Knowledge Organisers
1ˢᵗ Autumn Term

Science

History

Geography

Art

PSHE

French

Computing

R.E.

P.E.

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
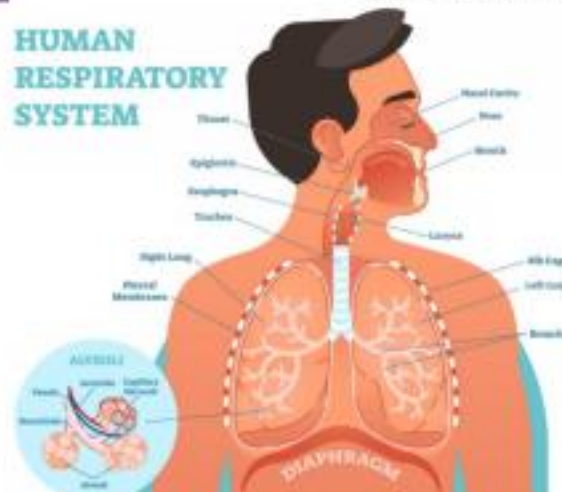- Heart failure
- Blockage in the arteries

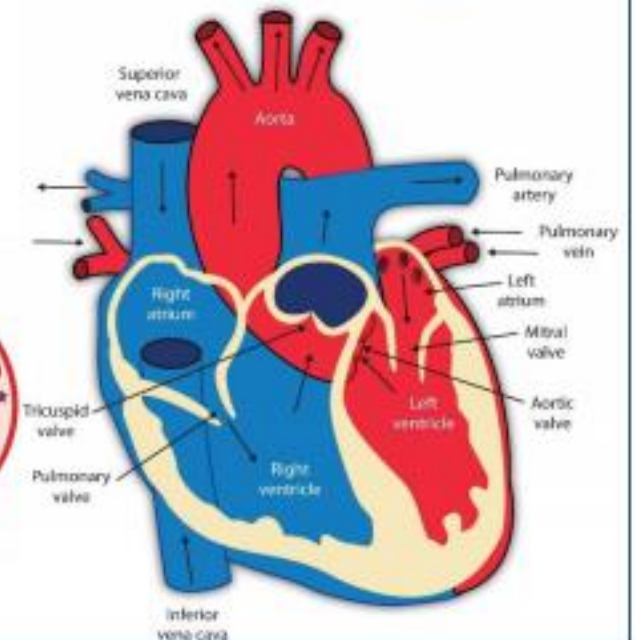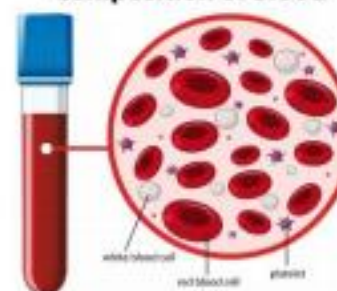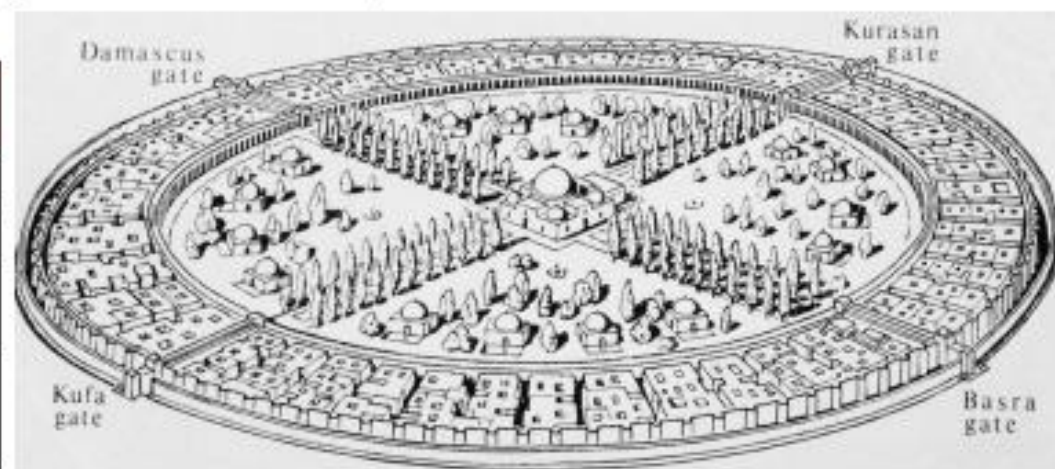|		
Liver	This organ removes toxins from the blood and makes blood	
Lungs	This is where oxygen gets into the blood. Carbon dioxide leaves the blood here.	
Small and large intestines	This is where the body absorbs food and water into the blood.	
Heart	This pumps blood to all parts of the body.	
Brain	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

