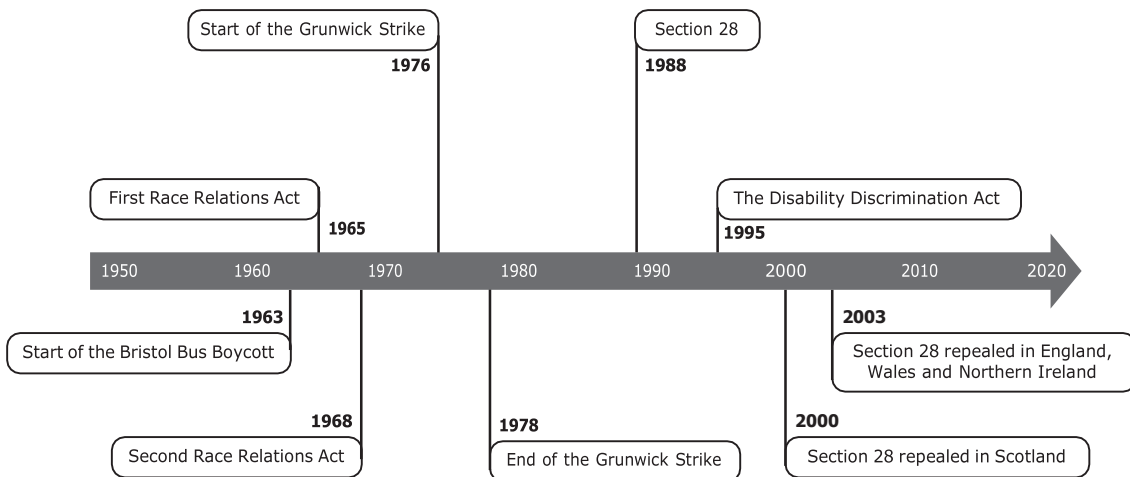


# Knowledge organiser



Key people	
Paul Stephenson	A leader of the Bristol Bus Boycott
Raghibir Singh	Bristol's first non-white bus conductor
Jayaben Desai	Leader of the Grunwick Strike
Booan Temple and Sally Francis	Protestors against Section 28
Barbara Lisicki and Alan Holdsworth	Campaigners for rights for disabled people

Key laws	
Disability Discrimination Act	Made it illegal to discriminate against people due to disability
First Race Relations Act	Made discrimination based on race illegal in public places
Second Race Relations act	Made it illegal to discriminate against somebody because of the colour of their skin
Section 28	Made it illegal for schools to teach children about same-sex relationships

Vocabulary	
Boycott	Refusing to use a particular product or service
Campaign	A set of actions to try and achieve a goal
Discrimination	Unfair treatment of people due to characteristics they can't change, such as race, ethnicity, gender, sexuality, age, religion or disability
Disrupt	Stop something from working normally
Homophobia	Fear or hatred of, and discrimination against, people who are LGBTQ+ (lesbian, gay, bisexual, transgender, queer or non-heterosexual)
Protest	An action that is taken to try to force change
Race	A group that people are considered to belong to, based on features such as skin colour or eye shape
Racism	A belief that some races are superior to others, leading to discrimination against certain races
Repeal	Cancel an existing law
Sexuality	Describes what type of person someone is attracted to; examples include heterosexual, gay, lesbian, bisexual
Strike	When workers refuse to work to try to force employers to make a change to the working conditions

# Knowledge Organiser



## Year 5 - Rights and Respect

### Key questions

#### **Rights and Responsibilities**

Are rights and responsibilities the same?

Do rights and responsibilities change as someone gets older? How?

What rights and responsibilities do we have to the community and the environment?

#### **Rights and Responsibilities Relating to My Health**

How is someone responsible for their own health?

Why do some people find it hard to stick to their responsibilities for keeping healthy?

What might help someone restart being responsible for keeping healthy?

#### **Decisions About Lending, Borrowing and Spending**

What things are needed by people in in the community?

What services do local councils provide?

Do councils choose how much money they give to the services they provide?

How might a council's spending choices affect different groups in the community?

### Key vocabulary

councillors environment interest  
rights responsibility debit  
costs borrow credit  
health community group  
public services loan council  
exercise vote duties  
sustainable elections

### I can ...

I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.

I can give a few different examples of things that I am responsible for to keep myself healthy.

I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.


