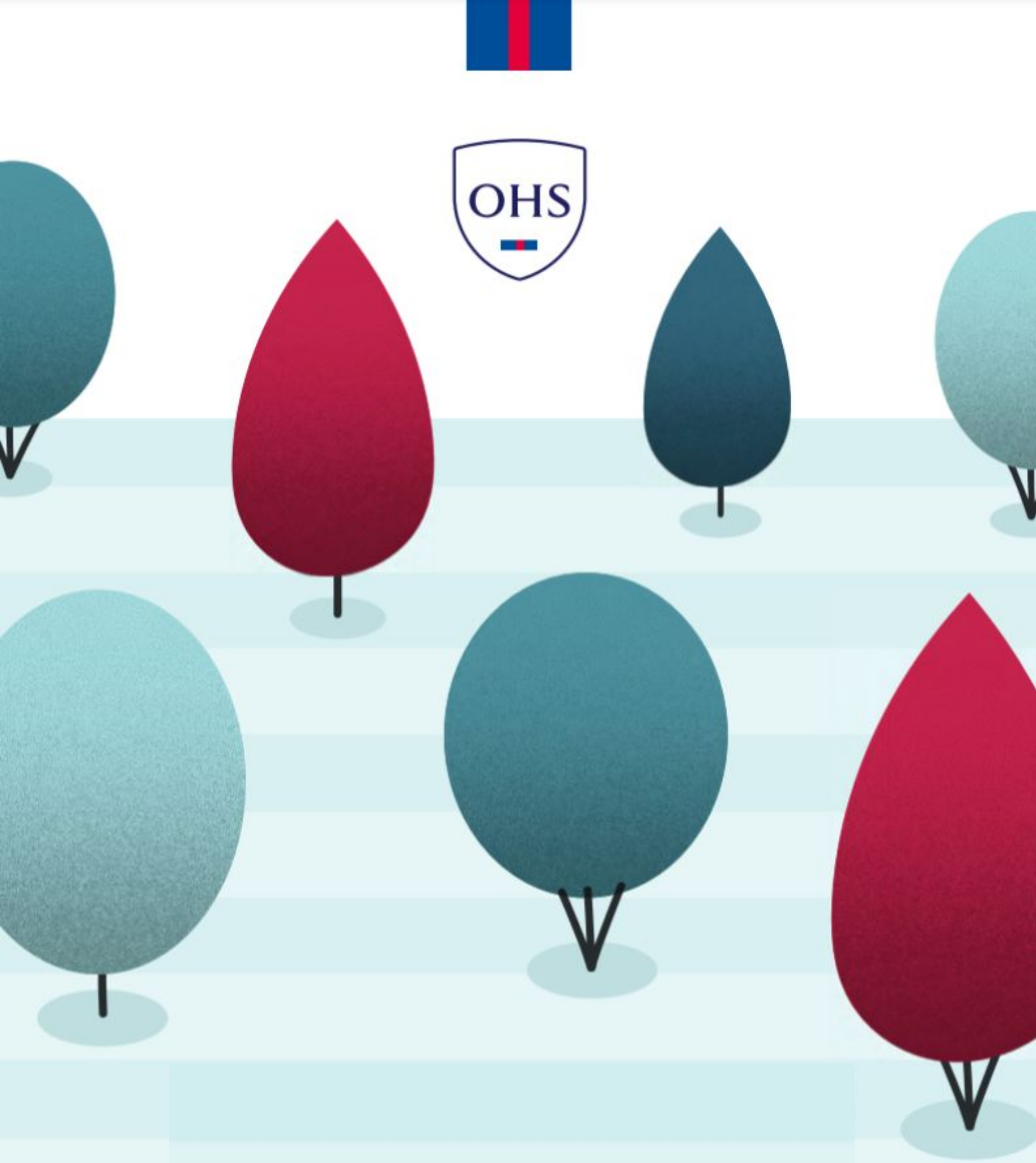



# Learning in Form 5
# Spring 2025

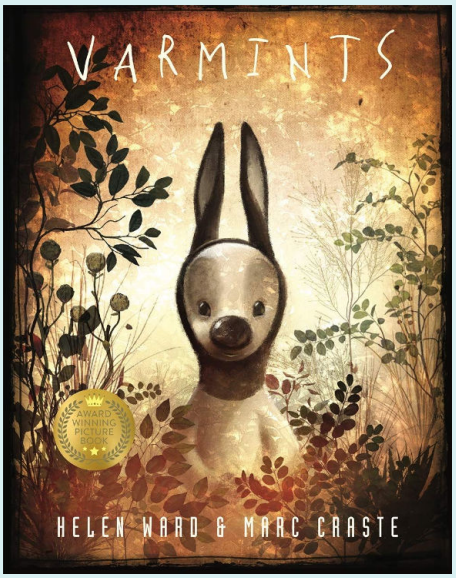
# CONTENTS

# Overview of Spring Term Curriculum Form 5

| | Spring 1 | Spring 2 |
|---|---|---|
| **English** | **Varmints** by Helen Ward | **Twitch** by M.G. Leonard<br><br>**The Battle of Trafalgar-** The French Revolution |
| **Mathematics** | **Place Value, Addition & Subtraction, Decimals, Fractions & Percentages, Multiplication & Division, Measures & Data and Shape** | |
| **Science** | **Living Things** | **Forces** |
| **Knowledge (History)** | **The French Revolution** | **The Transatlantic Slave Trade** |
| **Knowledge (Geography)** | **UK Geography:** East Anglia, Midlands, Yorkshire, Humberside | **Australia** |
| **Art** | **Art from Western Africa** | **Chinese Painting and Ceramics** |
| **STEAM** | **Save, Make, Reinvent** - Junkbots | **Beat the Flood Challenge** |

# ENGLISH

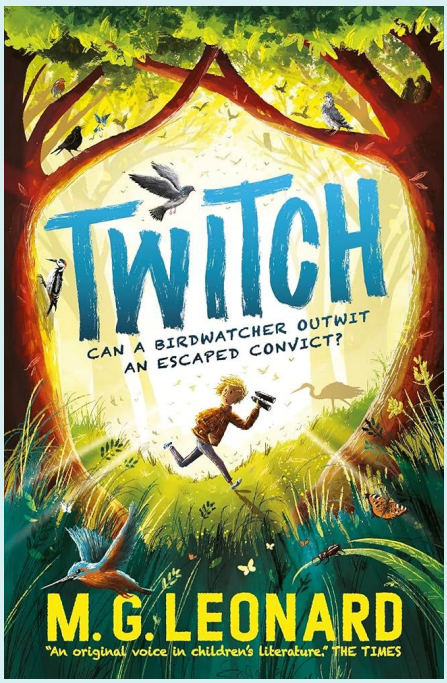
To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.




