** taking about 28 days to complete its orbit. Jupiter has four large **moons** and several smaller ones.



orbit

The **orbit** is the path that an object, such as a planet, travels around a particular point in space such as the **Sun**. Orbits are determined by gravity.



spherical

A **spherical** shape is a round, three-dimensional shape.



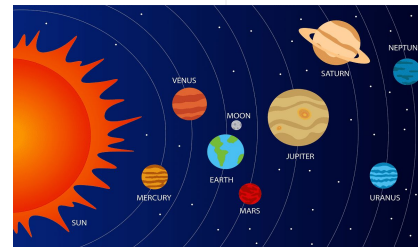
The **Sun**, **Earth** and **Moon** are approximately **spherical**.

solar system

There are 8 planets in our **Solar System** including **Earth**. These travel around the **Sun** in fixed orbits.

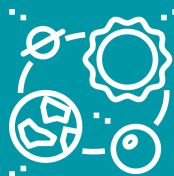
The planets in our **Solar System** are: Mercury, Venus, **Earth**, Mars, Jupiter, Saturn, Uranus and Neptune.

Create a mnemonic like this to help you remember them: **My Very Excellent Mother Just Served Us Nachos!**



Things you learnt in previous topics

In Year 1, you observed changes across the four seasons. In Year 1, you also observed and described weather associated with the seasons and how day length varies.



How this connects with future learning

In Secondary School, you will measure the force of gravity. You will learn about gravitational forces between the **Earth** and the **Moon** and between the **Earth** and the **Sun**. You will learn about the **Sun** as a star, other stars in our galaxy and other galaxies. You will learn about why we have seasons and the **Earth's** tilt; why day length differs at different times of year, in different **hemispheres**.

Tiendas Shops

	supermercado
	frutería
	carnicería
	pescadería
	panadería
	jujería
	restaurante
	bar
	cafetería




This is your Year 5 Spanish Knowledge Organiser for Spring 2.

Mi ciudad






Otros Lugares Other Places

		
casa	colegio	parque

Preguntas Questions

		
¿Qué...? What...?	¿Cómo...? How...?	¿Dónde...? Where...?

Direcciones Directions

					
Izquierda left	derecha right	gira (a la) ... turn	continúa recto (hasta el/la...) straight until...	enfrente (del/de la) in front of	al lado (del/de la) next to the

Ir To go

voy	→	I go
vas	→	You go
va	→	He/She goes

a+el=al
de+el=del



¡VÁMONOS!
LET'S GO!

¿Dónde está el/la ...?	Where is the...?
¿Cómo voy al/ a la...?	How do you go to ..?
Está al lado del restaurante.	It is next to the restaurant.
¿Dónde vas?	Where are you going?
Voy al gimnasio.	I'm going to the gym.
¿Puedo ir al cine, por favor?	Can I go to the cinema, please?

Edificios Públicos Public Buildings

hospital	
farmacia	
comisaría	
estación de bomberos	
estación de tren	
banco	
cine	
hotel	
gimnasio	



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

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility