

Hobbs Hill Wood Primary School

Knowledge Organiser for:
History

Year 5, Autumn 1

Tudor Age of Discovery

🌸 1485 – 1603 🌸



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→ 43	43—410	410—1066	793—1066	1066—1485	1485—1603	1603—1714	1714—1837	1837—1901	1901 →
Pre-history	Roman	Anglo-Saxon	Viking	Medieval	Tudor	Stuart	Georgian	Victorian	Modern

Knowledge

Core Vocabulary:

The Carrack: The main vessel used in exploring during the Age of Discovery

Monarch: The leader of a country eg. a King or Queen

Treason: to betray your country or monarch

Heir: the person next in line to the throne when the current king or queen dies

Reign: the period of time that a monarch rules

Reformation: the act of changing (reforming) something, in this case the reformation of the church to remove the Pope's control.

Settlement: a place, one which has particularly uninhabited, where people establish community.

Wealth: an abundance of valuable possessions or money

Who were the Tudors?

There were six Tudor monarchs who ruled England from 1485 to 1603. Tudor England had two of the strongest monarchs ever to sit on the English throne: Henry VIII and his daughter Elizabeth I.

The Tudor rose was created when Henry VII brought an end to the War of the Roses. He joined the white rose of York with the red rose of Lancaster to create the Tudor Rose.

What was important in Tudor times?

Religion was very important in Tudor times. Everyone had to go to church. If you didn't attend the same church as the monarch you might get arrested, thrown in the Tower of London, or even executed.

Henry VIII broke away from the Catholic Church and created the Protestant church so that he could divorce his first wife. He went on to have six wives, beheading two of them.

Age of Discovery

Exploration Begins – That Tudors developed ships to withstand fierce Atlantic waves.

That life at sea in the Tudor times was very dangerous.

To know the routes used by Portuguese explorers and how these influenced Tudor explorers.

Competing for wealth – To know about famous Tudor Explorers (Christopher Columbus, John Cabot, Francis Drake) Understand how Tudors competed with Spain and Portugal to take over the World. Knowing how this drove them to travel further and further afield.

The new world colonies – To know of attempts to set up successful colonies in North America (Humphrey Gilbert, Walter Raleigh).

Skills

- Establish clear narratives within and across the periods they study. Note connections, contrasts and trends overtime.
- Develop chronologically secure knowledge and understanding of British, local and world history.
- Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
- Address and devise historically valid questions about cause.
- Address and devise historically valid questions about significance.
- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.



Lancaster Rose



York Rose



Tudor Rose



Hobbs Hill Wood Primary School

Knowledge Organiser for Art and Design

Art, Year 5, Autumn

Art inspired by Tudor Artists



Ofsted
Good
Provider

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Knowledge

Project - Art inspired by Tudor Artists- Arcimboldo

- Children will explore the work of Arcimboldo by practising study of fruit/vegetables using still life.
- Children will create a piece of art replicating Arcimboldo's style. They use the skills explored in their piece.
- Children will improvise how to adapt their pictures to create a lifelike face.
- Children will present their work with pencils and coloured pencils to include blending.
- Children will evaluate their piece as they develop their art, amending as needed in order to create a final coherent piece of work.



Practical skill development

- Use colouring pencils effectively to create tone and detail
- Use shading to add interesting effects to drawings, using different grades of pencil.
- Use a sketchbook to show how ideas have been improved; review and revisit.
- Choose a suitable format to work with: Portrait or Landscape.
- Improve their mastery of art and design techniques, including drawing.
- Painting and sculpture with a range of materials.
- Use hard and soft lines to record detail in the distance, foreground.
- Use blending and overlaying colours to create soft backgrounds.
- Use pens or their own choice of medium to record minute detail.
- Use blending and mixing to create various shades inspired by famous artists.
- Select appropriate size brushes to layer detail.
- Investigate the effect of wax with water colour paints.
- Evaluate and analyse creative works using the language of art, craft and design.



Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 5

Volleyball and Tag Rugby



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Tag Rugby

National curriculum aims

2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate.
- Understand the defence duties in tag rugby and the process of tagging.
- Understand the defensive duties in tag rugby and the process of tagging.
- Understand the importance of keeping in a line both attacking and defending plays.
- Use tactics in games to achieve success as a team.
- Participate in competitive games, understand the rules of the game and participate in full games playing fairly.
- Use simple tactics in games to achieve success as a team
- Carefully consider the best way to score a try and win the game, remembering to find and use space when running.

Unit objectives

- Step 1- to travel at speed with the ball
- Step 2- to dodge and fake passes when running with the ball
- Step 3 – to catch the ball whilst under pressure
- Step 4 –To watch and evaluate the professional game
- Step 5- to decide on ways to attack when playing the game
- Step 6 – To decide on the best ways to defending within games.

Key Vocabulary

- Rugby
- Tag
- Pass
- Share
- Attack
- Defend
- Mark
- Dummy

Volleyball

National curriculum aims

2B- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Adopt a good ready position on court and show good awareness of others in game situations
- Apply basic principles suitable for defending. Show good position on court.
- Apply basic principle's suitable for attacking. Identify spaces and understand the tactics of hitting into gaps.
- Use good footwork that allows the ball to be hit with good technique.
- Participate in competitive games, modified, and adapted where appropriate.
- Direct the ball towards the opponent's court or target area.

Unit objectives

- Step 1- To react quickly to a travelling shuttle
- Step 2- to move feet quickly to get into a good positions
- Step 3 – To be confident to play different shots.
- Step 4 – To play shots appropriate to the situation
- Step 5 – To improve play shots accurately
- Step 6- To compete against others knowing when to attack and when to defend.

Key Vocabulary

Ball Flight, Ready Position, Watch the ball, Catch, Control, Throw, Ready; Watch, Hands, Aiming, Accuracy, Power, Speed, Direction, Space, Wide, Tactics, Successful

Hobbs Hill Wood Primary School

Knowledge Organiser for
Computing, Year 5, Autumn 1
We are game developers



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Knowledge

In session 1 they analyse games and plan their own

- In session 2 they create and source assets
- In session 3 they create a prototype of a Scratch game
- In session 4 they **debug** the game script
- In session 5 they test and improve their game
- In session 6 they write game instructions and publish their games.

Key Vocabulary

Algorithm: a sequence of precise instructions or steps (sometimes a set of rules) to achieve an objective

Background: scenery and other unchanging elements in a game

Bug: an error or mistake in a program or algorithm, causing the computer or robot to behave in a manner that was not originally intended

Code: instructions (or sometimes rules) that can be understood by a computer

Debug: correct mistakes in a computer program or algorithm

Iterative development: a trial and improvement approach in which each successive version builds on the previous one by the fixing of mistakes or the adding of features

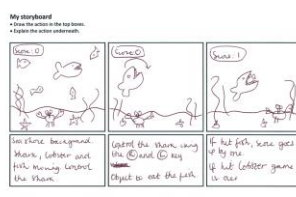
Logical reasoning: a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules

Program: an automated solution to a problem

Scratch: simple, block-based programming language in which programs for characters are built by snapping together code blocks

Sprite: a graphical character in a program that can be given its own sequence of instructions

Storyboard ideas for a game plan

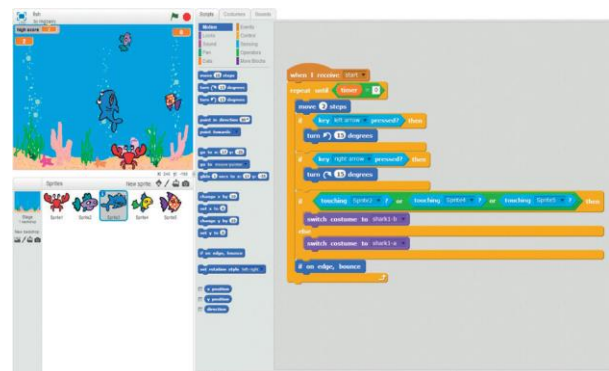


Skills

- Create original artwork and sound for a game
- Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables
- Detect and correct errors in their computer game
- Use iterative development techniques (making and testing a series of small changes) to improve their game.
- Core Vocabulary: algorithm, background, bug, code, debug, interactive development, logical reasoning, program, Scratch, sprite