**A breathtakingly, delicately illustrated thought provoking tale, beautifully balanced with strikingly simple yet effective language that explores powerful societal themes. The story centred on an intriguing protagonist, provides the opportunity for children to reflect on the world we live in and the very real and philosophical challenges we face as a species. The language and images weave seamlessly together to create a striking and haunting impact that is likely to stay with you long after you have finished reading the book.**

**Potential Writing Outcomes :** Creating a descriptive piece about characters and events, persuasive poster, writing in role, note taking, written argument, newspaper article, poetry, writing a commentary, letter, scriptwriting and story writing.

**From the author of Beetle Boy and the Adventures on Trains series, comes the first book in The Twitchers, a mystery adventure series celebrating friendship, bravery and the incredible world of birds, starring a birdwatching detective called Twitch! Twitch has three pet chickens, four pigeons, swallows nesting in his bedroom and a passion for birdwatching. On the first day of the summer holidays, he arrives at his secret hide to find police everywhere: a convicted robber has broken out of prison and is hiding in Aves Wood. Can Twitch use his talents for birdwatching to hunt for the dangerous prisoner and find the missing loot?**




**Potential Writing Outcomes :** Knowledge organisers, balanced argument, information writing, personal writing, writing in role, poetry, explanatory writing, news report, extended narrative

THE GAZETTE
OFFICIAL PUBLIC RECORD

**Within this two-week unit, pupils will be writing a newspaper report on the events which occurred during the Battle of Trafalgar. They will have gained a good understanding of the French Revolution and what led to the Battle of Trafalgar which occurred off the coast of Spain near Cape Trafalgar because of their studies in History this term. They are asked to order events in chronological order as this will reduce their cognitive load and will allow them to focus on the skill of writing. The aim is to use unbiased journalistic language and write in the format of a newspaper article.**

# SPELLING

**Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.**

## Spelling sounds practised in the Spring term:

| Focus | Example Words |
|---|---|
| Words ending in **-ent** | frequent, ancient, confident, patient, dependent, magnificent<br>**Tip 1:** It is always safe to write –ent after soft c or soft g.<br>**Tip 2:** It is almost always safe to write –ent after qu, ti or ci. |
| Words ending in **-ence** | patience, silence, dependence, confidence, violence, obedience, innocence |
| The ***ee*** sound spelt **ei** | receive, ceiling, conceit, deceive, seize, caffeine, receipt |
| Words ending in **-ant, -ance, ancy** | observant , tolerant, hesitant, relevant, defiant, reliant, elegant, distant<br>reliance, defiance, relevance, tolerance, distance<br>hesitancy , vacancy |
| Words ending in ***shus*** spelt **cious** | precious, spacious, vicious, suspicious<br>viciously, spaciously, graciously , suspiciously, maliciously, ferociously |

# MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

| Week commencing | Learning Objectives for Spring 1 |
|---|---|
| 07/01/25 | **Measures and Data**: Temperature and negative numbers<br>**Addition & Subtraction:** Mental and written addition/subtraction |
| 13/01/25 | **Addition & Subtraction** : Column subtraction and word problems<br>Mental addition and subtraction strategies |
| 20/01/25 | **Decimals & Fractions**: Place values in decimals; rounding<br>Column addition; 2-place decimals<br>Subtract decimal numbers, e.g. money |
| 27/01/25 | **Multiplication and Division**: Multiples & factors;mental x/-:- strategies<br>Short multiplication: 4 digit numbers & money |
| 03/02/25 | **Multiplication and Division** : Short division with 3 & 4-digit numbers<br>**Decimals & Fractions**: x/-:- by 10, 100, 1000; rounding decimals |
| 10/02/25 | **Decimals & Fractions**: Unit and non-unit fraction problems |

| Week commencing | Learning Objectives for Spring 2 |
|---|---|
| 24/02/25 | **Shape** : Properties of polygons; quadrilaterals<br>Draw/reflect / translate shapes on coordinate grids<br>Recognise, measure and draw angles |
| 03/03/25 | **Decimals & Fractions**: Multiply fractions; decimal equivalents<br>Angle theorems; draw angles in polygons |
| 10/03/25 | **Decimals, Percentages & Fractions**: Place value in 3-place decimals<br>Compare and use 3-place decimals |
| 17/03/25 | **Decimals, Percentages & Fractions:** Begin to understand percentages<br>Subtract decimal numbers by counting up |
| 24/03/25 | **Decimals, Percentages & Fractions** : Add/ subtract fractions with related denominators<br>Multiply fractions by whole numbers |
| 31/03/25 | **Place Value**: Negative numbers; count through zero<br>**Addition & Subtraction:** Understand, calculate negative numbers* |

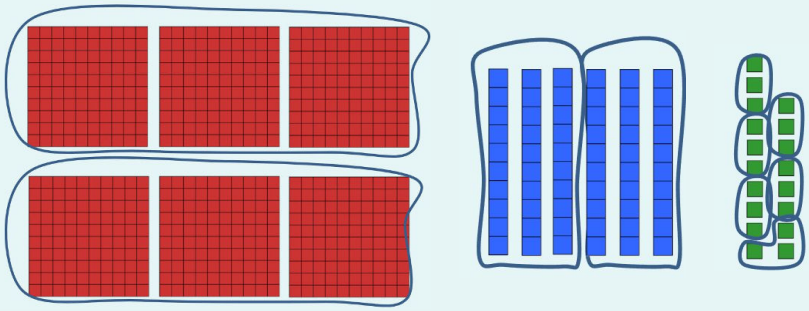
# MATHEMATICS

## CALCULATION METHODS

*Below you will find a quick reference for some of the methods used to teach the mechanical aspects of mathematics this term.*

