

# Year 5 Knowledge Organiser: **Adventure to Australia**

Curriculum Driver: Discovery

Cross-curricular subject links: PSHE, History

**GARP/Equalities:** Who are the Aboriginal people and why is their history important to Australia?

## Subject/Conceptual knowledge/skills:

Geography - locational and place knowledge, Human and physical geography

### LEAPS:

- I can locate areas of similar environmental regions on a map including climate zones.
- I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world.
- I can describe and understand key aspects of human geography including tourism.
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Core Knowledge

Climate is the average weather condition in a location. Countries can have more than one climate, dependant on the location. Areas of the world with similar climates can be grouped and mapped in climate zones. These are the 6 climate zones: polar, temperate, arid, tropical, Mediterranean and mountainous.

Tourism means people travelling for fun. People who travel for fun are called tourists. Many people go on holidays as they want a break from their everyday lives, experience a warmer or colder climate, and to learn about other cultures.

Australia is unusually both a country and a continent and is located in the Southern Hemisphere. It is an island and is surrounded by the Pacific and Indian Oceans. Because of its large size, different areas of the country experience varied weather and climate conditions. The three main climate zones are: arid, temperate and tropical.

Tourism is an important part of life in Australia and there are many human and physical geographical features that tourists visit each year. Examples of iconic human features and landmarks are: The Sydney Harbour Bridge and The Sydney Opera House. Many people visit for the physical features such as The Great Barrier Reef, Bondi Beach, Uluru and the Australian outback.

## Vocabulary

Words	Meaning
<b>Weather</b>	A description of what the conditions are like in a particular place
<b>Climate</b>	The average weather condition in a location
<b>Climate Zones</b>	Areas with distinct climates.
<b>Polar</b>	Very cold and dry all year around.
<b>Temperate</b>	Cold winters and mild summers.
<b>Arid</b>	Dry and hot all year around
<b>Tropical</b>	Hot and wet all year around.
<b>Mediterranean</b>	Dry hot summers and mild winters
<b>Mountainous</b>	Very cold, sometimes wet all year around.
<b>Tourism</b>	Travelling for fun
<b>Population</b>	The number of living people that live together in the same place.
<b>Infrastructure</b>	The term used to describe the facilities which support modern human life.
	<b>Subject Specific - Geography</b>
<b>Physical Geography</b>	The branch of geography dealing with natural features.
<b>Human Geography</b>	Focuses on where people live, what they do, and how they use the land.

## Key Visuals A map showing climate zones

The 'Key Visuals' section includes a world map showing six climate zones: Equatorial, Tropical, Subtropical, Temperate, Subpolar, and Polar. It also features a map of Australia divided into Western Australia, Northern Territory, Queensland, South Australia, New South Wales, and Tasmania. Other visual elements include a portrait of a young woman, a group of Aboriginal children, the Sydney Opera House, and Uluru.

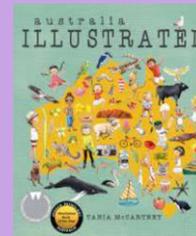
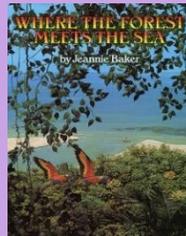
Ayers Rock - Uluru

## Books/associated reading:

Where the Forests Meets the Sea - Jeannie Baker

Australia Illustrated - Tania McCartney

QR code – follow the link to learn about climate zones



### Subject/Conceptual knowledge/skills:

French - Clothes

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.
- I understand the concept of gender (masculine & feminine) and know which article (definite or indefinite) to use correctly with different nouns.
- I understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

### Core Knowledge and Key Vocabulary



### Subject/Conceptual knowledge/skills:

Design, write or debug programs that accomplish specific goals.

### LEAPS:

- I know that computer programs graphics use x y coordinates.
- I can use conditional (if) statements.
- I can understand what a variable is and why they are useful.
- I know that variables can only be true or false.
- I can explain what variables can be used in programming to keep track of values.
- I can program statements that make something happen in the value of a variable.
- I can develop an outline of tasks and activities required to develop a project.
- I can use the computational concepts of sequence, selection, repetition and variables to program a computer game.
- I can develop strategies for debugging computer programs.

### Core Knowledge

Scratch is a programme which allows you to create digital stories, games and animations. This can be done through creating sequences which gives the computer a particular order to follow. Variables, the name given to things a computer needs to remember, are used in sequences.

Coordinates are used to tell the computer where variables should go and are positioned on the x, y axis.

### Key Vocabulary

Greater than, less than, equal to, linear, search, algorithm, network, connect, route, strategy, cooperation, algorithm, direction, navigate.

### Subject/Conceptual knowledge/skills: RE/Christianity

Salvation, Belief, God.

How significant is it for Christians to believe God intended Jesus to die?

### LEAPS

- I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
- I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
- I can start to express my opinion about Jesus' crucifixion being his destiny/purpose

### Core Knowledge

At Easter, Christians remember the events of Holy Week, which was the week leading up to the death and resurrection of Jesus. Jesus faced a lot of opposition from people around him, including the religious leaders who said that he was a rule breaker and lying when he said he was God's son. This led to his betrayal from one of his followers, Judas and his arrest, trial and execution on a cross. However, Jesus did not try and avoid arrest but allowed it to happen. Christians believe that this was always God's plan as he wanted to provide a way for humans to have a relationship with him. This is called salvation.

### Key Vocabulary

Holy Week, Crucifixion, Resurrection, Incarnation, Plan, Purpose, Salvation.



**Subject/Conceptual knowledge/skills:** PE

Handball - Invasion game - attack and defence

Dance: control, expression, pattern, sequence, technique

**LEAPS:**

**Handball**

- I can vary skills, actions and ideas and link these in ways that suit a range of games.
- 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
- I can make suggestions as to what resources can be used to differentiate a game.
- I can accurately apply basic skills for attacking and defending.
- I can run, jump, throw and catch in isolation and combination.
- I can refine and adapt skills into technique.

**Dance**

- I can begin to exaggerate dance movements and motifs (using expression when moving)
- I can demonstrate strong movements throughout a dance sequence.
- I can combine flexibility, techniques and movements to create a fluent sequence.
- I can move appropriately and with the required style in relation to the stimulus *e.g using various levels, ways of travelling and motifs.*
- I can begin to show a change of pace and timing in their movements.
- I can improvise with confidence, still demonstrating fluency across their sequence.
- I can modify parts of a sequence as a result of self and peer evaluation.
- I can use more complex dance vocabulary to compare and improve work.

**Core Knowledge**

Handball is an invasion game where each team competes by passing a ball using their hands. Each goal is worth one point and the team with the most points at the end wins. When in possession, a player can pass, shoot or dribble ball, similar to basketball. A player is allowed to take up to three steps for up to three seconds at a time without dribbling the ball.



Dance is a performing art form, which consists of sequences of movement. These sequences can be pre-planned (choreographed) or improvised (made up as the dance is dancing)



**Key Vocabulary**

Dance: Levels, speed, direction, choreograph, structure, control, precision, stimuli, genre, technique.

Handball: Tactic, technique, cooperative physical activity, core movement, strategy, invasion game, control, attacking, defending.

**Subject/Conceptual knowledge/skills:** Art - Generating Ideas, Making, Evaluation

Artist: Albert Namatjira

Skill: Painting

**LEAPS:**

I can confidently use sketchbooks for a variety of purposes, including recording from first hand observations and developing ideas.

I can use references (current artists like Albert Namatjira) to develop my ideas and style of designing.

I can research and discuss the ideas and approaches of a various artists, taking account of their particular cultural context and intentions.

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



**Core Knowledge**

Albert Namatjira (28<sup>th</sup> July 1902 - 8<sup>th</sup> August 1956) was an Aboriginal artist from central Australia. He was one of Australia's well known painters who created watercolour paintings of the Australian outback landscape (the outback is the remote and rural areas which is hot, little water and almost no vegetation). He had a unique style of Art.



ALBERT NAMATJIRA - (1902-1959)  
CENTRAL AUSTRALIAN LANDSCAPE

Namatjira would fill his brush with colour and return again and again to different areas of the composition with as range of shades before moving to the next colour.

**Subject Key Vocabulary**

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

### Subject/Conceptual knowledge/skills:

Science

Properties and Change of materials

Working Scientifically

### LEAPS

- I can 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.
- I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- I can demonstrate that dissolving, mixing and changes of state are reversible changes.
- I can 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.
- I can explore reversible and non-reversible changes.
- I can investigate how chemists create new materials

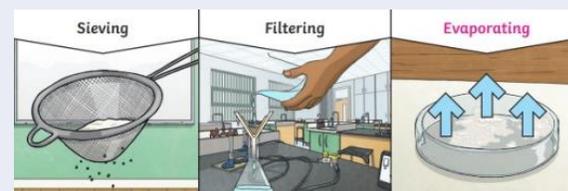
### Core Knowledge

Materials have different uses depending on their properties and state (liquid, solid, gas).

Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.

Mixtures can be separated by filtering, sieving and evaporation.

Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.



### Key Vocabulary

Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material

### Subject/Conceptual knowledge/skills:

PSHE - SCARF - Economics

### LEAPS:

- I can identify, write and discuss issues currently in the media concerning health and wellbeing.
- I can express their opinions on an issue concerning health and wellbeing.
- I can make recommendations on an issue concerning health and wellbeing.
- I can understand the difference between a fact and an opinion;
- I can understand what biased reporting is and the need to think critically about things we read.
- I can define the differences between responsibilities, rights and duties and discuss what can make them difficult to follow.
- I can identify the impact on individuals and the wider community if responsibilities are not carried out.
- I can explain what we mean by the terms voluntary, community and pressure (action) group.
- I can give examples of voluntary groups, the kind of work they do and its value.
- I can state the costs involved in producing and selling an item.
- I can suggest questions a consumer should ask before buying a product.
- I can define the terms loan, credit, debt and interest.
- I can suggest advice for a range of situations involving personal finance.
- I can explain some of the areas that local councils have responsibility for.
- I can understand that local councillors are elected to represent their local community.

### Core Knowledge

Facts are definitely true and can be backed up with evidence whereas an opinion is how a person might feel or think about something. Opinions can be different.

Rights are something people should have or are entitled to. Duties are what we should or must do to look after something and responsibilities are having the duty to look after something. One way of being responsible would be to give your time and join a voluntary or community group.

**Finances:** Money owned by a person, bank or group.

**Loan:** Borrowed money which will have to be returned later.

**Interest:** Money is not free to borrow. Many banks and other groups will charge a percentage of the amount borrowed which must also be returned. This is called interest.

**Credit:** If you have borrowed money this is called credit and there is an understanding you'll pay it back later.

**Debt:** If you do not pay the money borrowed, you risk being in debt with the person or group you borrowed the money from.

### Key Vocabulary

Health, wellbeing, fact, opinion, rights, responsibilities, duties, consumer, finance, debt, credit, loan, interest, representation