



OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being



English

Texts: The Last Bear (Hannah Gold)

To know how to write a balanced argument about the use of single-use plastics.

To know how to use figurative language in our writing including personification.

To know how to write a dilemma story.

To know how to express degrees of possibility using adverbs.

To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Maths

Fractions – to know how to recognise equivalent fractions, convert fractions and order fractions.

Multiplication and division – to know how to multiply and divide using formal methods.

Fractions – to know how to multiply fractions and calculate fractions of a quantity.

French

That's Tasty unit

To know how to engage in conversations, asking and answering questions in the context of food and drink.

To know how to interpret a chart written in French.

To know how to write sentences indicating my preferences including using an adjective to describe a noun.

Religious Education

Does the community of the mosque help Muslims lead better lives?

To know how to learn how people's religious beliefs influence their lives.

To know how to explore how religious families and communities practise their faiths.

To know how to explore how people's religions and beliefs influence the way people respond to global issues.

Our Changing World

Are our actions damaging the world we share?



Physical Education

Football (Team Teach)

To know rules about taking throw ins and corners.

To be able to pass with both feet a ball that is moving.

To know how to work as a team to score and come up with winning tactics.

To know how to be able to self-referee a game and monitor attitudes.

Outdoors and Adventurous

To know how to follow a map in an unknown location.

To know how to use clues and a compass to navigate a route.

To know how to change my route to overcome a problem.

PSHE

Dreams and Goals

To know that they will need money to help achieve some of life's dreams & goals.

To know about a range of jobs that are carried out by people they know and that some jobs pay more than others.

To know the types of jobs they might like to do when they are older.

To know that young people from different cultures may have different dreams & goals.

To know that communicating with someone from a different culture means they can learn from them and vice versa.

Music

Guitar - Delivered by OCM using First Access programme.

Computing

Databases

To know how to learn how to search for information within a database.

To know how to contribute to a class database.

To know how to create a database around a chosen topic.

Spreadsheets (finish)

To know how to learn to use spreadsheets to create tables of data, to format cells in order to perform calculations, to create tables and graphs and to make practical use of spreadsheets to help them plan actions.

Geography

To know how to explore how locations around the world are changing and explain the reasons for some of these changes.

To know how to explore the effects that these changes have on animals and people.

To know how to explore the role that people have to play in the changing environment.

Science

Forces

To know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To know how to identify the effects of air resistance, water resistance and friction that act between moving surfaces.

To know how to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

To know how to begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Art and Design

To know how to create art using recyclable materials.

To know how to print using recyclable materials.

To know how to explore the work of artist, Michelle Reader.



Year 5 – Spring 1 – Knowledge Organiser

Enquiry Question: Our Changing World: Are our actions damaging the world we live in?



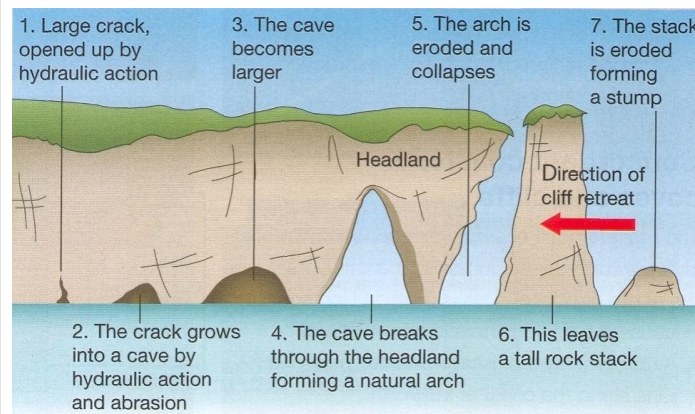
Subject Specific Vocabulary

Food miles	The number of miles food products travel from where they are produced to where they are eaten.
Import	To bring goods from abroad into another country to sell.
Non-renewable energy	Energy that comes from sources that will eventually run out e.g. coal and gas.
Renewable energy	Energy that comes from sources that will not run out e.g. wind and solar.
Solar energy	Energy that is created by the sun.
Power station	A place where electrical power is generated.
Turbine	A rotating mechanical device which is made to spin by water, air, steam.
Global warming	The long term warming of the planet's overall temperature.
Export	To send goods or services to another country for sale.
Trade	The act of buying and selling goods.
Fair trade	Trade between developing countries where producers are paid a fair price for their goods.
Globalisation	The process where businesses start operating across other countries around the world.
Border	A line separating two countries or other areas.
Boundary	A line that marks the limit of an area.
Deposition	The laying down of sand, mud or pebbles carried by wind, flowing water or ice.
Erosion	The process of rock or soil being worn away due to wind or flowing water.
Weathering	The process of being gradually worn away by long exposure to the atmosphere.
Headlands	A narrow piece of land that goes out from the coastline into the sea.
Arches, stacks, spits, stumps	Features caused by erosion that are found on headlands.
acidic	Having the properties of an acid.
dissolve	Where a solid becomes completely mixed with a liquid so it appears to have vanished.

Key Knowledge

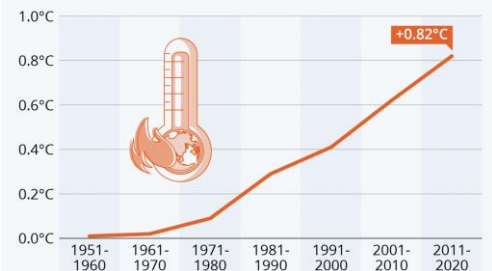
Trade links people from all over the world and has increased over time from local to global. A country's land mass and climate determine what type of food it can produce. Global warming is the long term warming of Earth's overall temperature caused by the greenhouse gas effect where gases in the atmosphere trap the sun's heat. These gases are created from the burning of fossil fuels to generate electricity, heat and transportation. Deforestation also contributes to greenhouse gases as does large scale animal farming. Climate change has led to rising sea temperatures, rising sea levels, destruction of coral reefs, changing weather patterns & melting ice caps. This affects animals and people. Energy can be produced in different ways. Non renewable energy sources are coal, oil and gas. These will eventually run out and they contribute to global warming. Energy produced by renewable sources includes solar, wind and hydro (water) energy. These methods are far cleaner and do not contribute to global warming. Borders are lines that separate countries, towns, states or other specific areas. The shape of countries has changed over time as borders change for reasons such as war, trade or through sale. Waves, currents, storms and wind-driven water cause the erosion (wearing away) of rock along the coastline over time. This leads to different headland features called arches, stacks, stumps and spits.

Key images and diagrams



Each Decade Hotter Than the Last

Temperature changes each decade relative to the 20th century average (in degrees Celsius)



Source: NOAA



statista