### Short division to divide 3 digit numbers by 1-digit numbers

**678 divided by 3 =**



$$3\overline{)678} \quad 226 \quad (1)$$

### Multiply and divide by 10, 100, 1000

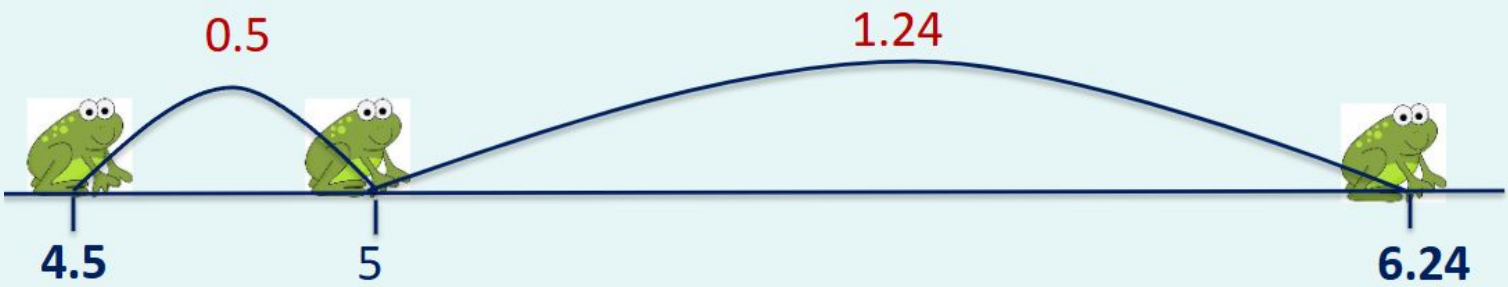
**0.56 x 1000=**

| 10,000s | 1000s | 100s | 10s | 1s | 0.1s $^1/_{10}$s | 0.01s $^1/_{100}$s |
|---|---|---|---|---|---|---|
| | | | | 0 • | 5 | 6 |

| 10,000s | 1000s | 100s | 10s | 1s • | 0.1s $^1/_{10}$s | 0.01s $^1/_{100}$s |
|---|---|---|---|---|---|---|
| | | 5 | 6 | 0 | | |

### Subtract decimal numbers by counting up

Find the difference between 4.5 and 6.24= 1.74




1. Frog hops 0.5 to 5, the next whole number
2. ... and another 1.24 to jump from 5 to 6.24.
3. Remember to add tenths to tenths: 1.24 + 0.5, so the answer is 1.74 and not 1.29.

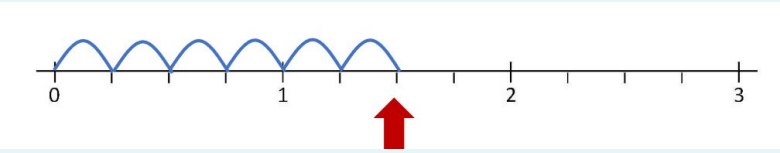
# MATHEMATICS

## CALCULATION METHODS

*Below you will find a quick reference for some of the methods used to teach the mechanical aspects of mathematics this term.*

### Multiply Fractions by Whole Numbers

$6 \times {}^{1}/_{4} = {}^{6}/_{4} = 1{}^{2}/_{4} = 1{}^{1}/_{2}$




### Multiply Mixed Numbers by Whole Numbers

Using partitioning into brackets to help.

$2 \times 3{}^{2}/_{3}$

$= (2 \times 3) + (2 \times {}^{2}/_{3})$

$= 6 + {}^{4}/_{3}$

$= 6 + 1{}^{1}/_{3}$

$= 7{}^{1}/_{3}$

$3 \times 2{}^{3}/_{4}$

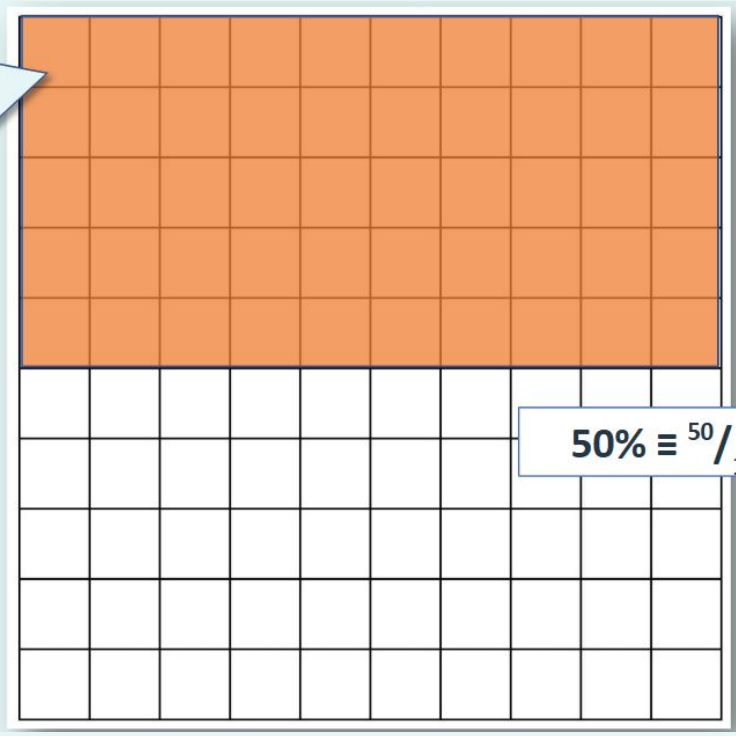
***Three hungry children have just eaten $2{}^{3}/_{4}$ rounds of sandwiches each!***

### Understand Percentages and Equivalences

**Per cent** means per 100 or out of 100

Each small square is one hundredth of the whole square. 1 out of a 100 is the same as 1 percent. We write this as 1%.

$${}^{1}/_{100} = 1\%$$



$$50\% \equiv {}^{50}/_{100} \equiv {}^{5}/_{10} \equiv {}^{1}/_{2} \equiv 0.5$$

A lot of ways to write the same amount.