## Textiles - Stuffed toys

Accurate	Neat, correct shape, size and pattern with no mistakes.
Annotate	To add notes to explain your plan or design.
Appendage	Something attached to a larger or more important thing.
Blanket-stitch	A sewing technique that joins two pieces of fabric together.
Design criteria	To help designers focus their ideas and test the success of them.
Detail	The small features of an object.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Fabric	A natural or man-made woven or knitted material, that is made from plant fibres, animal fur or synthetic material.
Sew	To join or fasten by stitches made using a needle and thread.
Shape	The form of an object.
Stuffed toy	A shape of outer fabric sewn together and filled with flexible material. They are also known as plush toys or stuffed animals.
Stuffing	Soft material used to fill cushions and stuffed toys.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter).

### Did you know?

The teddy bear was invented in honour of Theodore Roosevelt, the 26th US President, in November, 1902.



 Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

### Key facts

There are different **techniques** to use in a design such as **cross-stitch**, **running-stitch**, **blanket-stitch** and **appliqué**.



Cross-stitch



Running-stitch



Blanket-stitch



**Appliqué** a type of textiles work where small pieces of cloth are sewn or stuck in a pattern onto a larger piece.



The **blanket-stitch** is used to reinforce the edge of a **fabric** material or to securely join two pieces of **fabric** together.



Electricity comes in two forms: static electricity and electricity in circuits.

## Static Electricity

Happens when:  
two object rubs against each other

Because:  
the positive and negative charge in a material become unbalanced

Discharge:  
is when the charge jumps from one object to another to balance out again

Examples:

Rubbing a balloon on hair



Socks rubbing on a trampoline



Clothes spinning in a dryer



Storm clouds leading to lightning



When we want to show the parts of a circuit (known as components) we use a circuit diagram which shows the main features of a circuit in a simplified form.

Cell		What is commonly known as a 'battery' is a cell. Provides the power to make electricity flow.
Battery		When two or more cells are used together
Bulb		Produces light when electricity flows through it
Buzzer		Produces sound when electricity flows through it
Switch (open)		Creates a gap in the circuit to stop the flow of electricity
Switch (closed)		Closes the gap in the circuit to allow electricity to flow

## Electrical insulators and conductors

Electrical insulator – an object or material that will not allow electricity to pass through itself easily.

Examples: plastic, wood, rubber, glass and oil

Electrical conductor – an object or material that will allow electricity to pass through itself easily.

Examples: include silver, gold, copper, graphite and sea water

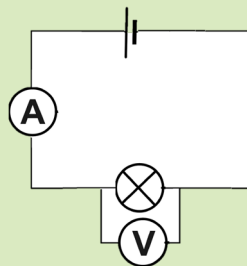
## Rules for building circuits

1. There must be at least one cell
2. There must be a complete loop for electricity to flow
3. The wires must be plugged in to each component on one side and come out of the component on the other side
4. The switch must be closed to make it work

## Taking measurements in a circuit

Current tells us how quickly electricity is flowing and is measured using an Ammeter.

Voltage tells us the amount of energy each component uses and is measured using a Voltmeter



## Adding cells or bulbs to a circuit

Adding more BULBS to a circuit:

- Bulbs are less bright
- Current is lower
- Voltage for each bulb is less

Adding more CELLS to a circuit:

- Bulbs are brighter
- Current is higher
- Voltage for each bulb is more

## Uses of buzzers

Buzzers enable sound to be made from electricity.

This can be useful for:

- Alarms - buzzers that go off when something is touched
- Electric doorbells - release a ringing sound when a button is pressed
- Shop door sensor - makes a noise when someone opens the door





Unit Objective: To describe what clothes you are wearing by colour in French

### By the end of this unit we will be able to:

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'er' whole verb present tense conjugation of the verb **PORTER** to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.

### Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

### Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

### Grammar we will learn & revisit:

**Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement.** The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb **PORTER** is introduced. Adjectival agreement is also revisited and extended using colours.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the **Early Learning** units and in particular colours and simple adjectival agreement (nationality in '**Je Me Présente**').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

### Phonics & pronunciation we will see:

Recommended phonics focus: É E È EAU EUX

- **É** sound in **écharpe**
- **E** sound in **chemise & chemisier**
- **EAU** sound in **manteau**
- **Silent letters.** The final 's' is not pronounced in **gants, sandales and vacances**. 'S' is often silent when it is the final consonant of a word in French.
- **-ent** is not pronounced in the 3rd person plural conjugation of the verb **porter** (to wear). This is the same for all 3rd person plural endings in the present tense.
- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as in **orange, rouge, robe, écharpe**. Made from the back of the mouth, not front.



### Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb **porter** to wear. All listed in the Vocabulary Sheet.