

# Hobbs Hill Wood Primary School

Knowledge Organiser for:

Computing

Year 5, Spring 2

We are adventure gamers



'Inspiring confident and independent learners'

## Knowledge

- To know how to plan a non-linear presentation.
- To know how to create text as part of a presentation.
- To know how to add and edit images in a presentation.
- To know how to use hyperlinks for navigation between the slides of a presentation.
- To know how to record and add audio narration to a presentation.
- To know how to use commenting tools to give constructive comments to give feedback on a presentation.
- Core Vocabulary:** abstraction, colour value, Creative Commons, hyperlink, pixel, safe search

## Skills

- Use search technologies effectively.
- Use a variety of software (including Internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information.
- Use technology safely, respectfully and responsibly.

### The old chest

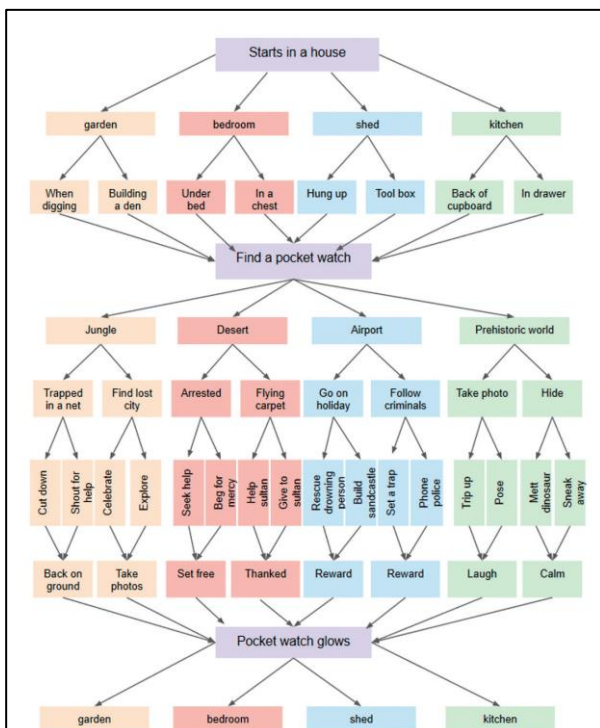
You are looking through your grandparents' chest, it is made from old mahogany and has beautiful, brass hinges. You slowly open chest the hinges creak, the chest is full of pictures of your grandparents in far away places. You also notice something shining; a glint of gold on the floor.

Pick it up

### Adding text to slides



### Adding images and hyperlinks to the slides



### Planning an adventure game story

# Hobbs Hill Wood Primary School

## Knowledge Organiser for: Design Technology Year 5, Spring 2 Tree Houses



'Inspiring confident and independent learners'

### Knowledge

- To know what a tree house is and what they can be used for.
- To know what tree-houses are made of.
- To know how to annotate sketches to develop and communicate ideas.
- To understand and generate realistic ideas, focusing on the needs of the user.
- To know how to make a tree house and how to join its components together.
- To know a range of wooden materials and their properties (Plywood, balsa wood, natural wood etc)
- To know the function and properties and aesthetic qualities of a wider range of materials.
- To know different methods of attaching materials securely together (glue, nail, screw, bolt, staple etc)
- To know a range of tools and what their uses are.
- To know how to use a range of tools safely (Hammer, Saw, drill etc)
- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- To begin to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- To know what 'a good finish' is and how to adapt and refine original design ideas.
- To know how to use their design criteria evaluate and improve their completed products.
- To understand how key events and individuals in design and technology have helped shape the world

**Core Vocabulary:** annotate, design criteria, investigate, analyse, purpose, evaluate, construct, components, generate, cross-sectional, exploded diagrams, stability.

### Skills

#### Design

To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  
To select from and use a wider range of materials and components, including construction materials,

#### Evaluate

To investigate and analyse a range of existing products  
To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



# Hobbs Hill Wood Primary School

Knowledge Organiser for:

History

Year 5, Spring 2

The Greek Legacy



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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

### Getting to know the Ancient Greeks?

To understand who the ancient Greeks were and know that they lived from about 800 BC to 150 BC.

To know that the ancient Greeks lasted for about 700 years.

To know where Greece is and know that it is a small country, made up of a peninsula and many islands, towards to east of the Mediterranean Sea.

### Daily Life

To understand that life in Ancient Greece was based on wealth and power.

To know about Greek traditions and culture (homes, food, clothes, lifestyles and leisure)

Can you identify similarities and differences between school today and school in ancient Greece?

To know what school was like for ancient Greek children. To find out about the ancient Greek school system.

### City State and War

To know about the rivalry between Athens and Sparta. To know about Greek armies, armour and tactics.

To know about famous Greek battles (Battle of Marathon, Battle of Salamis)

### The Olympic Games

To know that The Ancient Olympic Games lasted 1200 years. To understand how The Games developed over time. To know what happened to the Ancient Olympic and how The Modern Games began

**Core Vocabulary: chronological, temple, empire, rivalry, warfare, Athens, Sparta, Olympics, democracy**

## Skills

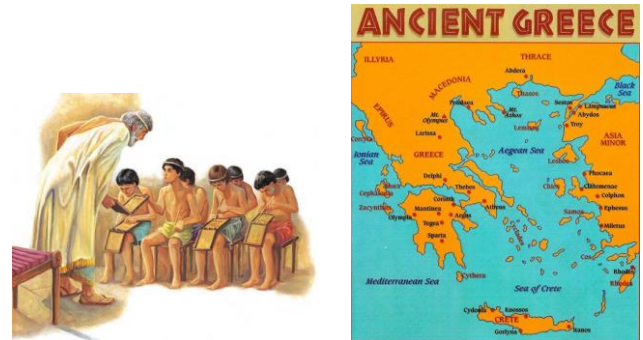
Establish clear narratives within and across the periods they study. Note connections, contrasts and trends overtime. Develop chronologically secure knowledge and understanding of British, local and world history.