# SCIENCE

## Living Things and their Habitats

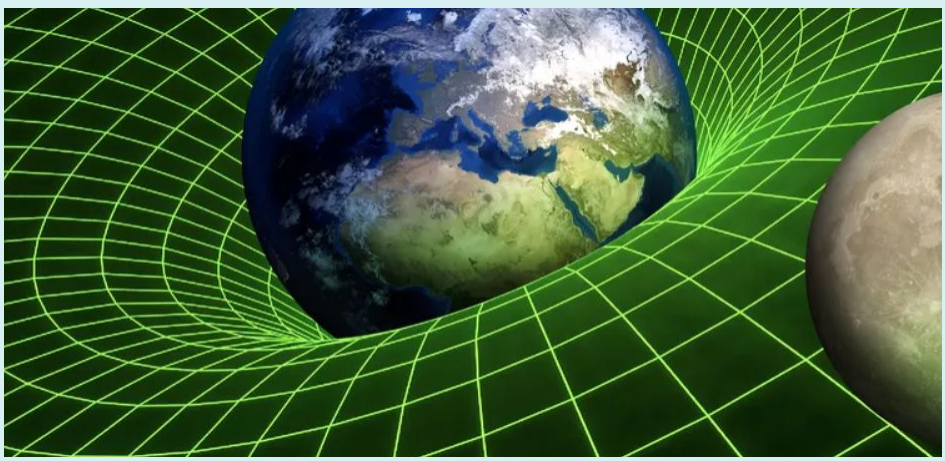
**During this unit, the children will:**

- Understand the life processes of a plant.
- Understand the life cycles of mammals.
- Compare the life cycles of insects and amphibians.
- Understand the life cycle of birds and reptiles.
- Know about the life and work of Jane Goodall and David Attenborough.
- Research and present the life cycle of a creature.

## Forces

**During this unit, the children will:**

- Explore gravity and the life and work of Isaac Newton
- Examine the connection between wind resistance and parachutes.
- Explore factors which affect an object's ability to resist water.
- Investigate the effects of friction on different surfaces.
- Investigate mechanisms - levers and pulleys
- Investigate mechanisms - gears.



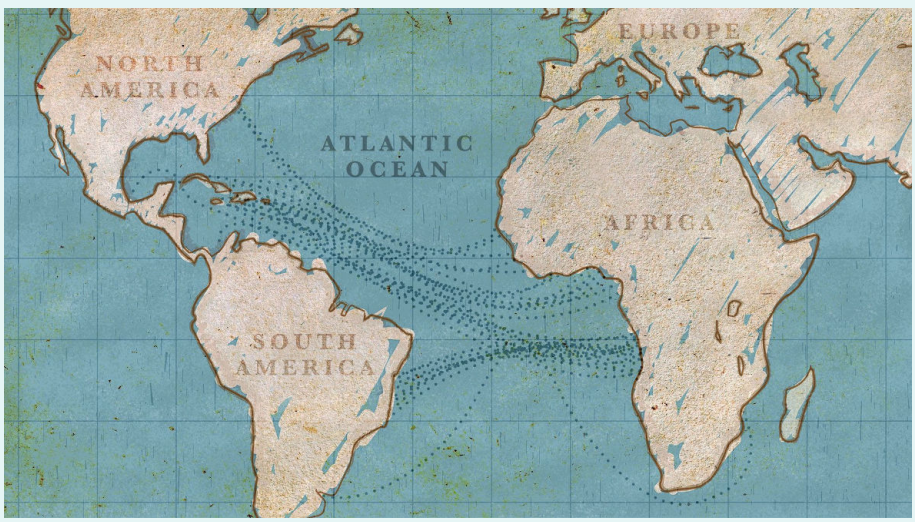
# GEOGRAPHY

| Spatial Sense | |
|---|---|
| **Topic** | **Knowledge Goals** |
| **East Anglia : Physical Geography** | East Anglia can be very windy when the wind comes from the East.<br>East Anglia is warmer in the summer and drier than much of the UK.<br>The Fens are below sea level. |
| **East Anglia : Land Use** | A long time ago, much of East Anglia was marshland.<br>In the 17th Century, people drained the marshland creating waterways and fertile land.<br>Today East Anglia is known as the 'breadbasket of Britain' as farmers grow lots of wheat and barley. |
| **The Midlands : Settlements** | Birmingham is a large city in the Midlands with millions of people living there.<br>There is a canal running from London to Birmingham.<br>The Midlands is an area with many towns and cities and also rural regions. |
| **Yorkshire and Humberside : Physical Geography** | Yorkshire is a large area to the North of England.<br>The Yorkshire Dales are a National Park.<br>The Yorkshire Dales have high hills, steep valleys and fast flowing rivers. |
| **Yorkshire and Humberside : Human Geography** | The Ribblehead Viaduct is a bridge structure that allows a railway to travel across a valley.<br>The Humber Bridge stretches across the Humber Estuary, making it easy for vehicles to travel across it.<br>People can change landscape with constructions such as bridges . |

| Australia | |
|---|---|
| **Topic** | **Knowledge Goals** |
| **Australia : location and physical geography** | Australia is located in the Southern Hemisphere.<br>Australia is surrounded by water, including the Indian Ocean and the Southern Ocean.<br>Australia is a large country and is very diverse. |
| **The history of Australia** | Captain James Cook sailed on the Endeavour and claimed a part of Eastern Australia in 1770.<br>Aboriginal means 'from the beginning' and Aboriginal people have lived in Australia for over 60,000 years.<br>After Captain James Cook sailed to Australia, the British claimed land and set up prison colonies. |
| **Settlements and Industry** | Canberra is the capital city of Australia and is located in South Western Australia.<br>Many Australian cities are located near the coast, inland the land is very dry and less inhabited.<br>Mining is an important business in Australia. |
| **Climate** | Australia is home to several different biomes including grassland, forest and desert.<br>Due to its size, Australia has several climates<br>Including the tropical north and the temperate south. Australia can experience both flooding and extreme drought. |
| **Biodiversity** | Australia has rich biodiversity, plants and animals live there that are not found anywhere else in the world.<br>Rabbits are an invasive species that threatened Australian biodiversity.<br>Climate change and urbanisation are threats to biodiversity. |

