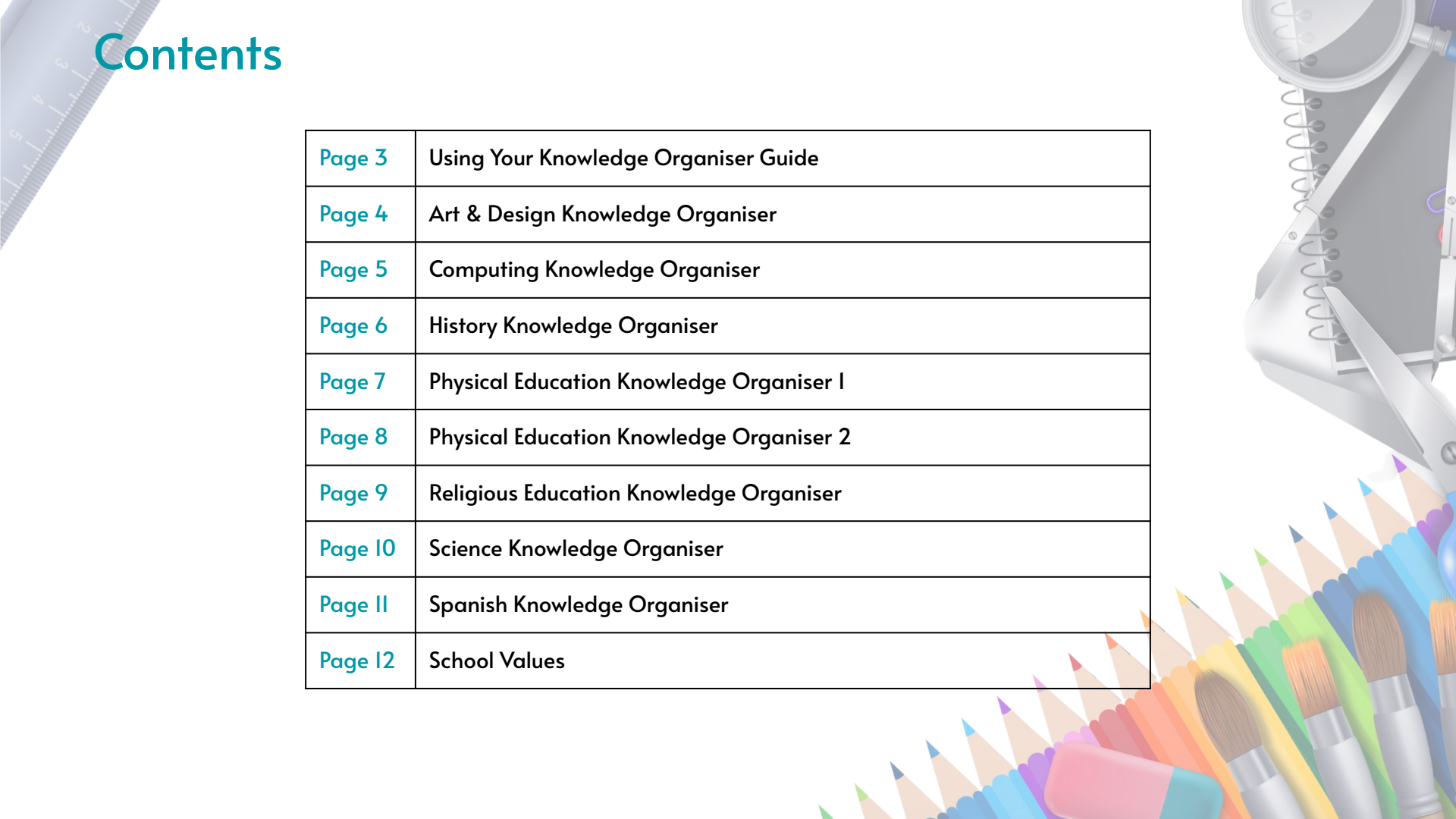
Knowledge Organiser Booklet Year 6

Autumn 2

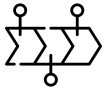
Name		Class	

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Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Year 6 Art & Design Knowledge Organiser for Autumn 2 - 2D Drawing to 3D Making

Art Themes

Pattern

The repeated way in which something is designed.