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. Understand how our knowledge of the past is constructed from a range of sources.

Form questions to find out about the past.

Place events from ancient Greek on a timeline.



The Parthenon



# Hobbs Hill Wood Primary School

## Knowledge Organiser for PE Year 5 Football



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### Football

#### 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

- Apply basic principle for attacking- use a variety of tactics to keep possession of the ball.
- Apply basic principles for defending-defend by marking, covering, and tracking opponents as appropriate.
- Participate in competitive games, modified where appropriate.
- Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game.
- Develop control and confidence whilst performing skills at speed.
- Adapt games and activities making sure everyone has a role to play.

#### Unit objectives

- Step 1- To pass the ball to team mates in game situations
- Step 2- To dribble the ball whilst under pressure
- Step 3 – To defend in a team
- Step 4 – To compete in games
- Step 5- To decide on ways to attack when playing games.
- Step 6 – To decide on ways to defend in games.



#### Key Vocabulary

Football, Passing, Attacking, Defending, Throwing, Control, Saving, Tackle, Scoring, Aim, Dribbling, Turning, Direction

### Knowledge

- Know the health risks of smoking.
- Know how smoking tobacco affects the lungs, liver and heart.
- Know some of the risks linked to misusing alcohol, including antisocial behaviour.
- Know basic emergency procedures including the recovery position.
- Know how to get help in emergency situations.
- Know that the media, social media and celebrity culture promotes certain body types.
- Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure.
- Know what makes a healthy lifestyle.



### Social and emotional skills

- Can make informed decisions about whether or not they choose to smoke when they are older.
- Can make informed decisions about whether they choose to drink alcohol when they are older.
- Recognise strategies for resisting pressure.
- Can identify ways to keep themselves calm in an emergency.
- Can reflect on their own body image and know how important it is that this is positive.
- Accept and respect themselves for who they are.
- Respect and value their own bodies.
- Be motivated to keep themselves healthy and happy.

### Key Vocabulary

Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.

# Hobbs Hill Wood Primary School

Knowledge Organiser for:

RE

Year 5, Spring

Celebrations related to key figures



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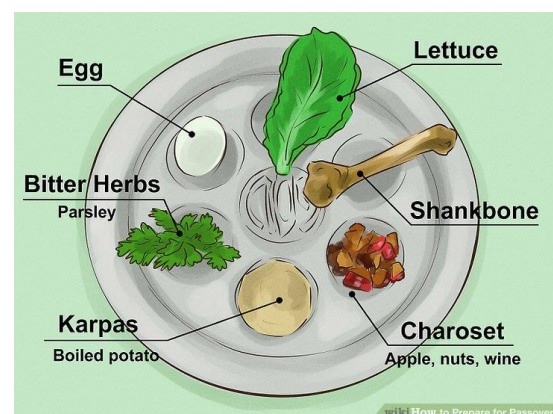
## Knowledge

- To know who the key figures are in the Jewish religion.
- To understand what happened to Jesus over the course of Holy Week.
- To know what happened to Jesus during the last hours of his life.
- To know the themes of Passover.
- To know the themes of Easter.
- To know what themes Passover and Easter have in common.
- **Core Vocabulary:** Purim, Esther, Moredchai, identity, Passover, Pesach, Exodus, Jews, Egypt, oppression, slavery, leadership, Exodus, Sedar, plate, symbolism, baptism, temptation, themes, significance, crucified



## Skills

- Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions
- 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.
- Use key religious vocabulary in communicating their knowledge and understanding.
- Identify religious symbols and symbolic actions.
- Describe the meaning of religious symbols and symbolic actions.
- Show understanding that symbols may be interpreted in different ways both within and between religions.



Sedar plate

# Hobbs Hill Wood Primary School

Knowledge Organiser for:

Science

Year 5, Spring 2

Amazing Changes



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## Knowledge

- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- **Core Vocabulary:** acid, burning, reversible, physical, change, reaction, irreversible, chemical, materials, rust



Elephant's toothpaste



Volcanic eruptions

## Skills

- Report and present 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.
- 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.
- Use test results to make predictions to set up further comparative and fair tests.
- Identify scientific evidence that has been used to support or refute ideas or arguments.



Burning



Rusting

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 5 – Spring 1

Spanish

Weather



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## Knowledge

- Be able to use a variety of vocabulary to describe the weather in Spanish.
- Ask what the weather is like today.
- Say what the weather is like today.
- Use a weather map with symbols.
- Describe the weather in different regions of Spain using a weather map with symbols.

- **Core Vocabulary:**

Hace calor. It is hot.

Hace frío. It is cold.

Hace fresco. It is cool.

Hace buen tiempo. The weather is nice.

Hace mal tiempo. The weather is bad.

Está nublado. It is cloudy.

Está soleado. It is sunny.

Está despejado. It is clear.

## Skills

- I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory.
- I can ask what the weather is in Spanish and can attempt to give the reply in Spanish.
- I can read a Spanish weather map with support from a word bank.