jugular vein, carotid artery, heart, humeral artery, vena cava, aorta, renal vein, femoral artery

HUMAN RESPIRATORY SYSTEM

Composition of Blood

Superior vena cava, Aorta, Pulmonary artery, Pulmonary vein, Left atrium, Mitral valve, Right atrium, Aortic valve, Left ventricle, Tricuspid valve, Pulmonary valve, Right ventricle, Inferior vena cava

Knowledge Organiser - Baghdad 900 CE - History – Year 5

Key Vocabulary	Definition
Mesopotamia	In the continent of Asia, between the River Tigris and the River Euphrates, there was a warm and pleasant region called Mesopotamia, meaning 'the place between two rivers'.
Cuneiform	Cuneiform is believed to be one of the oldest writing systems in the world. It was developed in Mesopotamia.
Civilisation	A civilisation is a nation, or group of people, that share a common culture, common laws, a common economy, and typically a common faith or religion.
'City of Peace'	Baghdad 900 CE was referred to as the 'City of Peace'.
House of Wisdom	The House of Wisdom was a place in Baghdad where texts were translated and where people came to learn and read. It is remembered as one of the world's greatest libraries.
Mongols	The Mongols (originally from Mongolia) were a tribe of nomads who rode on horseback across central and northern Asia.

Damascus gate · Kurasan gate · Kufa gate · Basra gate

Key People	What did they do?
Caliph Al-Mansur	A religious leader who is remembered for founding the city of Baghdad.
Al Tabari	He was an influential scholar, historian and translator/ interpreter.
Hulago Khan	A Mongolian ruler who invaded Baghdad in 1258 and destroyed the city.

Timeline of Baghdad: 762-1258

762 CE
The construction of Baghdad began in 762 CE when Caliph Al-Mansur laid the first brick

900 CE
Baghdad became a hugely significant city by CE 900 and people came from all over the world to visit the city.

1258 CE
Mongol forces invaded and destroyed the city. Much of the population was killed.

Scholars at an Abbasid library

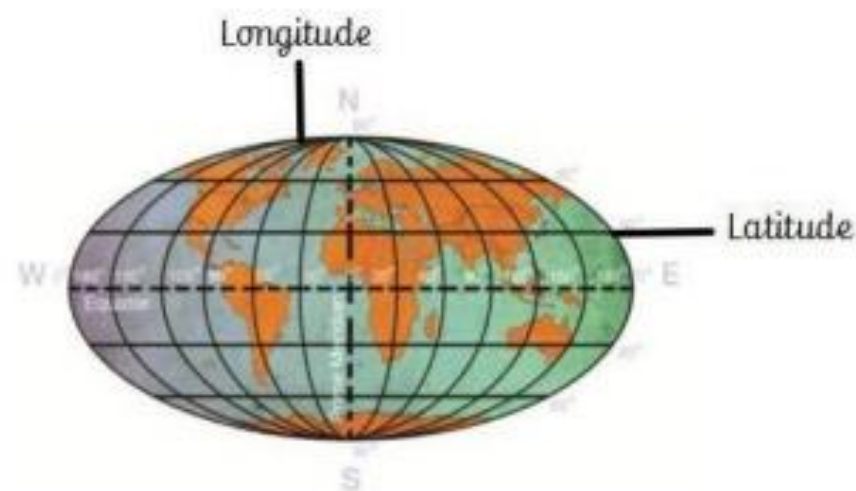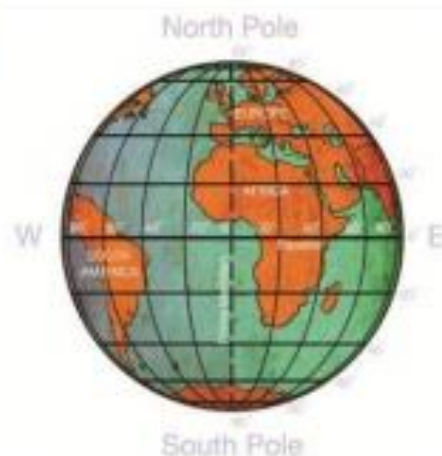Maqamat of al-Hariri Illustration by Yahya al-Wasiti, Baghdad 1237

