

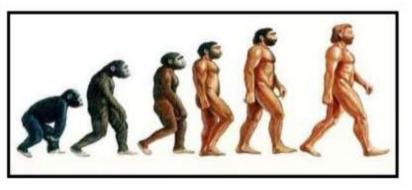
Knowledge Organisers 2nd Summer Term

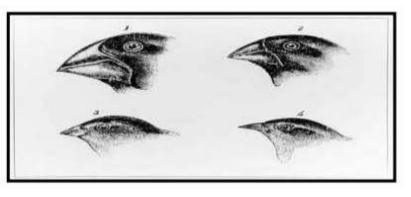
Science History Geography Art **PSHE** French Music R.E. Swimming PE

Year 6

| Key Vocabulary | Definition | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Adaptation | The process of change so that an organism or species can become better suited to their environment | | |
| Breeding | The mating and production of offspring by animals | | |
| Environment | The surroundings or conditions in which a person, animal, or plant lives | | |
| Evolution | The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth | | |
| Fossil | The remains or impression of a prehistoric plant or animal embedded in rock and preserved | | |
| Inherit | To gain a quality, characteristic or predisposition genetically from a parent or ancestor | | |
| Offspring | A person's child or children/ an animal's young | | |
| Reproduction | The production of offspring by a sexual or asexual process | | |
| Selective breeding | The process by which humans use animal breeding and plant breeding to develop selective characteristics by choosing particular animals and plant. | | |
| Adaptation | The process of change so that an organism or species can become better suited to their environment | | |
| Chromosomes | The nucleus of a cell contains chromosomes which are made up of DNA | | |
| DNA | Carries the characteristics that we inherit | | |
| genes | Genes are short sections of DNA that contain specific information. This often called the genetic code. All the genes in the whole cell are called genome. | | |

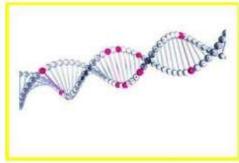
Knowledge Organiser – Evolution and Inheritance – Science - Year 6





Key Knowledge

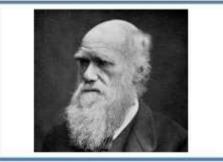
| | ine j inite ine inge |
|-----------|-------------------------------------------------------------------------------------|
| I know fo | ssil is the remains of a plant or animal. |
| I know M | ary Anning was a fossil hunter. |
| | rstand Inheritance genes are on from parents to offspring. |
| | adaptive traits enable a living survive better in its habitat or environment. |
| | at Charles Darwin contributed ds the theory of evolution. |



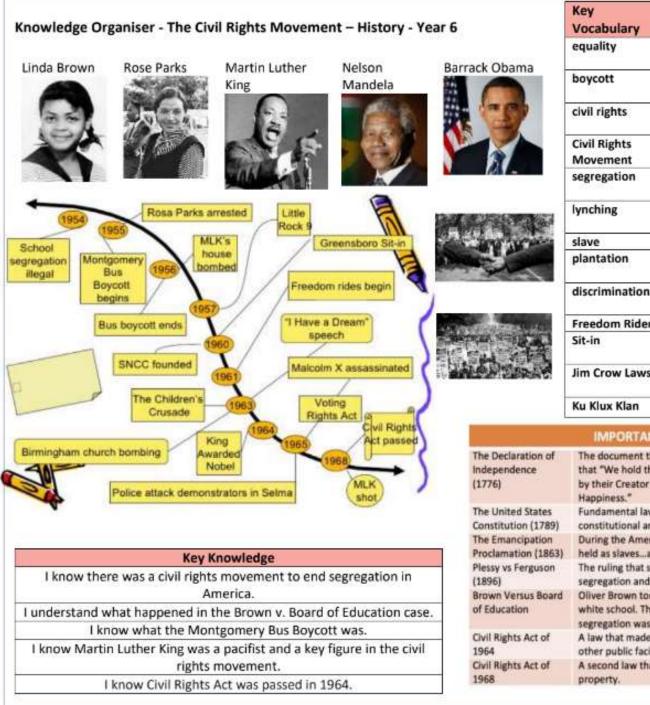
Genetic mutations



Characteristics – what happens when you cross one breed with another?