We can make different patterns arranging shapes and lines in different ways.

We will make patterns inspired by what we see around us.



Form

A shape or object with three dimensions (3D).

We can make 3D forms of people using paper and card.

We can take 2D drawings and develop them into 3D forms.



Tier 2

Observe

Looking closely and drawing what you can see.

We can create observational drawings when we observe closely.

We observe people in order to make our 3D artworks.



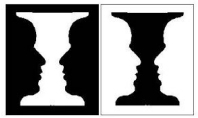
Key Vocabulary

Negative Space

Negative space describes the space surrounding a subject or object.

We will consider the negative space around the 3D pieces we make.

Negative space is the 'empty' space in and around a positive shape.



Scaling Up

To increase in size proportionally.

We will scale up our 2D drawings to create larger 3D pieces.

Scaling up is used when we make a mock-up before a finished design.



Portrait

A painting, drawing, photograph, or sculpture of a person.

We will be creating full body portraits inspired by Lubaina Himid's work.

A portrait can reveal a person's mood, character or personality.



Balance

How the elements of art (e.g. line, shape, colour, space, form, etc.) relate to each other within the composition.

We can consider balancing a mix of colours within our art work.

To create balance in a composition we make choices such as how far it is symmetrical or asymmetrical.



How this connects with previous learning

In Year 2, you used pattern in printmaking.

In Year 4 you made forms using a range of media.

In Year 5 you explored architecture and created your own designs and models.

How this connects with future learning

Later in Year 6, you will create your own designs based on installation art.

In Year 6 you will explore art and activism.

At secondary school you will develop your observational drawing further.

This is your Year 6 Computing Knowledge Organiser for Autumn 2 - Web Page Creation

Tier 2 Vocabulary	Key Vocabulary				
design	**webpage**	**HTML**	**fair use**	**copyright**	**hyperlink**
The process of thinking about and planning how to make something.	A HTML document viewed using a web browser.	A standardised language used to define the structure of web pages.	The right of the public to make reasonable use of copyrighted material in special circumstances without the Copyright Owner's Permission.	The automatic right and ownership of a piece of work as soon as they are written down or recorded.	Text or media that when clicked, takes the user to another specified location.
The company will design an enhanced version of an app before launching.	Visit a webpage to see what products, services and information are being offered.	Most scripts are written in HTML so that means you can read them in a web browser.	Fair use is being able to use content and materials from the original owner.	Copyright ensures that the owner or creator of the work is not copied.	A digital reference that a user can follow or be directed by clicking or tapping.
Nike will design their new trainers before releasing them to the public.	You will learn how to create your own webpage using Google Sites.	You will learn that webpages are written in HTML code.	You will familiarise yourself with what material you are able to use for your webpage.	You will understand that you can only use copyright-free images for your webpage.	You will create hyperlinks on your webpage that will link to other people's work.
You will be able to design your web page before publishing.					

How this connects with previous learning			How this connects with future learning	
In Year 3, you learnt a range of techniques to create a stop-frame animation. You then applied those skills to make a story-based animation.	In Year 4, you learnt about audio production and photo editing. You learnt how to edit audio and save files while also learning how to change and edit digital photos.	In Year 5, you created videos for an intended audience. You learnt how to capture, reshoot and edit.	In KS3, you will learn about how blogs are used to share information and gain attention.	Coding, programming and designing a web page are some of the most valuable skills for life. You could be a web designer, a content designer for a web page and even a digital designer for companies like Nike, Adidas, ASOS, JD and so many others.

This is your Year 6 History Knowledge Organiser for Autumn 2 - The Kingdom of Benin

Historical Themes

leadership

When an individual, group or organisation make decisions, influence or direct the decisions of others.

In Year 5 you learnt that the Alexander the Great was a significant leader in Ancient Greece. His leadership helped

Oba Ewuare the Great was a significant leader who had a moat and miles of protective walls built around his nation.



society

A collection of cultural practices, language and belief systems that unite groups of people.

In Year 5 you learn that Viking society had a huge impact on the English language by introducing many words we still use now.