# History

| The Transatlantic Slave Trade | |
|---|---|
| **Topic** | **Knowledge Goals** |
| **The Origins of the Transatlantic Slave Trade** | The Atlantic Slave Trade provided slave labour to work on plantations in the Americas, which provided goods such as coffee, sugar and tobacco.<br>Enslaved Africans were sold to the European traders in exchange for goods<br>Africans would be taken across the sea crammed into slave ships . |
| **The Atlantic Passage** | The 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America.<br>Conditions on a slave ship were so appalling and inhumane that one in ten would die during the journey and sailors said it could be smelt before it could be seen.<br>Some Africans resisted capture and lead revolts on board the ships. These were usually unsuccessful and were brutally punished. |
| **Enslaved Africans: Treatment and Resistance** | Enslaved Africans could be bought at auction, branded by their owner, and sent to work on a plantation.<br>The treatment of enslaved Africans was extremely cruel.<br>Some enslaved Africans resisted by running away or revolting. Some slaves were able buy their freedom from their owner, but this was very rare. |
| **The Abolishment of Slavery** | The abolition of slavery was achieved by African resistance, economic factors and humanitarian campaigns.<br>The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade.<br>While the slave trade was abolished in 1807, slavery wasn't made illegal in the British Empire until 1833. |
| **An Abolitionist: Thomas Clarkson** | Thomas Clarkson entered and won an essay competition at Cambridge University on slavery.<br>Thomas Clarkson set up the Committee for the Abolition of the African Slave Trade, along with Granville Sharp.<br>Thomas Clarkson recruited MP William Wilberforce to speak on behalf of the abolition movement in Parliament |



# History

| The French Revolution | |
|---|---|
| **Topic** | **Knowledge Goals** |
| **Life in France before the Revolution** | Before the revolution, French society was very unfair. The poor paid high taxes, the rich paid none.<br>Louis XVI was an absolute monarch; he was all-powerful.<br>In 1789, poor people were very unhappy, and some decided to demand change. |
| **Louis XVI and Marie Antoinette** | King Louis and Queen Marie Antoinette lived very luxurious lifestyles and this upset the people of France.<br>The French revolution began with the Storming of the Bastille.<br>France was no longer ruled by a King and many people were executed during the revolution. |
| **Napoleon** | Napoleon was a French military leader who commanded armies.<br>Napoleon made himself 'Emperor' of France.<br>Napoleon created the Bank of France and established new laws with the Code Napoleon. |
| **Battle of Trafalgar** | The British Navy and the French Navy fought the Battle of Trafalgar near Spain.<br>The British Navy were victorious, and the French could not invade.<br>The leader of the British Navy, Admiral Nelson, was killed during the battle. |
| **Battle of Waterloo** | Exile means to be banished from a place as punishment.<br>After escaping exile, Napoleon fought Britain and its allies at the Battle of Waterloo.<br>After losing the battle, Napoleon was exiled again to a small island called St Helena, where he later died. |

# STEAM

**Skills & Competencies:**

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

### Save, Make, Reinvent : Junk Bots Challenge

Junk Bots are easy-to-build robots that you can make using a simple circuit and recyclable materials. Form 5 will draw, design and invent a Junk Bot that they think would help the world to Save Make Reinvent. Using recyclable materials they will experiment with sustainable inventions, prototype and test their very own Junk Bot. Then they can tinker with hobby motors to bring them to life.

### Beat the Flood Challenge

Imagine building a house in an area that gets flooded. What features does it need? As a result of increased flooding caused by climate change, many families around the world, including Bangladesh, are losing the security of a safe place to live. In this challenge, the children investigate structures and properties of materials and then use that knowledge to make a model of a flood-resistant home. This exciting hands on challenge enables pupils to consider the impact of flooding and design and build a model of a home on the fictitious island of Watu.

# PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children's emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

| Dreams and Goals | Healthy Me |
|---|---|
| Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation | Smoking, including vaping<br>Alcohol<br>Alcohol and anti-social behaviour<br>Emergency first aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour |

# PHILOSOPHY & ORACY

*Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly "Sticky Questions" school initiative.*

**What is Sticky Questions?**

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions "sticky" is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk during Form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

**Whole Class Philosophy Lessons**

| | |
|---|---|
| **Debating Skills** | Topic : Just the Universe and Everything in it!<br>Themes : Living things, Science, The Blue Planet, The Truth Shall Set You Free, Galaxies Far, Far Away and Wibbly Wobbly, Timey Wimey |
| **When should you follow orders?** | Soldiers, sailors and airmen in the Armed Forces have always had to follow orders. Are there any exceptions? |
| **Wrong Place, Wrong Time.** | Does witnessing a crime or being a victim of a crime mean you have a moral responsibility to speak about it? |

| | | | |
|---|---|---|---|
| **What would happen if money were abolished?** | **What can be shared without anyone having less than if they had it all?** | **Does technology make the human race stronger or weaker?** | **Is respect earned by what you do, or by who you are?** |

