

Knowledge Organisers

2nd Summer Term

Science

History

Geography

Art

PSHE

French

Music

R.E.

P.E.

Swimming

Class 3 – Year 5

Knowledge Organiser – Human Body – Science – Y5








Key Vocabulary:	
Circulation	The circulatory system is the system that moves blood around the body.
Respiration	The respiratory system is the set of organs that allows a person to breathe and exchange oxygen and carbon dioxide in the body.
Muscle	A band of tissue in the body that has the ability to contract, producing movement in parts of the body.
Oxygen	We breathe in oxygen which is then transported around the body by red blood cells. In the human body, the oxygen
Carbon dioxide	Your blood carries carbon dioxide to your lungs which is then breathed out.
Veins	Veins carry blood back towards the heart.
Arteries	Arteries carry blood away from the heart.
Capillaries	Tiny blood vessels that carry blood to the individual cells - they join the arteries to the veins
Pulse	The beating of the heart which can be felt by feeling the arteries of the wrist or neck.
Blood vessels	Arteries, veins and capillaries

Key Knowledge:
I know the main organs in the body.
I understand how the heart functions.
I understand the difference between the circulatory and respiratory systems.
I understand the importance of blood and can explain why we need it.
I understand the function of the lungs and the effects of smoking on the lungs.

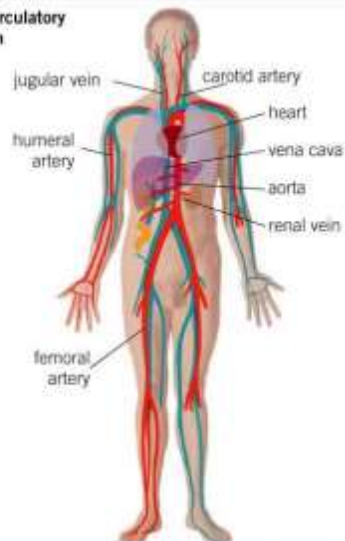
Diseases caused by Smoking

- Cancer e.g. throat, lungs or mouth cancer
- Emphysema
- Heart disease
- Asthma
- Bronchitis
- Heart failure
- Blockage in the arteries

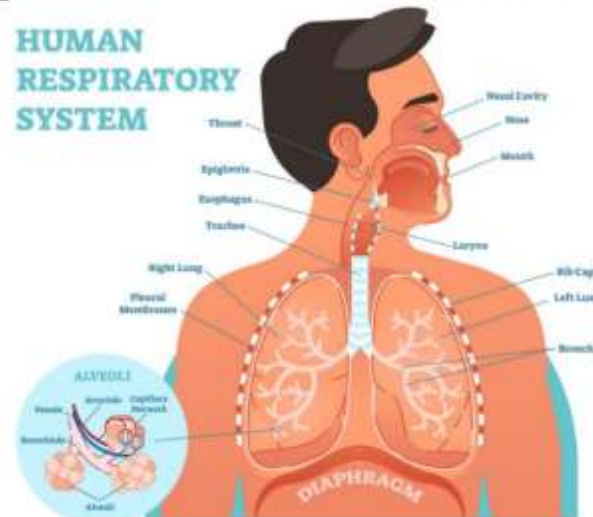


Liver	This organ removes toxins from the blood and makes blood	
Lungs	This is where oxygen gets into the blood. Carbon dioxide leaves the blood here.	
Small and large intestines	This is where the body absorbs food and water into the blood.	
Heart	This pumps blood to all parts of the body.	
Brain	This control most of the things your body can do.	
Kidneys	These help the body to get rid of waste and they make urine.	
Stomach	This mixes food with acid and gastric juices. It starts to break down food.	