Charles Darwin



| Key Vocabulary | Definition | |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|
| equality | The state of being equal, especially in status, rights, or opportunities. | |
| boycott | When a person or group of people withdraw (stop doing something) from something as a punishment or protest. | |
| civil rights | The rights of citizens to political and social freedom and equality. | |
| Civil Rights Movement | The movement in 1960s in America to give equal rights to black people. | |
| segregation | Dividing people by race in schools, transport, cinemas or anywhere people gather together. | |
| lynching | The murder of African-Americans, sometimes in public, for violating racial codes. | |
| slave | A person who is the property of a slave owner. | |
| plantation | An estate on which crops like tabacco, sugar and coffee are grown. | |
| discrimination The unjust or prejudicial treatment of different categories people, especially on the grounds of race, age, or sex. | | |
| Freedom Riders | People who travelled by bus but sat in the wrong seats. | |
| Sit-in An organized passive protest where people sit and refuse leave. | | |
| Jim Crow Laws | r Laws The system of racial segregation in South American in all aspects of public life. | |
| Ku Klux Klan | An organisation that believed in white supremacy. | |

IMPORTANT LEGAL DOCUMENTS AND DECISIONS

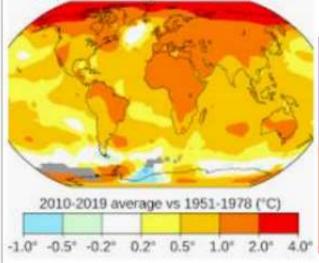
| The Declaration of Independence (1776) | The document that set out the United State's independence from the rule of Great Britain. States that "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The United States | Fundamental laws of the United States, and the rights it guarantees its citizens. There are now 27 |
| Constitution (1789) | constitutional amendments, which set out these rights. |
| The Emancipation | During the American Civil War, President Lincoln issues this declaration, writing, "that all persons |
| Proclamation (1863) | held as slavesare, and henceforward shall be free" |
| Plessy vs Ferguson | The ruling that separate but equal facilities could be provided by states and businesses. Allowed |
| (1896) | segregation and 'Jim Crow' laws. |
| Brown Versus Board of Education | Oliver Brown took the school board of Topeka to court after his daughter was refused admission to a white school. The Supreme Court combined Brown's case with several others, ruling that the segregation was unfair, and that separate did not mean equal. |
| Civil Rights Act of | A law that made discrimination illegal in public places, provided for the desegregation of schools and |
| 1964 | other public facilities, and made employment discrimination illegal. |
| Civil Rights Act of 1968 | A second law that made it illegal to discriminate against someone when renting or buying a houses or property. |

| Knowledge Organiser- Glo | bal Trade, Tourism and Environ | mental Issues – Geography - Year 6 |
|--------------------------|--------------------------------|------------------------------------|
|--------------------------|--------------------------------|------------------------------------|

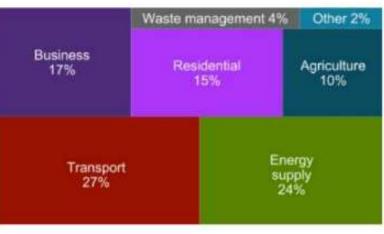
| Key Vocabulary Definition | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Fairtrade | trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers. | |
| Import | goods or services brought into a country from abroad for sale. | |
| Sustainable | able to be maintained at a certain rate or level. | |
| Planation | an estate on which crops such as coffee, sugar, and tobacco are grown. | |
| Agriculture | the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products. | |
| Tourism | the commercial organisation and operation of holidays and visits to places of interest. | |
| Global warming | a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants. | |
| Fossil fuels | a natural fuel such as coal or gas, | |
| Greenhouse effect | the trapping of the sun's warmth in a planet's lower atmosphere, | |
| Deforestation | the action of clearing a wide area of trees. | |
| Bio-degradable | capable of being decomposed by bacteria or other living organisms and thereby avoiding pollution. | |



Temperature Change in the Last 50 Years



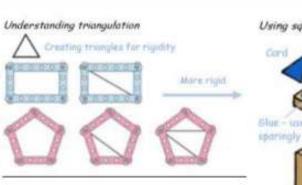
Greenhouse Gasses in the UK (2007)

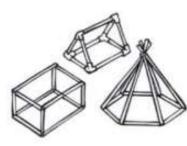


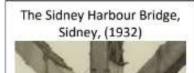
| Key Knowledge |
|-------------------------------------------------------------------------------------------|
| I know Fairtrade ensures farmers and workers are paid a good price for their products. |
| I understand where cotton comes from and its journey to the UK. |
| I understand some of the positive and negative impacts of tourism. |
| I know reasons for global warming and effects. |
| I know the effects that plastic has on the |
| environment including the oceans and how we can help. |

Knowledge Organiser – Structures – Design and Technology – Year 6

| Key Vocabulary | Definition | |
|------------------|------------------------------------------------------------------------------|--|
| Reinforce | To make stronger | |
| Triangulation | To reinforce using triangles to add strength | |
| Stability | A structure that will not twist or overturn easily | |
| Join | To combine two pieces of a structure together | |
| Design brief | A document that outlines a project developed by a team or individual | |
| Specification | A detailed description of the design and materials used to make something | |
| Purpose | What a product is used for | |
| Annotated sketch | A diagram that had labels to describe a design | |
| Prototype | A first version of a product that is a test version | |

