

Year 5 Knowledge Organiser: Extraordinary Earth

Curriculum Driver: Discovery, Success, Friendship

Trips/Enrichment: Local walk

GARP/GASP: Who are the Champa? In our topic we will learn about mountain ranges and in our English text we will be reading about a character's perilous journey through the Himalayas (a mountain range that's also known as a sacred region).

Cross-curricular subject links: PSHE, SMSC

Subject/Conceptual knowledge/skills:

Geography - locational and place knowledge, Human and physical geography

LEAPS:

- I can name and locate some of the world's countries within continents.
- I can describe and understand key aspects of physical geography including mountains and earthquakes.
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- I can start to use 6 figure grid references, symbols and keys (including OS maps).
- I can use fieldwork to observe, measure and record the human and physical features including sketch maps, graphs.

Core Knowledge

Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a **hill** and are generally over 600 metres high. They are often found together in a group called a **mountain range**. The Earth is made up of different pieces, called plates. As plates carry on moving in different directions over long periods of time, friction causes energy to build up. Eventually it becomes so great that the energy is released, which creates a shock wave - an **earthquake**.

Fieldwork through OAA.

The fieldwork section includes three diagrams: 1) A sketch map showing a path with various symbols like a triangle, circles, and lines. 2) A compass rose with cardinal and ordinal directions (N, NE, E, SE, S, SW, W, NW). 3) An OS map showing a building, paths, and fences, with a key identifying symbols: Paved footpath (solid line), Less distinct path (dashed line), Wall (line with short dashes), Passable fence (line with long dashes), Impassable fence (line with diagonal dashes), Building, container (black rectangle), Canopy (grey rectangle), Stairway (line with 'x' marks), and Decking, stage (hatched rectangle).

Vocabulary

Words	Meaning
Mountain	A landform that rises high from its surroundings.
Summit	The top of a mountain.
Snowline	The lower boundary of a mountain covered in snow.
Slope	How a surface goes upwards or downwards.
Valley	A ditch in Earth's surface.
Plateau	An area of raised land that is flat on top.
Ridge	An elevated part of the mountain.
Tree Line	The edge of a mountain where trees grow.
Earthquake	The shaking, rolling or sudden shock of the earth's surface.
Compass	A tool to show direction.

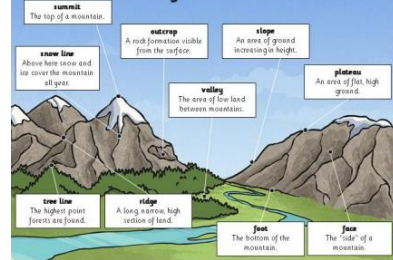
Subject Specific - Geography

Physical Geography	The branch of geography dealing with natural features.
Fieldwork	Observing and collecting data about the natural environment.
GIS	Geographic Information System. Made for capturing the position of the earth's surface.
Digital Technologies	Electronic tools that generate, store and process data.
Mapping	A two-dimensional drawing of an area.

Key Visuals



Key Features



Books/associated reading:

- King of the Cloud Forest - Michael Morpurgo.
 - Earth Shattering Events - Sophie Williams
- QR code - follow the link to learn about mountains and earthquakes



Subject/Conceptual knowledge/skills: French speaking, reading, writing and grammar

LEAPS:

- I can take part in short conversations using sentences and familiar vocabulary.
- I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- I understand and can express simple opinions using familiar topics and vocabulary.
- I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).
- I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns.

Core Knowledge and Key Vocabulary

As-tu un animal? = Do you have a pet?
J'ai... = I have...
Je n'ai pas de- I do not have
Qui s'appelle- That is called

un chat		un oiseau	
un chien		un poisson	
un lapin		une tortue	
une souris			

Subject/Conceptual knowledge/skills:

Computing/iProgram unit 2

LEAPS:

- I know the benefits and risks of various modes of communication.
- I know the safety rules and responsible behaviour when using new technologies.
- I know the SMART rules for when using the internet.
- I can understand the difference between communicating face-to-face and online.
- I can explore the validity of online content and identify trustworthy sources.
- I can understand cyberbullying and know what to do if confronted with cyberbullying.

Core Knowledge

E-Safety is all about keeping yourself self when using technology. This includes the use of the internet and other means of communication (text messages, gaming devices, email etc.).

Key Vocabulary

E-safety, SMART rules, modes of communication, safety, technology, trustworthy, cyberbullying.



Subject/Conceptual knowledge/skills:

RE -Hinduism

LEAPS:

- I can show an understanding of why people show commitment in different ways
- I can describe how different practices enable Hindus to show their commitment to God
- I express why I think Hindus might choose different ways to show commitment to God

Core Knowledge.

Key Vocabulary

A commitment is a promise or a decision to do something. Hindus follow the Hinduism religion. They believe in one God called Brahman who takes on many different forms called deities. Hindus can show their commitment to Brahman in many ways.

Key Vocabulary

Worship, Puja, Gayatri, Mantra, Vedas,, Purusharthas.