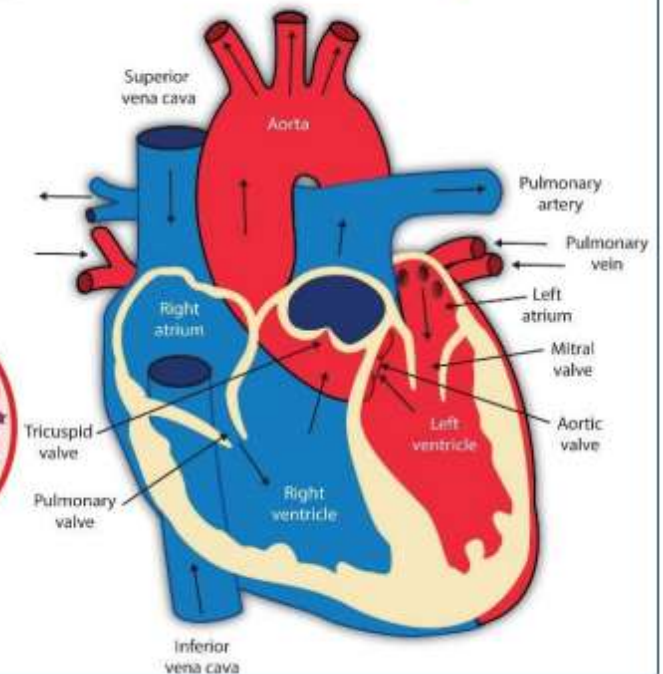
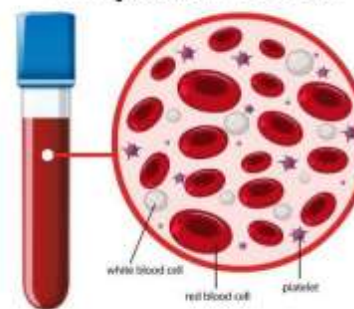
The circulatory system



HUMAN RESPIRATORY SYSTEM



Composition of Blood

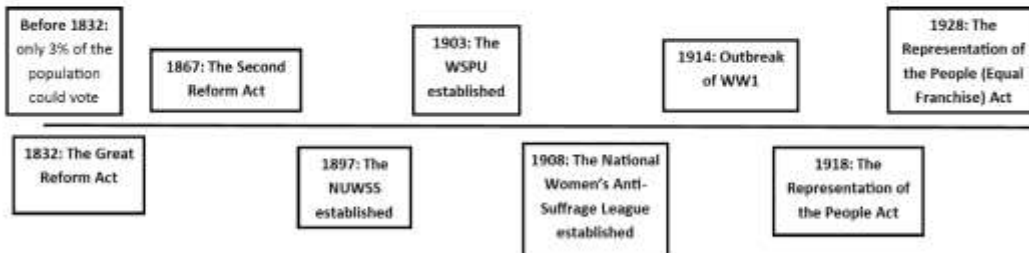


Knowledge Organiser – The Suffragettes – History - Year 6

Key vocabulary	Definition
Suffrage	The right to vote.
Electorate	The people who can vote in an election.
Democracy	A system of government where those in power are voted for by the people. The word 'democracy' comes from two Greek words which mean 'rule by the people'.
Campaign	Where a group of people carry out actions to try and influence decisions made by the government and make a change.
Petition	A formal written request, usually signed by lots of people, asking the government or another important group to do something.
Anti-suffragism	People who believed that women should not be allowed to vote.
Hunger Strike	When people refuse to eat as a form of protest.
Suffragist	A member of the National Union for Women's Suffrage Societies (NUWSS) who campaigned peacefully for women's suffrage.
Suffragette	A member of the Women's Social and Political Union. A more radical group which sometimes used violence and broke the law.

Key Knowledge
I understand how British democracy has changed and that in the past it only involved a small number of people.
I know the National Union of Women's Suffrage Societies campaigned for equal voting rights for women.
I know who the Women's Social and Political Union were and how they campaigned.
I understand that some people, including women, in the early 20 th century opposed women's suffrage.
I understand that parliament finally granted women's suffrage in 1918 (to some women) and 1928 (all women over 21).

