





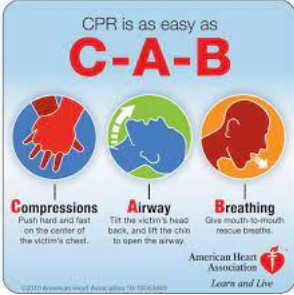




## Year 5 : Knowledge Mat - What makes up our identity?

| Key Vocabulary    |   | Images  | Core Knowledge   |
|-------------------|---|---|--|
| <b>Stereotype</b> | A widely held but fixed and oversimplified image or idea of a particular type of person or thing.   |  | <ul style="list-style-type: none"> <li>➤ I know how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>➤ I know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>➤ I know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>➤ I know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>➤ I know how to challenge stereotypes and assumptions about others</li> </ul> |
| <b>Gender</b>     | The male or the female sex, especially when considered with reference to social and cultural differences rather than biological ones                                      |   |  |
| <b>Community</b>  | A group of people living in the same place or having a particular characteristic in common.   |   |  |
| <b>Society</b>    | People living together in a more or less ordered community.   |   |  |
| <b>Ethnicity</b>  | A population group made up of people who share a common cultural background or descent.   |   |  |
| <b>Culture</b>    | The ideas, customs, and social behaviour of a particular people or society  |   |  |
| <b>Heritage</b>   | Something that is handed down from the past, as a tradition: a national heritage of honor, pride, and courage. something that comes or belongs to one by reason of birth. |   |  |





## Year 5 : Knowledge Mat What decisions can people make with money?

| Key Vocabulary  |  | Images  | Core Knowledge  |
|-----------------|--|---|---|
| <b>Credit</b>   | The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future | <br><br> | <ul style="list-style-type: none"> <li>➤ I know how people make decisions about spending and saving money and what influences them</li> <li>➤ I know how to keep track of money so people know how much they have to spend or save</li> <li>➤ I know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>➤ I know how to recognise what makes something 'value for money' and what this means to them</li> <li>➤ I know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> |
| <b>Debit</b>    | Money paid directly from a bank account.   |   |   |
| <b>Risk</b>     | A situation involving exposure to danger or loss.  |   |   |
| <b>Interest</b> | Money paid regularly not an account at a particular rate for the use of money by the bank  |   |   |
| <b>Value</b>    | The financial amount that an object is worth   |   |   |
| <b>Spending</b> | When money is used to purchase a service or item.  |   |   |
| <b>Saving</b>   | When money is kept safe and not spent, sometimes gaining interest in a bank account.   |   |   |

# Year 5 : Knowledge Mat -How can we help in an accident or emergency?





| Key Vocabulary            |   | Images   | Core Knowledge   |
|---------------------------|---|--|--|
| <b>Allergy</b>            | An allergy is a reaction your body has to a particular food or substance.   |      | <ul style="list-style-type: none"> <li>➤ I know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>➤ I know that if someone has experienced a head injury, they should not be moved</li> <li>➤ I know when it is appropriate to use first aid and the importance of seeking adult help</li> <li>➤ I know how to make an emergency call</li> <li>➤ I know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> |
| <b>Injury</b>             | The harm caused to the body or mind by an experience.   |  |  |
| <b>Choking</b>            | The body's response to a blockage of the airway   |  |  |
| <b>Emergency services</b> | The public organisations that respond to and deal with emergencies when they occur, especially the ambulance service, the police, and the fire brigade  |  |  |
| <b>First Aid</b>          | The initial help given to a sick or injured person until full medical treatment is available.   |  |  |
| <b>Asthma</b>             | A common lung condition that causes occasional breathing problems   |  |  |
| <b>Clear information</b>  | Facts which are easily understood.  |  |  |
| <b>ABC</b>                | ABC stands for Airway, Breathing, and Circulation. This means ensuring that the airway is clear, checking to see if the patient is breathing and observing the circulation (pulse or observation of colour and temperature of hands or fingers) |  |  |