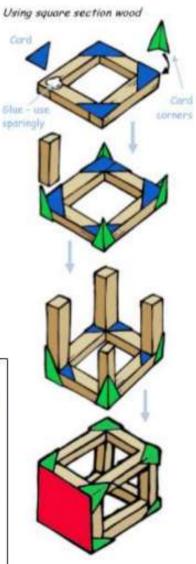












Key Knowledge I know triangulation gives strength to the structure. I know that prototypes are used on design. I know how to create a step by step annotated design sketch. I know how to use a junior backsaw and back back safely.

hacksaw and bench hook safely. I know why product evaluation is important.

The Eiffel Tower, Paris (1889)

The Gherkin, London (2003)





Knowledge Organiser – PSHE – Changing Me - Year Six

| Key Vocabulary | | |
|----------------|--------------------------------------------------------------------------------------------------------------------|--|
| Self-image | The opinion or idea you have of yourself, especially of your appearance or abilities | |
| Self-esteem | A feeling of being happy with your own character and abilities | |
| Trust | The belief that something is true or correct or that you can rely on it. | |
| Celebrity | A famous person. | |
| Puberty | The period of a person's life during which their sexual organs develop and they become capable of having children. | |
| Responsibility | A duty to deal with or take care of somebody/something. | |
| Respect | Polite behaviour towards or care for somebody/something that you think is important. | |
| Independence | The freedom to organise your own life, make your own decisions, etc. without needing help from other people. | |
| Worry | To keep thinking about unpleasant things that might happen or about problems that you have. | |







Key Knowledge

I am aware of my own self-image and how my body image fits into that.

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.

I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.



Reflective questions Ask me this...

How can I build my own self-esteem?

Who can I talk to if I have questions or worries?

What am I looking forward to about high school?

Knowledge Organiser Year 6 French Unit 12: On va faire la fête!

| Key Language | English | |
|---------------------------------------------------|--------------------------------------|--|
| Où vas-tu? | Where are you going? | |
| Je vais au café/à la piscine etc | I'm going to the café/pool | |
| Comment vas-tu? | How are you travelling? | |
| Je vais en voiture/à pied etc | I'm going by car/on foot | |
| Qu'est-ce que tu vas faire? | what are you going to do? | |
| Je vais/on va | I'm/we're going to | |
| regarder un film / nager etc | watch a film/swim etc | |
| IL/elle est/n'est pas | He/she is/isn't | |
| grand(e)/petit(e)/sympa etc | tall/small/kind etc | |
| II/Elle aans | He/She isyears old. | |
| II /Elle a les yeux/les cheveux | He/she haseyes/hair | |
| II/Elle porte un jean bleu etc | He/she is wearing | |
| J'aime/Je n'aime pas I like/I don't like | | |
| J'adore/Je déteste I love/I hate | | |
| les frites/les gâteaux/les bonbons | chips/cakes/sweets etc | |
| C'est délicieux! | It's delicious! | |
| Qu'est-ce que tu veux/vous voulez manger/boire | what would you like to eat/drink? | |
| Je voudrais | I would like | |
| une limonade/ un coca | a lemonade/a coke | |
| un jus de pomme/un jus d'orange | an apple/orange juice | |
| un chocolat chaud/un café/ un thé | a hot chocolate/coffee/tea | |
| s'il te plaît/s'il vous plaît | please | |
| Voilà/merçi monsieur | there you are/thank you | |
| C'est combien? | How much is it? | |
| L'addition s'il vous plaît! | The bill please! | |

Je voudrais un café crème.





Je voudrais un chocolat chaud.





Je voudrais deux croissants.



Je voudrais un jus de pomme.

Je voudrais une limonade.