The Edo people of Benin had a hierarchy ruled by Obas. Their society valued oral history and had skilled artists.



Tier 2

discern

To find out.

By looking at information from reliable sources you can discern how the Benin bronzes were made and that the artists were skilled.

By looking at the Edo cockerel sculpture you can discern that moulds and wax were used to cast bronze sculptures.



Key Vocabulary

kingdom

A kingdom is a country or region that is ruled by a king or queen. Kings and queens can have absolute power to make all of the rules/laws.

The Edo people no longer wanted to be ruled by their kings, known as the ogisos. So a prince from Ife was invited to take control of the kingdom.

The kingdom grew in size and power under the leadership of Oba Ewuare the Great and other Obas who ruled after he died.



oba

The oba was the ruler of the Edo people who lived in Benin. Oba means king in the west African language Yoruba.

The first oba, or king, in Benin was Eweka. He was the son of Prince Oranmiyan from Ife. Obas were treated as if they were sacred.

The very powerful oba lived in a palace and made decisions about made decisions about war, trade, taxation and ceremonial events.



hierarchy

A hierarchy is a system of organizing people into different ranks or levels of importance, e.g. in society or in a school.

Oba Ewuare introduced hierarchy succession - meaning that when he died his eldest son would take over as the new oba.

Oba Ewuare introduced hierarchy structures town and palace chiefs to help him rule.



trade

Trade is the activity of buying, selling, or exchanging goods or services between people, firms, or countries.

Oba Ewuare expanded the kingdom. Obas wanted Benin to control of the coast for European trade with the Dutch and Portuguese.

Obas were in charge of trading slaves, ivory and other important goods, so that all the profit went to support his court and government.



Things you learnt in previous topics

The Romans led by using their army to be able to keep control over the empire.

From the Ancient Greek era we looked at sources to discern if Alexander the Great really was great.

Islamic civilisation used cultural exchanges and trade helped to spread the society and religion of Baghdad.

How this connects with future learning

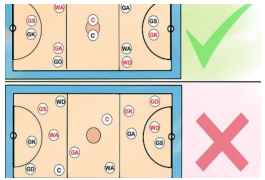
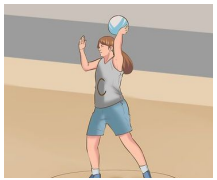
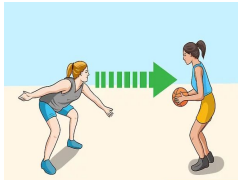
Benin became part of the British Empire in 1897. It is now located within the Federal Republic of Nigeria.

In 1960 Nigeria joined the Commonwealth of nations and has shared goals e.g. freedom and peace.

Benin art is displayed around the world. In 2021 Nigeria asked for the return of 'Nigerian antiquities'.

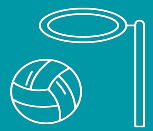
This is your Year 6 Physical Education Knowledge Organiser for Autumn 2 - Netball

Key Vocabulary

tactics	gameplay	blocking	rebound	free pass	metre
The strategic plan and actions employed by a team to outmaneuver and outscore the opposition.	The actions, rules and strategies employed during a match, including passing, shooting, defending and positioning on the court.	A defensive technique where a player uses their body position and arm movements to stop the shot or pass of an opposing player.	The act of gaining possession of the ball after a missed shot or a deflection from the goalpost.	Allows a player to freely pass the ball to a teammate without interference from the defending team.	A unit of measurement used to define the distance players must maintain from each other during certain situations.
The team employed clever tactics to create openings and score crucial goals during the match.	The fast-paced gameplay of netball requires quick decision-making, precise passing and accurate shooting.	The defender executed a perfect block, preventing the opponent from taking a clear shot.	After a missed shot, the goal attacker swiftly secured the rebound, giving their team another scoring opportunity.	The umpire signalled a free pass after an offside violation, allowing them to pass the ball without any defensive pressure.	The defenders maintained a distance of one metre from their opponent during the centre pass, ready to intercept.
					

How this connects with previous learning

In year 4 you learnt how to demonstrate and implement some basic rules of high five.	In year 5 you learnt how to increase power and strength of passes.