Key Knowledge:

I understand that an ancient civilisation began in Mesopotamia.

I know that Baghdad is a city that was built near the Tigris River, in Mesopotamia, a long time ago.

I understand the layout of Baghdad in 900 CE.

I understand that many people came to Baghdad from around the world to trade, teach and learn.

I know that the Mongol attack on Baghdad destroyed the city.

Knowledge Organiser- Spatial Sense - Geography - Year 5

Key Vocabulary	Definition
Prime meridian line	An imaginary line that divides the earth into two sections to show the EASTern and WESTern hemispheres. It also used as the basis for world time zones.
Longitude	Imaginary LINES parallel to the prime meridian line that help map makers locate places with accuracy. (Vertical LINES)
Latitude	Imaginary LINES parallel to the equator that help map makers to locate places with accuracy. (Horizontal lines)
EAStern HEMISphere	A term used to DEScribe places that are east of the meridian line.
Western Hemisphere	A term used to DEScribe places that are WESt of the meridian line.
Relief maps	A map that uses shading and colours to indicate the height of the land.

A relief map of Wales

Key Knowledge:
I understand that map makers draw imaginary lines to divide the world into sections.
I can locate places in the Eastern and Western hemispheres.
I can use coordinates to locate places on a map.
I know how scale is used on a map.
I understand that a relief map shows heights on the map.

Knowledge Organiser – Islamic Art and Architecture - Visual Arts - Year 5

Key Vocabulary	Definition
Islamic art/architecture	Art or architecture which relates to the religion of Islam or the Islamic world.
mosque	A place of worship for Muslims.
minaret	A thin tower, usually part of a mosque, from which a person calls Muslims to prayer.
dome	The hollow, upper half of a sphere, often used in Islamic architecture.
calligraphy	Decorative handwriting.
geometric patterns	A pattern made out of geometric shapes such as triangles, squares, circles.
vegetal patterns	A pattern made out of shapes and lines which represent plants.
figural	Art work showing humans or animals.

Key Knowledge:

I understand what Islamic art and architecture means.

I understand that Islamic art uses calligraphy, geometric and vegetal patterns.

I know common features of Islamic architecture.

I understand how the Alhambra shows features of Islamic art and architecture.

I can explore the Islamic art and architecture of the Taj Mahal.

Architecture

The Dome of the Rock (691 - Jerusalem)	The Taj Mahal (1632 – Agra, India)

The Alhambra – (Granada, Spain)

Court of the Lions, Nasrid Palaces, (1300s)

Plasterwork - Nasrid Palaces (1300s)

Geometric tilework - Nasrid Palaces (1300s).

Plasterwork calligraphy - Nasrid Palaces showing arabic writing which reads, "There is no victor but God."

Knowledge Organiser – PSHE – Being Me in My World - Year Five

Vocabulary

Refugee, Asylum, Refugee.	See below
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Citizen	Someone who is a citizen of a particular country is legally accepted as belonging to that country.
Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.
Collaboration	The action of working with someone to produce something.

The Jigsaw Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy (confidentiality)

Key knowledge

I can understand my rights and responsibilities as a British citizen and as a member of my school.

I can make choices about my own behaviour because I understand how rewards and consequences feel.

I can understand how a democracy and having a voice benefits the school community and know how to participate in this.

Hello
I'm Jigsaw Jez

Reflective Questions
Ask me this...

Should a government help its own citizens before it helps refugees?

Is it the government's responsibility to ensure that every citizen in our country can have their rights met?