KEY QUESTIONS

| Qu'est-ce que vous voulez | What would you like to |
|---------------------------|-----------------------------|
| boire/manger? | drink/eat? |
| C'est tout? /Et avec ça? | Is that all?/Anything else? |
| C'est combien? | How much is that? |



Knowledge Organiser Music Farewell Tour Year 6 Unit 6

| Understanding Music | | Key Signature: C major — there are no sharps or flats in the key | Improvise Together | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------|--|
| (ey Vocabulary | Definition | signature | Recorder A Minor Scale and | |
| Andante | At a walking pace | 611 | Finger Chart. | |
| Key signature | The key of a piece of music depends on the flats and sharps in the music. C major — there are no sharps or flats in the key signature | C D E F G A B Key Signature: G major — There is one sharp in the key | | |
| Adagio | Slow tempo | signature | | |
| Rhythmic | Minims: Crochets: | G A B C D E F# Key Signature: F major — There | 2/4 Time Signature | |
| patterns using: | Quavers: | is one flat in the key signature | 2 beats every | |
| | Semiquavers: | F G A B C D E | bar Bottom Number | |
| | | Luite de | Quarter (crochet) beat | |

| Listening and Responding Songs Covered | | | | |
|-------------------------------------------|-------------|---|--|--|
| | | | | |
| Let's Go Surfin' | Style: Pop | ŝ | | |
| So Amazing | Style: Soul | 8 | | |



R.E. Year 6 Summer 2 Knowledge Organiser Enquiry: What is the best way for a Sikh to show commitment to God?

| Key vocabulary | Definition | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Sikh | A person who follows the religion of Sikhism | |
| Commitment | To promise to be loyal to someone or something | |
| The 5 Ks | Khalsa Sikhs wear five symbols – called the five Ks, or Panj Kakka - to show their devotion to Sikhism.Kangha- comb, kirpan- sword, kara – bracelet, kacheri- shorts and Kesh – uncut hair The Amrit initiation ceremony involves the drinking of Amrit (sugar water stirred with a dagger) in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib | |
| Amrit Ceremony | | |
| Guru Granth Sahib | Sikh Holy Book | |
| Gurdwara | Sikh worship place | |
| Sewa | Helping others – could be donations of money, good or time | |

Key Knowledge

I understand the term commitment.

I know Sikh's dress in a way to show commitment to God

I know the 3 Golden rules of Sikhism and can explain what Seva means.

I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.

I can give my opinion on what I think Sikhs should do to show commitment to God and explain why

I know that religions can influence how people live

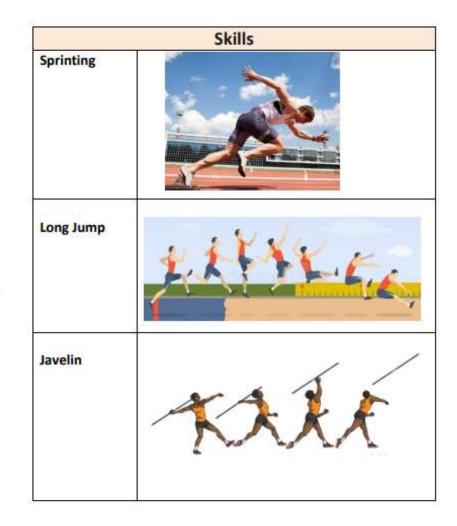




Knowledge Organiser – PE – Athletics - Year Six

| Key Vocabulary | Definition | |
|-------------------|----------------------------------------------------------------------------------|--|
| Field | The collective name for jumping and throwing activities | |
| Track | A marked oval path, where various running, hurdling, and relay events take place | |
| Pace | How fast you are running | |
| Stamina | The ability to move for sustained periods of time | |
| Power | peed and strength combined | |

| Technique | | | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------|-----|--|--|
| Long Jump | 1. Sprint towards the jumping place to gather momentum | | | |
| | When reaching the jumping plate push off the ground with your dominate leg and leap into the air. | | | |
| | 3. Whilst in the air try stretch out your legs to increase your distance. | | | |
| | When landing control your body to avoid injury as well as decreasin your jump length. | g | | |
| Javelin | 1. Stand sideways on looking in direction you are throwing the javelin | | | |
| | Hold the javelin high and behind the shoulder line with your palm turned up | | | |
| | 3. Hold non-throwing arm reached out in front of you. | | | |
| | 4. Pull back your throwing arm to create T shape with your body | | | |
| | Push through with your throwing hand whilst shifting your weight o your outstretched leg. | nto | | |
| | 6. Aim high with your javelin to increase distance | | | |





Knowledge Organiser – PE – Swimming – Year 6



| | | Skills | |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------|
| Key Vocabulary | Definition | Breaststroke | |
| Streamline | To ensure that the body travels through the water in as straight a line as possible so as not to create any more turbulence than necessary. | breathing | - of stope |
| Synchronised | To do something together/at the same time. | Streamline | |
| Retrieve | To collect an object from the bottom of the swimming pool. | | |
| Skill development | | H.E.L.P position | |
| Swim competently, confidently and proficiently over a distance of at least 25m. | | | |
| Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke. | | | A |
| Perform safe self- | rescue in different water-based situations. | | > |
| renorm sale sell- | escue in unrerent water-based situations. | rë - | |