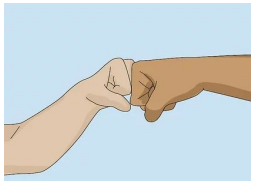
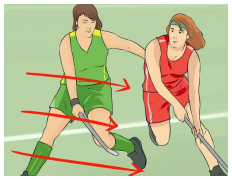
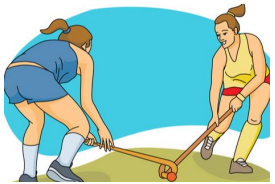


How this connects with future learning

In year 7 you will learn how to explain what type of passes to use and when.	In year 7 you will learn how to play netball 7s.	In year 7 you will learn how to play different positions and how each position can influence a game.

This is your Year 6 Physical Education Knowledge Organiser for Autumn 2 - Hockey

Key Vocabulary

free hit	fair play	flick	obstruction	tackle	ball control
A free hit is awarded when the defending team make a foul on the attacking team.	Fair play is when players and athletes abide by the rules and laws of the competition.	A flick is a movement in which the ball is passed quickly to another player by flicking it out of their hand.	The attempt to run in front of or block an opponent to stop them from playing the ball.	A tackle is a maneuver made by a defending player to dispossess an attacking player.	The way in which the attacking player dribbles the ball when they are in possession.
A free hit must be taken in the position where the violation occurred.	Fair play involves competing in good spirit and encourages respect, generosity and friendship.	A flick is most commonly used during a penalty shot and when trying to get the ball over an opponent's stick.	Players must not obstruct a player who is attempting to play the ball.	When tackling, defenders can only make contact with the ball and not the player or their hockey stick.	Ball control is important for dribbling past opponents and using passing skills effectively.
					

How this connects with previous learning

In year 4 you learned how to consistently perform basic hockey skills such as dribbling and push pass.	In year 5 you learned how to play effectively in attacking and defensive positions.

How this connects with future learning

In year 7 you will work in small teams to choose and put into practice tactics for attacking and defending.	In year 7 you will learn to recognise and explain the importance of preparation for games.	In year 7 you will learn to use space and understand the importance of width when attacking.

This is your Year 6 Religious Education Knowledge Organiser for Autumn 2 - Worship

Tier 2 Vocabulary

connections

A relationship in which a person or thing is liked or associated with something else.

In Year 3, you made connections between what people believe about prayer and what they do when they pray.

In Year 5, you made connections between stories, symbols and beliefs across festivals. You also made connections between stories of temptation and why people can find it difficult to be good.

In Year 6, you will make connections between how believers feel about places of worship in different traditions.



Key Vocabulary

worship

To honour a divine being or a supernatural power.

Different religions worship in different ways. There are traditions and rituals that some religions follow when they worship.

People may choose to worship at home, or they may choose to visit a place of worship. Places of worship often offer support to religious believers during difficult times and therefore can play an important role in the community.

Anglican Church

The Anglican Church is sometimes known as the Church of England.

The Anglican church is led by the priest. The priest leads the congregation and is trained is a special training school called a seminary.

In the Anglican Church, babies are baptised and welcomed into the church family. The priest drops water onto their head at the font.

The Holy Communion is an important ritual that happens once a week. It is when the congregation connects most closely with God.



Baptist Church

The Baptist church has a different structure, rituals and traditions to the Anglican Church.

The Baptist church believes all members of the church are considered equal, and there is no priest who has authority over others. Instead, the community will elect a pastor to support and lead a church.

In the Baptist Church, babies are not baptised. Only adults, who choose to be baptised, will be fully immersed in water during the ritual of Baptism to symbolise being 'born' into new life as a committed Christian.



Mandir

A mandir is a Hindu temple. Mandir means 'dwelling place' in Sanskrit.

The Mandir is the temple home of God and each temple will often have a particular shrine to a particular deity. The temple often contains images or statues of that God, called Murti.

Hindu's perform a ritual called Puja. Puja can take place at home or everyone may gather in the Mandir to worship. Puja involves many different aspects, such as murti (images), prayers, mantras and offerings.



pastor

Baptist churches are supported by pastors.