# Art

*Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with the Knowledge curriculum, adding colour and texture to people, places and moments in time.*

| Spring 1 | Spring 2 |
|---|---|
| **Key Vocabulary : peoples, ceremony, Bamana Peoples, headdress, Edo Peoples, Benin City, plaque, relief, cast, brass, ivory** | **Key Vocabulary : dynasty, Ming dynasty, calligraphy, character, rice paper, scroll, hand scroll, hanging scroll, ink stick, porcelain, Ming ware** |
| <u>Art From Western Africa</u><br>• Joseph Amedokpo. Togolese painter. Line, Pattern and repetition, bright and bold colours.<br>• Picasso African Period. The influence of the African Masc on Avant Garde art. Portraiture. | <u>Chinese Paintings and Ceramics</u><br>Chinese Vase Colour, Value & Symmetry<br>• To learn about SYMMETRY. To draw and cut out a vase shape that is the same on both sides.<br>• To learn about lines and shapes and use them by repeating them in decorative patterns.<br>• To learn about colour theory and create tints of blue.<br><br><u>Terracotta Army-Chalk Pastel and Symmetry.</u><br>• To learn about the history of the Terracotta army, including how it was discovered, how it was made.<br>• To learn about lines and shapes, and to be able to draw a symmetrical warrior using geometric shapes using chalk pastels. |


BEYOND THE ORCHARD

# SPORT

## PE

### *Alternative Sports*

**Children will continue their rotation of:**

**Health related fitness**

- What happens to the body during exercise (physiological changes)
- Why is exercise important?
- Range of activities to focus on: cardiovascular endurance, speed, agility, balance, coordination, competition
- Opportunity to lead a fitness session for their peers

**Gymnastics**

- To learn and practise a wide range of gymnastics skills including; cartwheels, handstands, rolls and balances.
- To put these skills into routines and sequences.

**Lacrosse**

Introduction to POP lacrosse and lacrosse. To understand the difference between Pop lacrosse and lacrosse. To focus on skills of throwing and catching and ground balls. To understand principles of attack and defence and put these into a game.

**Padel Tennis**

To learn the basics of padel tennis, including how to serve, score, use the wall and controlling the ball.

## GAMES

### Spring 1

Choice between hockey and rugby:

**Hockey:**

- Passing skills including a push pass, hit.
- Dribbling technique
- Use of reverse stick
- Attacking and defending principles
- Rules, short/ long corners and formations
- Game play against other schools.

**Rugby:**

- Passing Tackling
- Attacking principles
- Defending principles
- Scrums and rucks
- Game play against other schools.

### Spring 2

**Hockey:**

- Passing skills including a push pass, hit.
- Dribbling technique
- Use of reverse stick
- Attacking and defending principles
- Rules, short/ long corners and formations
- Game play against other schools.

**Girls Football:**

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting
- To demonstrate attacking and defending in football
- To practise shooting
- To play a small sided and larger games

# BEYOND THE ORCHARD

## Computing

**Graphics continued**

- Creating a range of different images
- Can we believe what we see online?

**HTML**

- Using HTML to create a simple website

## Music & Performance

**Music**

**The children will continue to learn about traditional Samba instruments and develop the ability to read notation and play short rhythms in groups. They will also compose a short samba piece.**

**Drama**

**During Spring term, Form 5 will learn about acting for musical theatre. They will understand the demands and needs of a musical theatre performer and develop their skills in combining all three disciplines (acting, singing & dancing). This will be in preparation for their performance at Dukes Festival of the Arts at Royal Festival Hall, where they will be performing an extract from Shrek the Musical to an audience of 2500.**

## French

- To read and understand authentic French stories
- Epiphany: Qu'y a-t-il dans la galette?
- French pastry: Vive l'heure du gouter
- To use the bilingual dictionary to write my own sentences and create a new page of the story
- To write compound sentences with a range of adjectives to describe French pastry
- To adapt complex sentences in speaking, using adverbs of frequency
- To learn about maps in French: names of continents and oceans, imaginary lines
- Authentic poem: Léopold Sédar
- To use an atlas to find French-speaking countries
- To write sentences to locate countries and cities in the World map
- To take part in dialogues talking about languages and nationalities

# Knowledge Organisers

## What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

## The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

## How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

# Australia

| deciduous forest | tropical forest | savannah | semi desert | desert |
|---|---|---|---|---|
| trees drop their leaves in winter | tall trees growing close together | tall grassland and scattered trees | short grass and small, dry bushes | sand and stone with few plants |
| Tasmania and East Coast | North coast, Queensland | further inland on East Coast, parts of New South Wales | across Australia including large parts of Western Australia | Western and Central Australia |
|  |  |  |  |  |

**KEY VOCABULARY**

| | |
|---|---|
| industry | activity where **raw materials are changed into goods** that can be used and traded |
| Aboriginal People | **people living in Australia from the earliest times**, before the arrival of settlers or colonists |
| colony | a country, or an area, **under the control of another country** and often occupied by settlers from that country |
| settler | a person **who has moved, with other people, to live in a new country or area** |
| mining | where a **raw resource is extracted from the earth**, e.g., coal |
| The Commonwealth | a **group of countries that used to be part of the British Empire**, but now voluntarily work together on issues such as human rights |
| biome | a **community of plants and animals** that have shared characteristics due to the environment they live in |
| Uluru | a **massive sandstone rock in Australia's Northern Territory:** Uluru is sacred to indigenous Australians and is thought to have started forming around 550 million years ago |

# British Geography
## (East Anglia, The Midlands, Yorkshire & Humberside)




**KEY VOCABULARY**

| | |
|---|---|
| **industry** | activity where **raw materials are changed into goods** that can be used and traded |
| **arable farming** | farming where **crops are planted, tended to and then harvested** |
| **pastoral farming** | farming where **animals are raised and used for food** or other produce such as wool |
| **mining** | where a **raw resource is extracted from the earth**, e.g. coal |
| **national park** | an area **protected by laws to ensure land is preserved** |
| **viaduct** | a type of **bridge built across a valley** to allow transport to cross from one side to another |
| **valley** | the **low-lying land between mountains or hills** |
| **relief map** | a map **showing the shape and height of land** |
| **population** | the **number of people living in a specific area** |
| **topography** | the **surface features in an area of land**, e.g. hills, mountains, valleys, lakes and rivers (topography can also include features made by humans such as viaducts, dams, roads, and even cities) |

| | |
|---|---|
| **East Anglia** | • includes Norfolk, Suffolk and Cambridgeshire<br>• the Fens is a region of East Anglia that is often at or below sea level and is home to lots of wildlife<br>• known as 'Britain's bread basket' |
| **Yorkshire and Humberside** | • Yorkshire is a large area in the north of England<br>• North Yorkshire is the largest county in the UK<br>• the Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside |
| **the Midlands** | • the Midlands means 'land in the middle'<br>• the biggest city in the Midlands is Birmingham<br>• in the past, the Midlands had coal and iron mines |

# The Transatlantic Slave Trade

**Thomas Clarkson**

Thomas Clarkson was a prominent eighteenth-century anti-slavery campaigners: in 1787, he helped form the first Abolitionist Committee

**Olaudah Equiano**

Equiano was one of the most prominent black campaigners in the anti-slavery campaign: he was an ex-slave who, by the 1780s, lived as a free man in London, and is mostly remembered for his 1789 autobiography.