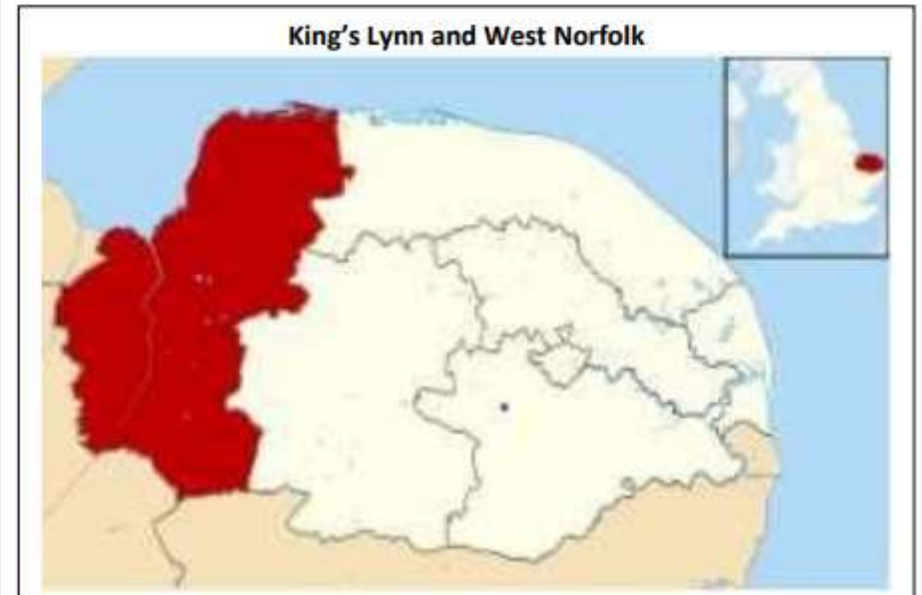
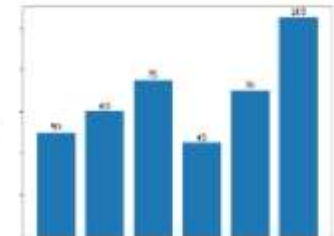
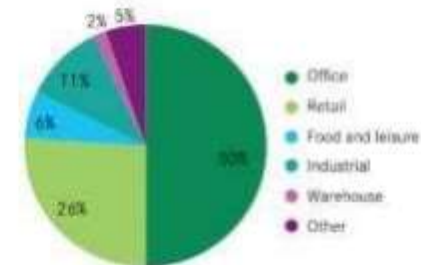
Key People	Key information
John Stuart Mill 	Argued that some women should be given the vote as part of the Great Reform Act 1867.
Millicent Fawcett 	Leader of the National Union for Women's Suffrage Societies.
Emmeline Pankhurst 	Leader of the Women's Social and Political Union.
Frederick Pethick-Lawrence 	Male suffragette, who was arrested and went on hunger strike in prison.
David Lloyd George 	Prime Minister when the Representation of the People Act was passed



Knowledge Organiser – Local Study – Geography – Year 5

Key Vocabulary	Definition
rural	Relating to the countryside
urban	Relating to a town or city
Land use	The management or modification of natural land by people
Secondary data	Information collected by other people and then used to answer questions
Primary Data	Information collected directly in response to answering a geographical question
Observational data	Information collected by watching events unfold
Aerial photograph	A photograph taken from a height – in mapping this is either by satellite or aircraft
Field work	Collecting information from a place to answer geographical questions

Key Knowledge
I know that there are different types of land use in West Norfolk
I can complete desk top fieldwork
I can complete field work into the local area
I can present the data that I collect
I can come to conclusions about the local area



Knowledge Organiser – William Morris (Visual Arts - Year Six)

Key Vocabulary:

designer	A person who plans the look of something before it is made.
decorative arts	The arts concerned with the production of objects which are both useful and beautiful. This is different to the "fine arts" which are usually viewed as painting, drawing, sculpture and photography.
Arts and Crafts movement	A trend in the decorative and fine arts which began in Britain in about 1880 where designers, craftsmen, artists and architects placed value on how things were made, using traditional craftsmanship, in small workshops. This was a reaction against mass industrialization in factories of the Victorian period.
stylized	To design something according to a particular style, rather than in accordance with nature or reality.
medieval	The period in European history from about 600 C.E. to 1500 C.E. Also known as the middle ages or dark ages. William Morris, the Pre-Raphaelites and the Arts and Crafts movement were interested in the designs and art from this time.
textiles	A cloth or fabric produced by, for example weaving or knitting.
woodblock printing	A print made from a design cut in a block of wood, and then printed onto paper or fabric.
block printing	To print from a hand-cut wooden block. Multiple separate blocks can be used to print onto the same design. This is how Morris' wallpaper designs were printed.
reduction printing	A multicoloured print where the separate colours are printed from the same block, which is reduced each time the block is used to print.
printing press	A machine that can print books, newspapers or magazines. Morris started his own press company in Hammersmith, called the Kelmscott Press.