# Year 5 : Knowledge Mat- How are drugs common to everyday life affect health?





| Key Vocabulary          |   | Images   | Core Knowledge  |
|-------------------------|---|--|---|
| <b>Drug</b>             | A medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body. |    | <ul style="list-style-type: none"> <li>➤ I know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>➤ I know the difference between a drug and a medicine</li> <li>➤ I know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>➤ I know how laws surrounding the use of drugs exist to protect them and others</li> <li>➤ I know why people choose to use or not use different drugs</li> </ul> |
| <b>Medicine</b>         | A drug or other preparation for the treatment or prevention of disease.   |  |   |
| <b>Legal</b>            | Within the law, allowed.  |    |   |
| <b>Illegal</b>          | Forbidden by the law.   |  |   |
| <b>Health</b>           | The state of being free from illness or injury  |   |   |
| <b>Negative effects</b> | Experiences which cause harm, illness or anxiety.   |  |   |
| <b>Benefits</b>         | Advantages gained from experiences  |  |   |
|                         |   |  |   |



## Year 5 : Knowledge Mat

| Key Vocabulary        |   | Images   | Core Knowledge   |
|-----------------------|---|--|--|
| <b>Career</b>         | An occupation or job with opportunities for progress  | <br><br><br> | <ul style="list-style-type: none"> <li>➤ I know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>➤ I know that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>➤ I know about the skills, attributes, qualifications and training needed for different jobs</li> <li>➤ I know that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>➤ I know how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>➤ I know how to question and challenge stereotypes about the types of jobs people can do</li> <li>➤ I know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul> |
| <b>Voluntary</b>      | Work done without payment   |  |  |
| <b>Qualifications</b> | Exam grades or completion of coursework   |  |  |
| <b>Apprentice</b>     | A person who is learning a trade from a skilled employer,   |  |  |
| <b>Training</b>       | The action of teaching a person a particular skill  |  |  |
| <b>University</b>     | A high-level educational institution in which students study for degrees and academic research is done. |  |  |
| <b>Graduate</b>       | A person who has successfully completed a course of study or training,                                  |  |  |
| <b>Choice</b>         | An act of free will, choosing between two or more possibilities   |  |  |

## Year 5 : Knowledge Mat -How can friends communicate safely?

| Key Vocabulary              |  | Images  | Core Knowledge   |
|-----------------------------|--|---|--|
| <b>Communication</b>        | means of sending or receiving information, such as phone lines or computers  | <br><br><br> | <ul style="list-style-type: none"> <li>➤ I know about the different types of relationships people have in their lives</li> <li>➤ I know how friends and family communicate together; how the internet and social media can be used positively</li> <li>➤ I know how knowing someone online differs from knowing someone face-to-face</li> <li>➤ I know how to recognise risk in relation to friendships and keeping safe</li> <li>➤ I know the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>➤ I know how to respond if a friendship is making me feel worried, unsafe or uncomfortable</li> <li>➤ I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety NSPCC- PANTS</li> <li>➤ I know how babies are conceived and born and how they need to be cared for</li> <li>➤ I know that there are ways to prevent a baby being made</li> </ul> |
| <b>Social media</b>         | websites and applications that enable users to create and share content or to participate in social networking.  |   |  |
| <b>Permission</b>           | the action of officially allowing someone to do a particular thing; consent or authorisation   |   |  |
| <b>Personal information</b> | any information that can be used to identify a person  |   |  |
| <b>Harassment</b>           | illegal behaviour towards a person that causes mental or emotional suffering   |   |  |
| <b>Reporting</b>            | give an account of something that one has observed, heard, done, or investigated- especially when it is wrong  |   |  |
| <b>Online abuse</b>         | behaviour that has a threatening, intimidating, harassing or humiliating affect on a person  |   |  |
| <b>Phishing</b>             | the fraudulent practice of sending emails or other messages in order to get individuals to reveal personal information, such as passwords and credit card numbers. |   |  |
| <b>Trolling</b>             | When someone posts or comments online to deliberately upset others.  |   |  |