What are your responsibilities to yourself or others so that everybody has the chance to learn?

REFUGEE
- Forced to leave their country
- Fleeing armed conflict or persecution
- Do not know where they'll end up

MIGRANT
- Choose to move
- No direct threat of persecution or death
- Mainly to improve their lives
- Finding work

ENVIRONMENTAL MIGRANT
- Fleeing from natural disaster
- Still enjoys its government's protection

ASYLUM SEEKER
- Person who left country
- Applied for refugee status
- Awaiting decision on their application
- Not to be confused with refugee

Knowledge Organiser   Year 5 French   Unit 1: Salut Gustave!

Key Language	English
Bonjour/Salut!	Hello/Hi!
Comment t'appelles-tu?	What'your name?
Je m'appelle	My name is....
Ça va?	How are you?
Oui, ça va bien.	I'm fine
Non, ça ne va pas.	I'm not doing well
Comme çi comme ça	so-so
Tu es français(e)/britannique?	Are you French/British?
Oui/Non je suis ...	Yes/No I am .....
Quel âge as-tu?	How old are you?
J'ai dix ans	I'm 10 yrs old
Tu as des frères ou des soeurs?	Have you any brothers and sisters?
J'ai un(e)/deux frère(s)/soeur(s)	I have one/two brother(s)/sister(s)
Je n'ai pas de frères ou de soeurs.	I have no brothers or sisters
Il/Elle a.....	He/She has...
Il /Elle n'a pas de	He/she hasn't ....
Il/Elle est	He/She is ....
Il/Elle n'est pas	He/She isn't
beau / belle	good-looking/beautiful
sympa	kind
intelligent(e)	intelligent
timide	shy
sévère	strict
grand(e)/petit(e)	big/small

Salut! Je m'appelle Ron.

J'ai treize ans.

J'ai cinq frères et une soeur.

Ma soeur s'appelle Ginny, Elle a dix ans. Elle a un livre. Elle est belle.

KEY QUESTIONS

Ça va?	How are you?
Comment t'appelles-tu?	What's your name?
Quel âge as-tu?	How old are you?
Tu as des frères ou des soeurs?	Do you have any brothers or sisters?
Tu es de quelle nationalité?	What is your nationality?
Il/Elle est comment?	What is he/she like?

Knowledge Organiser- Computing Systems and Sharing Information – Computing – Year 5

Key Vocabulary	Definition
System	Computer systems are a combination of both hardware and software working together. Hardware is the physical components of a computer and software is the programs that run on a computer.
Input	An input is data or message that a device receives
Process	A process is what a device does with the message or data it receives.
Output	The output is the data that the device sends out after acting on the input.
IP Address	An IP address (short for Internet Protocol address) is a label which is used to identify one or more devices on a computer network, such as the internet. It can be compared to a postal address. An IP address is a long number written in binary.
Collaboration	Working together with multiple people on a project with a shared end goal.
Algorithm	A set of instructions, written in chronological order, that are used to get a task done.
Packet	Information sent from device to device in small chunks. Each packet includes information about where the data is going to go, where it is from and how to interpret it.

Key Knowledge:

To understand that computer systems are based on inputs, processes and outputs.
To recognise that packets are a digital protocol for communicating.
To know that the internet is an international network of computers connected together.
To understand that online drives allow projects to be shared and accessed by many people.
To recognise that connections between computers allow us to work together.
To know that computers can be part of a system in an electronic device.

Systems

- Systems are a set of things that work together to create a whole outcome.
- Computer systems are made up of inputs

(something that sends a message to the device), processes (the way the device acts on the message) and outputs (something that is sent out by the device).

Working Together

- The internet can be used to help people collaborate on projects online, even when they are miles apart.
- Collaboration means working together on something to reach a shared goal.
- Shared 'cloud' functions and online drives can be used to store projects that multiple people can access at one time.

Transferring Information

Protocols and Packets:

- Protocols are an agreed way of doing something.
- In computing, protocols exist within the way that computers communicate with each other.
- The information they send digitally are called 'Packets'.

The Internet is **an international network of computers connected together**.

Websites are stored on **servers**.

Data travels along **fibre-optic cables**.

