

## **Knowledge Organisers**

### **2<sup>nd</sup> Spring Term**

**Art/DT**

**French**

**Geography**

**History**

**Music**

**PE**

**PSHE**

**RE**

**Science**

**Lapwings – Year 5**

## Knowledge Organiser - Design and Accessory - DT- Year 5

Key Vocabulary	
pattern	a shape drawn to exact shape and size, used to assist in cutting out
seam	where fabric is joined together
fabric	cloth produced by weaving or knitting textile fabrics
specification	describes what a product has to do
tacking	large running stitches to hold pieces of fabric together
working drawing	detailed drawing containing the information needed to make a product but is updated as changes are made
Victorian sampler	a piece of embroidery or cross-stitch to demonstrate needlework
embroidery	sewing decorative designs onto fabric
reinforce	to strengthen or support something

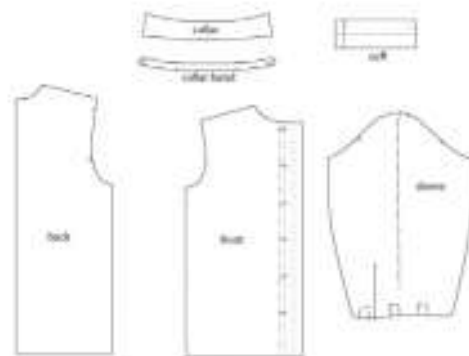
Key Knowledge
I know different fabrics have different uses.
I can identify a range of stitches.
I can create a design using stitches.
I can sew a Victorian sampler.



Victorian Sampler



Pattern for a shirt



# Knowledge Organiser Year 5 French Unit 4: En ville

Key Language	English
Qu'est-ce que c'est?	<i>What is this?</i>
C'est le château	<i>It's the castle</i>
le marché	<i>the market</i>
le supermarché	<i>the supermarket</i>
le centre sportif	<i>the sports centre</i>
le jardin public	<i>the park</i>
l'école	<i>the school</i>
la piscine	<i>the swimming pool</i>
la boulangerie	<i>the bakery</i>
la piscine s'il vous plaît?	<i>How do I get to the pool please?</i>
Tournez à droite	<i>Turn right</i>
Tournez à gauche	<i>Turn left</i>
Allez tout droit	<i>Go straight ahead</i>
Arrêtez	<i>Stop</i>
d'abord	<i>first</i>
ensuite	<i>next</i>
enfin	<i>finally</i>
Où vas-tu?	<i>where are you going</i>
Je vais au/à la/à l'....	<i>I'm going to the .....</i>



C'est le château.



C'est la boulangerie.



C'est la piscine.



C'est le marché.



Je vais à l'école.

## KEY QUESTIONS

**Le marché s'il vous plaît?** *How do I get to the market please?*




**Où vas-tu?** *Where are you going?*





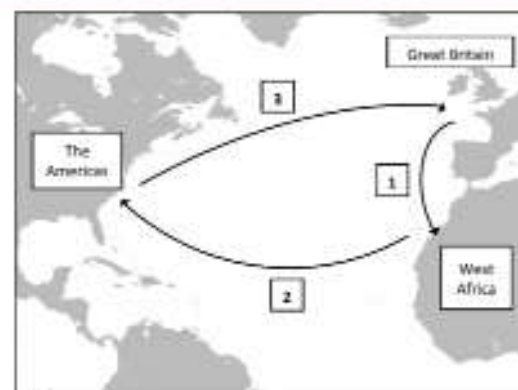
## Knowledge Organiser- The Abolition of Slavery – History - Year 5

Key Vocabulary	
<b>Transatlantic Slave Trade</b>	Responsible for the forced migration of between 12 - 15 million people from Africa to the Western Hemisphere from the middle of the 15th century to the end of the 19th century.
<b>Slave</b>	A <b>slave</b> is a human being classed as property, who is owned by another person and who is forced to work for nothing.
<b>Atlantic Passage</b>	Sometimes known as the 'middle passage', refers to the part of the trade where Africans, densely packed onto ships, were transported across the <b>Atlantic</b> to the West Indies
<b>Plantation</b>	a usually large farm or estate, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugarcane, or the like is grown.
<b>Abolitionists</b>	An <b>abolitionist</b> was someone who wanted to end slavery.