Key Knowledge:

- I understand William Morris was a Victorian designer.
- I understand how William Morris' wallpapers were printed.
- I can create my own wallpaper design inspired by William Morris.
- I can create my own printing tile and use it to print my design in different layers.
- I understand that William Morris was a writer and created his own printing press and that he was a key figure in the Arts and Crafts movement.



Photographs:

'Have nothing in your houses that you do not know to be useful or believe to be beautiful.'
William Morris



The Morris Room at the Victoria and Albert Museum, London.



Designs:



Honeysuckle furnishing fabric 1876



Pink and Rose Wallpaper 1890



Strawberry Thief wallpaper 1883

Knowledge Organiser – PSHE – Changing Me - Year Five

Key Vocabulary	
Self-image	The opinion or idea you have of yourself, especially of your appearance or abilities
Self-esteem	A feeling of being happy with your own character and abilities
Trust	The belief that something is true or correct or that you can rely on it.
Celebrity	A famous person.
Puberty	The period of a person's life during which their sexual organs develop and they become capable of having children.
Responsibility	A duty to deal with or take care of somebody/something.
Respect	Polite behaviour towards or care for somebody/something that you think is important.
Independence	The freedom to organise your own life, make your own decisions, etc. without needing help from other people.
Worry	To keep thinking about unpleasant things that might happen or about problems that you have.

Key Knowledge
I am aware of my own self-image and how my body image fits into that.
I can explain how our body changes during puberty and understand the importance of looking after yourself physically and emotionally.
I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.



Reflective questions
Ask me this...
How can I build my own self-esteem?
What changes happen to boys and girls during puberty?
How might you manage changes ahead?

Knowledge Organiser Year 6 French Unit 12: On va faire la fête!

Key Language	English
Où vas-tu?	<i>Where are you going?</i>
Je vais au café/à la piscine etc	<i>I'm going to the café/pool</i>
Comment vas-tu?	<i>How are you travelling?</i>
Je vais en voiture/à pied etc	<i>I'm going by car/on foot</i>
Qu'est-ce que tu vas faire?	<i>what are you going to do?</i>
Je vais/on va	<i>I'm/we're going to</i>
regarder un film / nager etc	<i>watch a film/swim etc</i>
IL/elle est/n'est pas	<i>He/she is/isn't</i>
grand(e)/petit(e)/sympa etc	<i>tall/small/kind etc</i>
Il/Elle aans	<i>He/She isyears old.</i>
Il /Elle a les yeux/les cheveux	<i>He/she has...eyes/hair</i>
Il/Elle porte un jean bleu etc	<i>He/she is wearing....</i>
J'aime/Je n'aime pas..	<i>I like/I don't like ...</i>
J'adore/Je déteste ...	<i>I love/I hate</i>
les frites/les gâteaux/les bonbons	<i>chips/cakes/sweets etc</i>
C'est délicieux!	<i>It's delicious!</i>
Qu'est-ce que tu veux/vous voulez manger/boire	<i>what would you like to eat/drink?</i>
Je voudrais ...	<i>I would like</i>
une limonade/ un coca	<i>a lemonade/a coke</i>
un jus de pomme/un jus d'orange	<i>an apple/orange juice</i>
un chocolat chaud/un café/ un thé	<i>a hot chocolate/coffee/tea</i>
s'il te plaît/s'il vous plaît	<i>please</i>
Voilà/merçi monsieur	<i>there you are/thank you</i>
C'est combien?	<i>How much is it?</i>
L'addition s'il vous plaît!	<i>The bill please!</i>

Je voudrais un café crème.



Je voudrais un chocolat chaud.



Je voudrais deux croissants.



Je voudrais un jus de pomme.



Je voudrais une limonade.

KEY QUESTIONS

Qu'est-ce que vous voulez boire/manger?

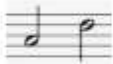




What would you like to drink/eat?

C'est tout? /Et avec ça?


Is that all?/Anything else?

C'est combien?

How much is that?