**William Wilberforce**

William Wilberforce was the main figurehead in British Parliament for the abolitionist campaign

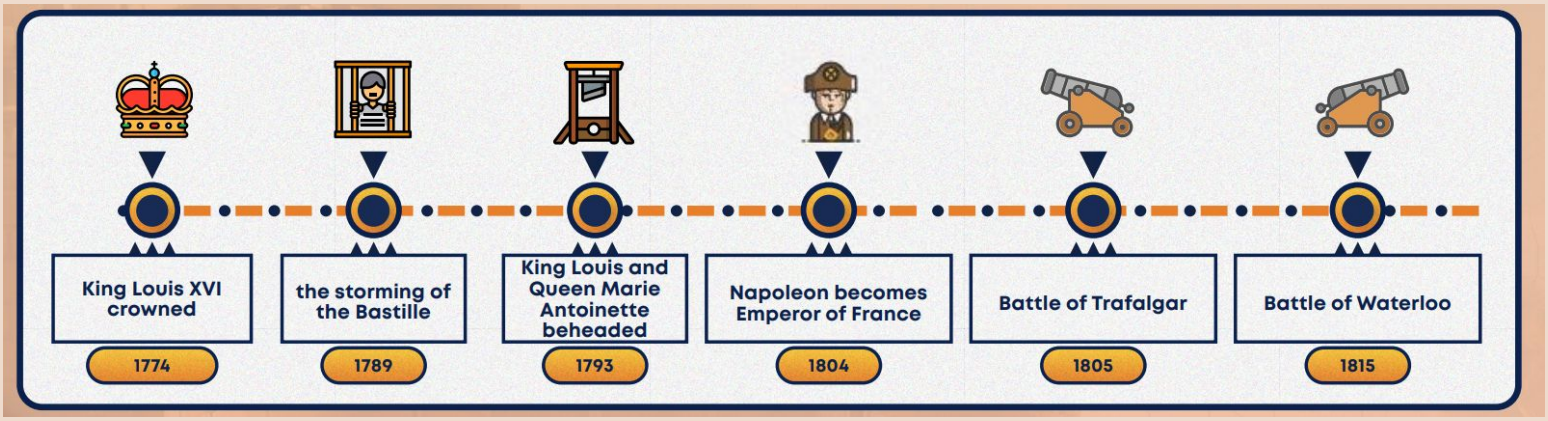


the transatlantic slave trade is sometimes known as the 'Triangular Trade', since it was three-sided, involving voyages: from Europe to Africa, from Africa to the Americas, from the Americas back to Europe

## KEY VOCABULARY

| | |
|---|---|
| **transatlantic slave trade** | responsible for the **forced migration of millions of people from Africa to the Western Hemisphere** from the middle of the 15th century to the end of the 19th century |
| **enslaved Africans** | a **human being classed as property**, who is **owned by another person** and who is **forced to work for nothing** (to refer to a person who was enslaved as a 'slave' strips them of their identify - therefore, the term 'Enslaved Africans' should be used) |
| **Atlantic passage** | sometimes known as the 'Middle Passage', refers to the **part of the trade where enslaved Africans, densely packed onto ships, were transported across the Atlantic** to the West Indies |
| **plantation** | usually **a large farm or estate**, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugarcane, or the like is grown |
| **abolitionists** | an abolitionist was **someone who wanted to end slavery** |

# The French Revolution




**KEY VOCABULARY**

| | |
|---|---|
| revolution | a time when people, ruled or governed by a power, **overthrow that power** and try to change how people live and work |
| absolute monarchy | when a **king or queen is in complete control** and doesn't need to follow any rules or laws |
| republic | a country **governed by elected representatives**, not by a king or queen |
| clergy | people who **have a role within the church**, e.g. Catholic Priest |
| nobles | **wealthy people** from families who are considered important |
| debt | a sum of **money that is owed** |
| exile | when a person is **banned from living in a country,** often used as a punishment |
| allied | **joined together**, countries sometimes join together to fight in wars |
| the Bastille | a **prison in Paris** used by the French kings |
| Battle of Trafalgar | a **battle** that took place off the coast of Spain **between the French and the British** navy: it was won by the British admiral, Nelson, who defeated Napoleon and prevented a French invasion of Britain |
| Battle of Waterloo | a **battle** that took place in what is now Belgium **between the French and the allied forces of Germany, Britain and Holland**: the Duke of Wellington was victorious, and Napoleon was defeated |

**KEY PEOPLE**

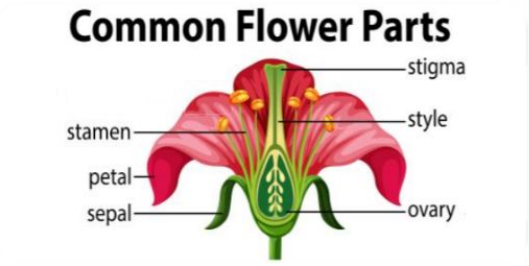
| | |
|---|---|
|  King Louis XVI | crowned King of France in 1774 (an absolute monarch, beheaded in 1793) |
|  Marie Antoinette | became Queen of France when her husband became King (beheaded in 1793) |
|  Napoleon | hugely successful military leader who became emperor of France (died in exile on the island of St Helena) |
|  Horatio Nelson | British admiral in the Royal Navy who defeated Napoleon at the Battle of Trafalgar, preventing an invasion |
|  Duke of Wellington | British army general who defeated Napoleon at the Battle of Waterloo |

# Knowledge Organiser: Living Things and their Habitats

## Careers connected to Living Things and their habitats:
## Zoologist, Veterinary Surgeon, Biologist

### Reproduction in plants

Plants contain both male and female cells. Some need to be pollinated in order to be fertilised. Others use asexual reproduction to reproduce.