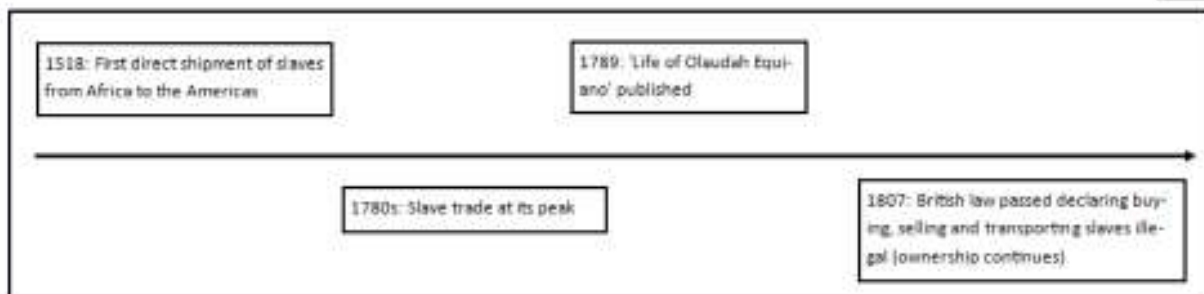
<b>Thomas Clarkson</b>	Thomas Clarkson was one of the most prominent eighteenth-century anti-slavery campaigners. In 1787, he helped form the first Abolitionist Committee.	
<b>Olaudah Equiano</b>	Equiano was one of the most prominent black campaigners in the anti-slavery campaign. He was an ex-slave who, by the 1780s, lived as a free man in London. He is mostly remembered for his 1789 autobiography.	
<b>William Wilberforce</b>	William Wilberforce was the main figurehead in Parliament for the Abolitionist campaign. He was recruited by Thomas Clarkson, who recognised that, in order to get Parliament to change the law, the anti-slavery cause needed a brilliant advocate inside Parliament itself.	

Key Knowledge:
I know that African slaves were transported to the Americas
I understand the conditions faced by slaves during the Atlantic passage.
I know the sorts of conditions in which slaves lived.
I know that the abolitionists helped to abolish the slave trade
I know Thomas Clarkson was a leading abolitionist.

### The Transatlantic Slave Trade



The transatlantic slave trade is sometimes known as the 'Triangular Trade', since it was three-sided, involving voyages: from Europe to Africa, from Africa to the Americas, from the Americas back to Europe.







Key Vocabulary	Definition
decks	Short for 'record decks' are used by DJs for playing vinyl records.
scratching	This is a DJ technique of moving a vinyl record back and forth on a turntable to produce percussive or rhythmic sounds.
old school hip hop	Old school hip hop describes the earliest commercially recorded hip hop music, it is said to end around 1984.
appraise	To listen carefully to musical performances and identify successes and areas which might be developed or changed.



**We are Good Listeners!**

In our Music lessons we can...

- Listen with an **open mind** to new music.
- Listen with **respect** to other pupils' ideas.
- Listen **thoughtfully** to other pupils' performances.
- Listen with **awareness** when playing or singing in a group.
- Listen **Carefully** to instructions.



raping



scratching




**Ask me this...**

- Can you rap in time with backing beats?
- Can you listen to other pupils' performances and identify the good points?

## Knowledge Organiser – PE – Dance - Year Five

Key Vocabulary	Definition
Fluency	To be able to do something in a way that seems easy.
Space	The space through which a dancers body moves.
Direction	The pathways and patterns made as a dancer moves across the floor.
Aerobic	A type of exercise that is good for the cardiovascular system. Sets of moves are repeated in time with the music to help improve health and fitness.
Style/era	The genre/era of time of the music being danced to, e.g. hip-hop (modern day) , lindy-hop (1940's).

Skill development	
Composition	To show fluency/control in chosen dances.
	To perform dances with characteristics of different styles/eras.
	To create aerobic routines (in groups).