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I.P. addresses identify each location to send data between.

broadband exchange

Routers send out **WiFi** Internet signals so data can be **downloaded** onto computers.
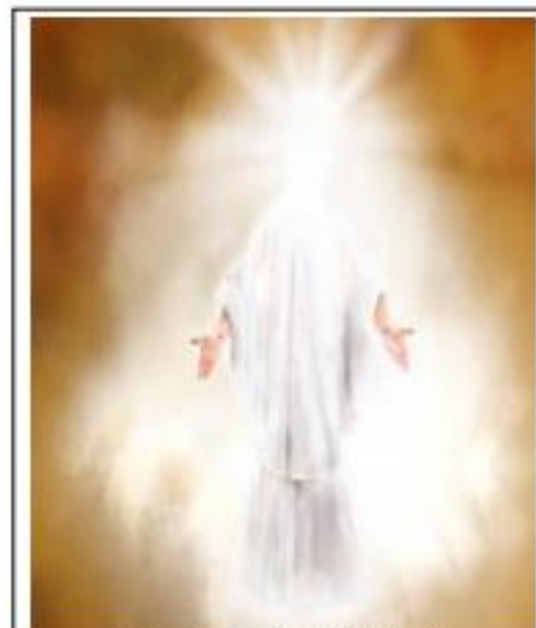
R.E. Year 5 Autumn 1 Islam Knowledge Organiser
Enquiry: Why is Muhammad (PBUH) Important to Muslims?

Key vocabulary	Definition
Muhammad (Peace Be Upon Him)	The prophet who brought the word of God to the Muslim Holy book.
Islam	The name of the religion of Muslims.
Qur'an/Quran/Koran	The name of the Muslim Holy book.
The angel Gabriel/Jibreel	The name of the angel who brought the word of God to Muhammad (PBUH).
revelation	A revealing of facts – in holy books it means when God revealed his thoughts and ideas to a human.
prophet	A man or woman who shares the word of God.

Key Knowledge
I know how some people become important in religions
I know Muhammad (PBUH) is the Islamic religious leader
I know how Muhammad (PBUH) became a religious leader
I can explain how Muslims worship
I know that religions can influence how people live

The Angel Gabriel / Jibreel

What makes an ordinary person become a very important religious leader?
How did Muhammad (PBUH) change Arabia and then the world?
Why is the Qur'an so important for Muslims?
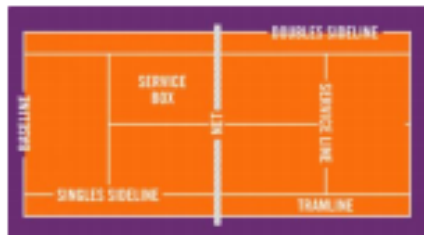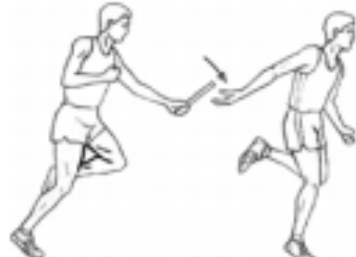How do the teachings of Muhammad (PBUH) influence

Mecca

Knowledge Organiser – PE – Tennis/Athletics - Year 5

West Norfolk Academies Trust

Get Set 4 P.E.

Key Vocabulary	Definition
Volley	When a player hits the ball before it bounces on the floor.
Ace	A serve that is a winner without the receiving player being able to return the ball.
Service line	The line that the ball must bounce before when serving.
Down-sweep	In relay when the performer passes the baton in a downward direction.
Up-sweep	In relay when the performer passes the baton in an upward direction.
Flight	The time the performer spends in the air in jumping events.

Skill development

TENNIS	ATHLETICS
Develop a range of skills and be able to use them under pressure.	Be able to choose the best pace for a running event.
Be able to work cooperatively with others to manage our game.	Be able to perform a range of jumps showing some technique.
Understand the need for tactics and identify when to use them in different situations.	Be able to show control at take-off and landing in jumping activities.
Understand the rules of the game and be able to apply them honestly.	Take on the role of coach, official and timer when working in a group.

Skills

Lines of the court	
Down-sweep	
Up-sweep	
Flight	