

Dear Parents/ Carers,

Please find below information about what your child is learning this term- we call it a 'Knowledge Organiser' for our new Connected Curriculum. The last section of the Knowledge Organiser offers ideas of how adults can support children at home and gives information about homework.



Please speak to your child's class teacher if you have any questions.

Knowledge Organiser for Y5 unit *Castles – Why would someone build a castle here?*

Knowledge to be secured (What do learners need to know and understand?)

Secure knowledge and understanding of British, local and world history
Understand how our knowledge of the past is constructed from a range of sources.
Gain historical perspective by applying their growing knowledge into different contexts.
Make connections between local, regional and national history / events.
Establish clear narratives within and across the periods studied.
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Understand how our knowledge of the past is constructed from a range of sources.

Terminology and vocabulary we will be using

castle
mote and bailey
medieval
fortification
commemoration
Blitz
memorial

Spelling patterns we will be looking at in Fast Spelling/Phonics sounds:

Homophones:
advice/advise, device/devise, licence/license, practice/practise, prophecy/ prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal, steel, wary/weary, who's/whose

<cious>
vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious

Phonics: ee/ea/ie/ey i/ie/y/igh

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| <p><u>Skills to be secured. Learners will know how to...</u></p> <p>To use chronology To note connections, contrasts and trends over time. To develop the appropriate use of historical terms To construct informed responses to historical information Note connections, contrasts and trends over time.</p> | <p><u>Links to other areas of learning/the curriculum</u></p> <p>Art – Work of WW2 artists Music – WW2 songs and dances DT – WW2 recipes ICT – research skills and Internet safety.</p> |
| <p><u>The journey...</u></p> <p>Throughout the unit we will be exploring how people remember and commemorate World Wars. We will look at the uses of and impact of castles in their localities and consider the events and changes through time. Pupils will be encouraged to undertake research to learn about castles and experience what life has been like for those who have lived through wars.</p> <p><u>Agreed outcomes</u></p> <p>Pupils will gain a historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history. They will have an appreciation of cultural and social history of the time periods studied.</p> | <p><u>Planned or possible experiences, visits or visitors</u></p> <p>Visit Great Billing War Memorial</p> |
| <p><u>Ways parents/ carers can support/ Homework</u></p> <ul style="list-style-type: none"> - Homework will be given out on a Friday and will be due in on a Wednesday. Maths tasks will be on-line using MyMaths and English tasks will be a written task. - Reading books and records need to be in school every day. It is expected that pupils will read 5 times a week and this needs to be evidenced with a signature in the reading record. Reading books can be changed and records will be checked on a Monday and a Thursday. If pupils finish their book between these days, we encourage them to read a range of other materials to broaden their experiences. - Fast Spelling and Fast Maths - We do not do weekly spelling or multiplication tests, we do something called Fast Spelling & Fast Maths, which involves regular targeted practice in class. Please support your child with learning the words and sounds listed on the knowledge organiser and ensuring your child know their multiplication tables. - P.E is on a Monday for Isham and on a Tuesday for Althorp. - This year the children have been given Activity Passports. They include a range of activities that they can complete at school as well as some that they may like to complete at home. Children can bring into school evidence of: <ul style="list-style-type: none"> Reading in an unusual place. Making up a new game. Doing a blind folded taste test. Visits to museums. Planning and cooking meals. | |