When choosing a pastor the church community will elect a person who they think will be a good leader.

A pastor's role is to lead the church and religious community. A pastor is responsible for leading religious worship and for performing religious ceremonies in the Baptist Church.



How this connects with previous learning

In Year 1, you learnt that there are special places where people go to worship. You learnt what people do when they worship.

Throughout your journey from Year 1 to year 5, you have visited different places of worship: a church, a mandir, a mosque and a synagogue.

How this connects with future learning

In Year 7 you will continue to build upon your knowledge of the various religious and non-religious traditions by learning in different ways. You will continue to build an awareness of your own views and develop your own opinions and arguments about different religions and worldviews.

This is your Year 6 Science Knowledge Organiser Unit 2 - Electricity

Scientific Enquiry

comparative & fair testing

Comparative testing means testing objects to rank them. Fair tests are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will design and carry out fair tests exploring changes in circuits to measure the brightness of bulbs, the speed of motors and the volume of buzzers.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Measuring (taking measurements)
Gathering and **recording** results
Presenting results
Interpreting results
Concluding (drawing conclusions)
Predicting
Evaluating an enquiry

Subject Specific Vocabulary

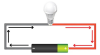
battery/cell

A battery or cell is a source of energy. (In Year 4, cell was used for one and battery for a group of cells. In Year 6 either term can be used). A circuit always starts with a battery. A flow of electricity moves from the positive pole to the negative pole of the battery.
Adding more batteries to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound.



circuit

A circuit is a combination of individual electronic components like batteries and bulbs connected together by conductive wires through which electricity can flow.



Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter.
When adding a buzzer to a circuit, the red wire must be on the positive side of the battery and the black wire on the negative.

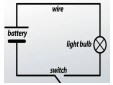
volts/voltage

Voltage (V) is the measurement for the power of a battery. Circuits with lots of components need more batteries. Adding a battery with a higher voltage to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. The more batteries, the higher the voltage.



circuit symbol

Circuit symbols are used in circuit diagrams to show how a circuit is connected together.



Common symbols:

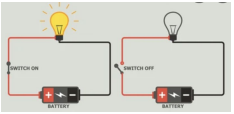


switch

A switch is a device for making, breaking, or changing the connections in an electrical circuit.



Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well.



Things you learnt in previous topics

In Year 4, you identified common appliances that run on electricity. You constructed a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. You identified whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. You recognised that a switch opens and closes a circuit and associated this with whether or not a lamp lights in a simple series circuit. You recognised some common conductors and insulators and associate metals with being good conductors.

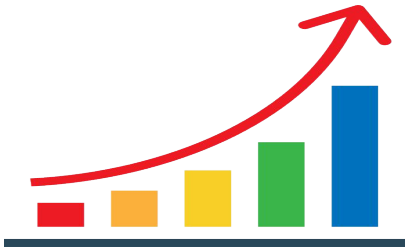
How this connects with future learning

In KS3, you will learn about: electric current, measured in amperes, in circuits; series and parallel circuits; currents add where branches meet and current as flow of charge; potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current; differences in resistance between conducting and insulating components (quantitative) and static electricity.

Year 6 Spanish Knowledge Organiser
Vida diaria

Conectores
Connectors

y	también
pero	aunque



Nunca me levant**o** a las **siete y media** .	I *never* wake up at half past seven.
Siempre **voy** al colegio a las **nueve en punto** .	I *always* go to school at nine o'clock.
A veces cen**o** a las **ocho** .	*Sometimes* I have dinner at eight o'clock.

¿Qué hora es?
What time is it?




Son las tres en punto.


Son las tres y cuarto

Es la / Son las + horas + minutos


Son las tres y media.


Son las cuatro menos cuarto.

Mis rutinas
My routines

	Levant**arse**
	Duch**arse**
	Lav**arse** los dientes
	Lav**arse** las manos
	Ir al colegio
	Ir a casa
	Desayun**ar**
	Com**er**
	Cen**ar**
	Dorm**irse**

new wave federation

At New Wave Federation, we demonstrate...



Collaboration

Creativity

Focus

Kindness

Responsibility