Skills	
Style/era	
Fluency	
Direction	

## Knowledge Organiser – PSHE – Healthy Me - Year Five

Key Vocabulary	
<b>Pressure</b>	The act of trying to make someone else do something by arguing or persuading them.
<b>Informed decision</b>	A decision based on facts or information.
<b>Emergency</b>	A serious, unexpected, and often dangerous situation requiring immediate action.
<b>Procedure</b>	An established or official way of doing something.
<b>Recovery position</b>	A position used in first aid to prevent choking, in which the body is placed facing downwards and slightly to the side, supported by the bent limbs.
<b>Body image</b>	How people see themselves.
<b>Self-respect</b>	Having pride and confidence in oneself.

Key Knowledge
I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
I know and can put into practice basic emergency aid procedures (including the recovery position) and know how to get help in an emergency.
I understand how the media and celebrity culture promotes certain body types.



Reflective questions
Ask me this...
What does it mean to 'misuse' alcohol?
Why is it important to think quickly and calmly in an emergency situation?
Why do you think everyone looks different?



## R.E. Year 5 Spring 2 Knowledge Organiser

### Enquiry: How significant is it for Christians to believe God intended Jesus to die?

Key vocabulary	Definition
destiny	That all events are already planned.
Pilate	The Roman governor of the region
Pharisee	A strictly orthodox Jew who adhered closely to the rules and scriptures
sacrifice	To give away something precious to ensure something greater is gained.
incarnation	A person who lives as human but is a god or spirit.
Holy Week	The week, as told of in the bible, of the events leading to Jesus' crucifixion and resurrection.
crucifixion	To execute by being nailed/ tied to a cross by the hands and feet.
Palm Sunday	The day Jesus rode into Jerusalem – named so because of the palm leaves waved by the crowds.

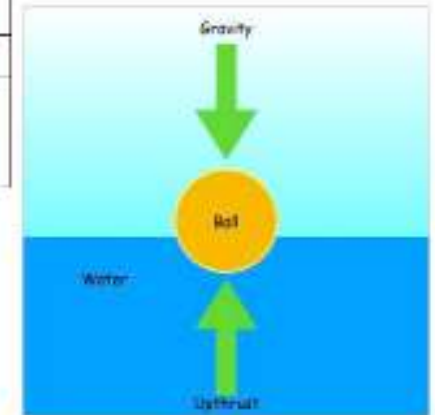
Key Knowledge
I know what the difference between destiny and to be pre-destined to do something
I can re tell the events of Holy Week
I know how Christians believe Jesus sacrificed himself to save mankind
I can explain whether God intended Jesus to be crucified or whether his crucifixion was a consequence of events during Holy Week.
I can explain the importance of Jesus' death being part of God's plan to Christians



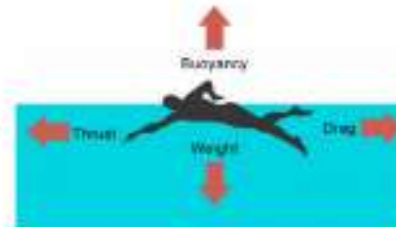
## Knowledge Organiser – Forces – Science – Year 5

Key Vocabulary	Definition
<b>Force</b>	A push or a pull
<b>Gravity</b>	A force that pulls objects towards the centre of the earth
<b>Friction</b>	A force caused by two surfaces touching each other
<b>Air Resistance</b>	A kind of friction that slows objects down when they travel through air
<b>Water Resistance</b>	A kind of friction that slows objects down when they travel through water
<b>Buoyancy</b>	An object's ability to float
<b>Upthrust</b>	A force that pushes objects up in water or air
<b>Streamline</b>	To shape an object in a way that reduces the effect of air resistance or water resistance.

Key Knowledge
I know a force is a push or a pull.
I know friction occurs when two objects touch each other.
I know how to set up a fair test.
I know simple machines help us to increase the force we apply to an object to move it.



*Gravity is equal to upthrust, so the ball floats. The forces are balanced.*



*Air resistance slows down the parachute as gravity pulls it to the ground.*

Pulley	Lever	Gear