### Birds and Reptiles

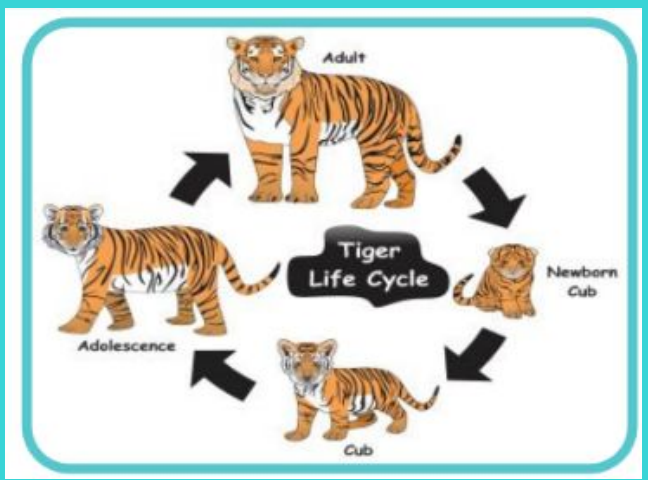
Most birds and reptiles are born when the mother lays eggs and incubates them until they are ready to hatch. Once the egg is hatched, the baby is looked after by the mother before leaving the nest.

### Important People

David Attenborough and Jane Goodall study living things. They present the life of animals on earth and have made important documentaries so we can learn about the world around us.

### Mammals

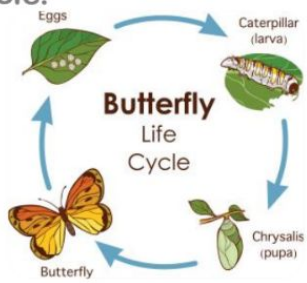
Mammals reproduce and give birth to live young. They can be either placental, monotreme or marsupial.




### Metamorphosis

Amphibians are a bit different. Many are born live or underwater. They complete a metamorphosis as adults and can live and breathe on land.

Metamorphosis is the change in body form and habits during the life cycle.



# Knowledge Organiser: Forces

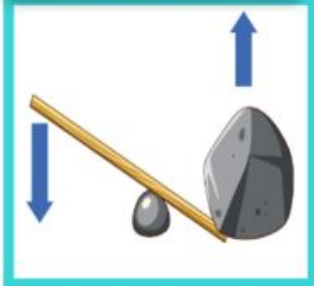
**Careers connected to Forces:**
**Aerodynamics engineer, forensic investigator**

## Forces in Action


## Mechanisms

### Pulleys

A pulley is a wheel over which a belt, rope, or chain is pulled to lift or lower a heavy object.



### Levers

Levers are a bar that rotates around a point. They make it easier to lift a heavy load.

### Gears/Cogs

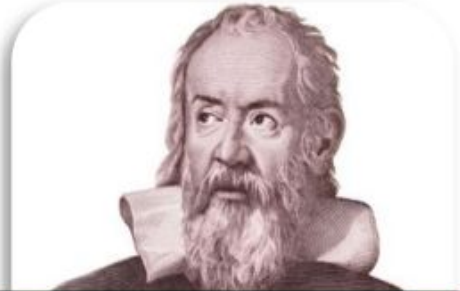
Gears are toothed wheels that mesh together, they rotate in opposite directions.

## Mass and Weight

The mass of an item can be measured in **Grams/ Kilograms**.

Weight is how much force is needed to pull an object and is measured in **Newtons**.

Sir Isaac Newton developed his theory of gravity.



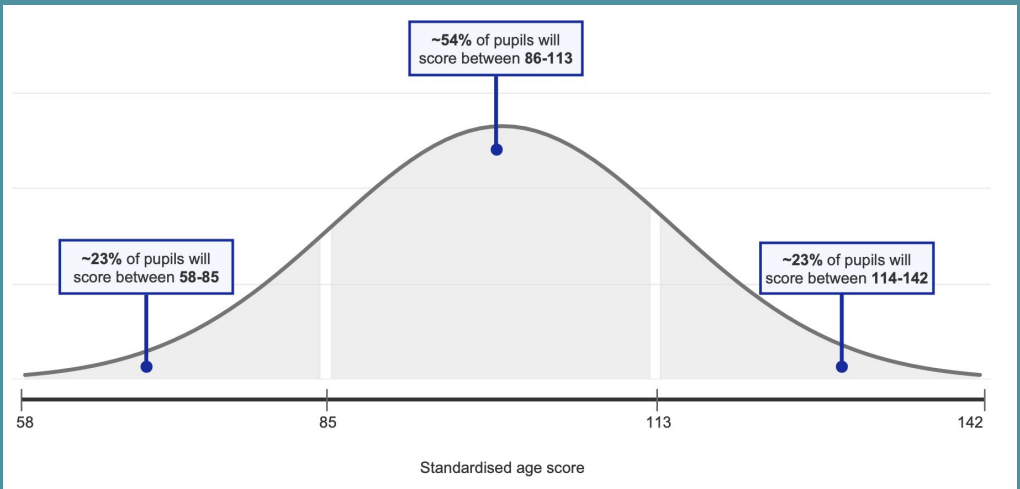
Galileo conducted experiments to test mass.

# Assessments Spring Term

## Understanding Standardised Scores

**Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100.Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:**

- **The number of questions answered correctly**
- **The difficulty of the questions answered**
- **The pupil's age at the time of assessment**
- **The pupil's performance compared to a national sample**




## Assessments taken by Form 5 children at Orchard House School in the Spring Term

**NGRT (New Group Reading Test)**

**This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.**

**NGST (New Group Spelling Test)**

**The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.**

**New PUMA (Progress in Understanding Mathematics Assessment)**

**This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.**