Subject/Conceptual knowledge/skills: PSHE

British Value: Rule of Law

LEAPS:

- I can explain and give examples of how they have worked collaboratively;
- I can describe the attributes needed to work collaboratively.
- I can explain what is meant by the terms negotiation and compromise;
- I can describe strategies for resolving difficult issues or situations.
- I can reflect and give examples of some key qualities of friendship.
- I can identify what things make a relationship unhealthy;
- I can identify who they could talk to if they needed help.
- I can identify characteristics of passive, aggressive and assertive behaviours.
- I can understand and rehearse assertiveness skills.
- I can recognise basic emotional needs, understand that they change according to circumstance.
- I can identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risk.
- I can understand that online communication can be misinterpreted;
- I can accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

Core Knowledge.

Collaboration is working together to complete a task. It involves co-operation and teamwork and the sharing of ideas. Negotiating means to work out a solution that everyone agrees with. This can help when we are trying to resolve difficult issues or situations.

Key Vocabulary

Collaboration, Wellbeing, Friendship, Respectful, Relationships, Compromise, Assertive

Subject/Conceptual knowledge/skills: PE, OOA and Tag Rugby

LEAPS:

Outdoor Adventure Activity

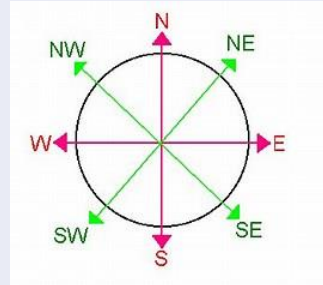
- I can listen to and follow instructions from a partner/ adult and within a group.
- I can use and interprets maps.
- I can explain the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- I can identify orienteering symbols and colours using a map key
- I can explain why the key is the most important part of the map
- I can think activities through and problem solve using general knowledge.
- I can organise and plan an event using map reading skills
- I understand that the orienteering map is a 'bird's eye view' diagram of the ground
- I can apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)
- I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- I can demonstrate and provide feedback on how to stay safe in a range of environments.

Tag Rugby

- I can confidently demonstrate a range of ball skills and can link these together e.g. dribbling, bouncing, kicking etc.
- I can apply and demonstrate co-ordination, control and fluency skills.
- I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (see games overview doc.)
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.

Core Knowledge

Outdoor Adventure Activity (OOA) can involve walking, orienteering and outside challenges. Some activities will require map-reading, problem solving and team work to solve. Sometimes, a compass will need to be used to find the directions for an activity.



Tag Rugby

Tag Rugby is an invasion game. The aim of the game is to score a try (point) by place the ball with downward pressure on, or behind, the opposing 'goal line'. All players wear a tag belt which has two ribbons (tags) attached to it by velcro. The belt is worn around the waist and outside of the clothing.

Key Vocabulary

Orienteering, Map, May symbols, Strategy, Problem solving, Environment

Tactic, Technique, Cooperative physical activity
Core movement, Strategy
Invasion game, Striking
Control, Fielding
Attacking, Defending

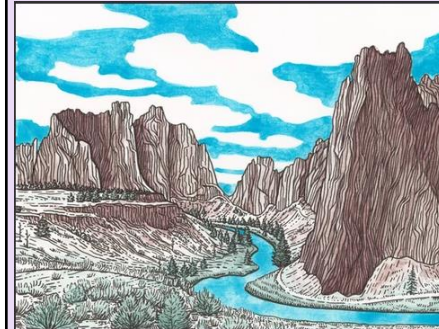
Subject/Conceptual knowledge/skills: Art, sketching

LEAPS:

I can use references to develop my ideas and style of designing.

I can use shading skills (with drawing pencils) to show the effect of light on objects.

I can regularly analyse and reflect on my progress taking account of what I hoped to achieve.



Subject/Conceptual knowledge/skills:

Music - brass

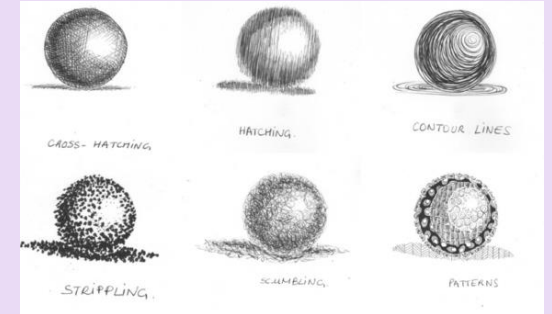
LEAPS:

- I can understand how rhythm and pitch can be represented on a 5-line stave.
- I can link rises and falls in pitch with note positions on the stave (working up and down from a chosen home note).
- I can recognise signs for sharp, flat and natural notes.

Core Knowledge

Lizzy Dalton is a visual artist based in Oregon, USA. She uses pen, ink and acrylic on paper to create works inspired by natural subjects (such as mountains).

Her art work is characterized by flowing contour lines, intricate patterns and geometric shapes.



Subject Key Vocabulary

Sketchbook, purpose, recording, first hand observation, develop, ideas, references, style, design, contemporary, analyse, reflect, colour, hue, tint, tone, shade, mood.

Core Knowledge

Pitches can be represented on a 5-line stave.



The conductor keeps the whole orchestra in time and directs how loud/soft and fast/slow the music is played.

Subject Key Vocabulary

Brass, trumpet, trombone, orchestra, ensemble, pitch, sharp, Flat, dynamics, timbre, texture, tempo, pulse, duration, rhythm, notation