Key Vocabulary	Definition
Time signature	The rhythm following a clef 4/4 — there are four crotchet beats in a bar
Key signature	The key of a piece of music depends on the flats and sharps in the music. D major — there are two sharps in the key signature (#)
Tempo	The speed at which music is played Adagio — At a slow speed (68 bpm)
Rhythmic patterns using:	Minims:  Dotted crochets:  Crochets:  Quavers:  Semiquavers: 
Harmony	Music to support the melody


Key Signature: C major — there are no sharps or flats in the key signature



Key Signature: D minor — there is one flat in the key signature

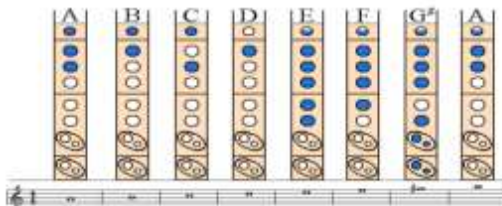


Key Signature: E b major — there are three flats in the key signature




Improvise Together

Recorder A Minor Scale and Finger Chart.



2/4 Time Signature




Top Number
2 beats every bar

Bottom Number
Quarter (crotchet) beat

Notes you composed with...

C, D, E, F, G, A, B



Songs Covered	
Disco Fever	Style: Disco
La Bamba	Style: Rock 'n' Roll
Change	Style: Pop

R.E. Year 5 Summer 2 Judaism Knowledge Organiser
Enquiry: How special is the relationship Jews have with God?

Key vocabulary	Definition
Relationship	The way in which two or more people or things are connected.
Abraham	The founder of Judaism. Abraham means 'father of many'.
Moses	The great leader, lawgiver, and prophet of the ancient Israelites (Jews)
Ten Commandments	Ten rules for Jewish people to follow, given by God.
The Mezuzah and the Shema	The mezuzah is found on doorposts in Jewish homes. It contains a scroll with Hebrew writing and is called the shema, an affirmation of Jewish faith.
Affirmation	A short, positive statement that is designed to be frequently repeated in order to enforce positive thinking.

Key Knowledge
I know why agreements are important and why they should be kept.
I know that God made a promise to Abraham to look after and protect him and his descendants.
I know the Ten Commandments are a promise between Jewish people and God to maintain a special relationship.
I know that Jewish practices such as the Torah Scroll and the Mezuzah help express their commitment to God.
I know that affirmations can help build and maintain relationships.



Knowledge Organiser – PE – Tennis – Year Five

Key Vocabulary	Definition
Ready position	The ready position is the position you take before your opponent hits the ball that allows you to move quickly around the court in any direction.
Rally	A sequence of shots back and forth between two players.
Serve	A serve is the shot used to start a rally when playing for a point. It should land in the diagonally opposite service box without hitting the net.
Placement	Strategically hitting the ball away from where your opponent is to help you win the point.
Recover	Move back to a central position during a game to make sure you can return the ball.
Volley	To hit the ball back to your opponent before it bounces.

Skill development

Tennis	To be able to use the ready position in order to help to keep a rally going over a net, using both forehand and backhand (two-handed) shots.
	To be able to serve the ball from hand to racket to land 'in' on the other side of the court.

Rules

Win a point if:

- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

- Tactics are important because they help you to outwit an opponent.
- There are different tactics to use if you are defending or attacking.

• You might use different tactics depending on who you are playing against or the situation.

Serving rules:

- Ball must bounce over the net and before the service line. If playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net and bounces in, it is called a "let" and they have their first serve again.
- If a pupil fails to hit their serve 'in' after second serve, the point is awarded to their opponent.

• In a game, you do not hit the whole game then switch.

Skills

Ready position



Forehand position




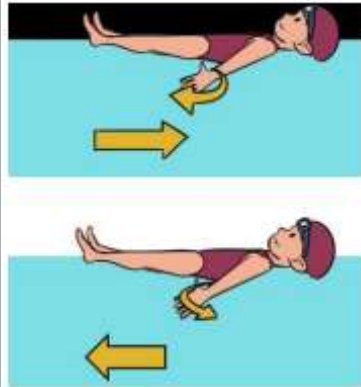
Backhand position



Tactics

Key Vocabulary	Definition
Dolphin kick	A dolphin kick is usually used for the butterfly stroke. Created by whipping motion with both legs together.
Stroke	A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.
Inhale/Exhale	The acts of breathing in (inhale) and out (exhale).

Skill development
Swim competently, confidently and proficiently over a distance of at least 25m.
Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
Perform safe self-rescue in different water-based situations.

Skills	
Front crawl arm action	
Sculling	
Breathing when swimming	