Background design



Example of coding in Scratch

Knowledge

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa
- Know ways that they can support young people in their own culture and abroad



Social and emotional skills

- Be able to identify what they value most about school
- Identify hopes for the school year
- Empathy for people whose lives are different from their own
- Consider their own actions and the effect they have on themselves and others
- Be able to work as part of a group, listening and contributing effectively
- Understand why the school community benefits from a Learning Charter
- Be able to help friends make positive choices
- Know how to regulate my emotions

Key Vocabulary

Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

Hobbs Hill Wood Primary School

Knowledge Organiser for

RE, Year 5, Autumn

Rules for Living & Light as a Symbol



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Knowledge

- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions
- Use key religious vocabulary in communicating their knowledge and understanding;
- Know the function of objects/places/ people within religious practices and lifestyles.
- Begin to recognise key similarities and differences.
- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.
- Describe the key aspects of religions and traditions that influence the beliefs and values of others;

Core Vocabulary:

Moses
Abraham
Torah
Old Testament
New Testament
Rabbi
Christian
Church
Jesus
Bible
Vicar
Priest
Hannukah
Dreidle
Divali
Advent
Kosher

Skills

- Identify and begin to describe the similarities and differences within and between religions;
- Investigate the significance of religion the local, national and global communities
- Express personal reflections and emotions;
- Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
- Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own
- Begin to identify the impact of religious teachings, including the effect sacred texts have on believer's lives. Identify religious symbols and symbolic actions.
- Describe the key aspects of religions and traditions that influence the beliefs and values of others;



Hobbs Hill Wood Primary School

Knowledge Organiser for Science, Year 5, Autumn 1 Material world



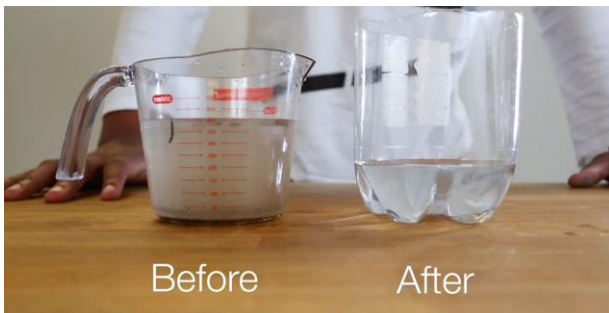
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Knowledge

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Know the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.

Core vocabulary:

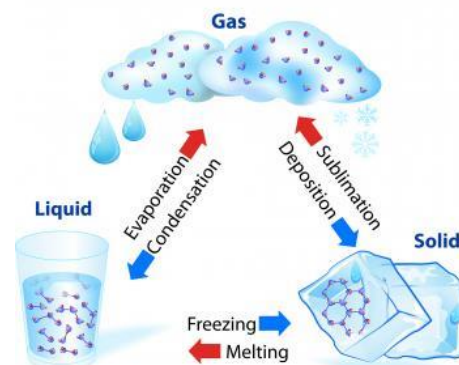
Dissolve
Elastic
Electrical conductor
Evaporate
Filter
Flexible
Hard
Insoluble
Mixture
Plastic
Resistant
Rigid
Soluble
Solution
Thermal conductor



Skills

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

STATE OF MATTER



Hobbs Hill Wood Primary School

Knowledge Organiser for Spanish, Year 5, Autumn 1 & 2 What is the date?



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Knowledge

- Follow and give simple instructions and descriptions (e.g. the date).
- Months of the year.
- Say when your birthday is in target language.
- Be able to say, read and write the date including the day, number and month of the year.
- Know all numbers from 1-100 in multiples of 10 as well as all numbers from 1-31

Spanish	English
¿Qué fecha es hoy?	What is the date today?
Hoy es	Today is ...
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September

Skills

- Take part in short conversations using sentences and familiar vocabulary.
- Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language
- Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.
- Read a variety of simple texts in different but authentic formats
- Write simple sentences and short paragraphs from memory or using supported written materials

Spanish	English
octubre	October
noviembre	November
diciembre	December
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince