



# Knowledge Organiser Booklet

## Year 6

## Spring 1





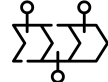


Name		Class	
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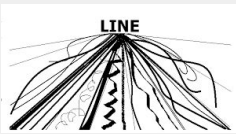







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# Use your knowledge organisers to help you remember more.

	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.



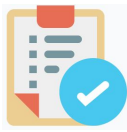


# This is your **Art and Design** Knowledge Organiser for Spring 1: Activism

Art Themes		Tier 2	Key Vocabulary			
Line	Shape	Communicate	Message	Activism	Print	Voice
A long mark or stroke that could be straight, curved, thick, thin or any direction.	A form or outline of something.	Share information and ideas.	A clear verbal or visual piece of information.	An effort designed to bring about or promote change	Produce on or transfer text to paper.	The power to express an opinion.
We have made a variety of <b>lines</b> using different media such as pencil, paint, charcoal and pastels.	We have drawn geometric <b>shapes</b> such as squares and hexagons.	We have made expressive paintings which <b>communicate</b> different emotions.	We understand that different typographies can communicate different <b>messages</b> .	We will learn how Luba Lukova and Faith Ringgold use their art as a form of <b>activism</b> .	We have explored <b>print</b> and typography and its impact.	You can use your <b>voice</b> to share your views on an issue.
We will use a variety of <b>lines</b> in our poster designs.	We can use bold, powerful <b>shapes</b> to create a striking design.	We will <b>communicate</b> and share important ideas in our posters	Our designs will include a strong <b>message</b> about something we feel strongly about.	Our posters are examples of <b>activism</b> as they will promote change in areas that are important to us.	<b>We can create print using stamps or by making stencils.</b>	We will be using posters to share our <b>voice</b> .
						
How this connects with previous learning				How this connects with future learning		
In Year 1, we explored different printing techniques.	In Year 2, we explored <b>shapes</b> in architecture.	In Year 5, we used bold <b>lines</b> using graphite sticks.		In the Summer term, you will explore how artists use their work to create a transformative experience for others.	In Secondary School, you will record your ideas in sketchbooks, journals and other media.	In Secondary School, you will analyse and evaluate your work, and that of others, using feedback to strengthen your work.

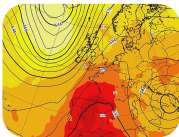





# This is your **Computing** Knowledge Organiser for Spring 1: Variables in Games

## Tier 2 Vocabulary

## Key Vocabulary






design	variable	placeholder	outcome	algorithm	sprite
A plan or drawing produced to show the look and function of something before or after it is made.	Something that is able to be changed or adapted.	A person or thing that occupies the position or place of another person or thing.	The way in which something turns out.	A precise set of ordered steps that can be followed by a human or a computer to achieve a task.	In computing, a <b>sprite</b> is a 2D graphical object, like an image or animation commonly used in video games for characters or items, allowing them to move and interact.
A plan or drawing produced to show the intended look or function of something.	A <b>variable</b> is a named piece of data stored in a computer's memory, which can be accessed and changed by a computer program.	A <b>placeholder</b> is a character or word of characters that temporarily takes the place of the final data.	These <b>outcomes</b> are as a result of a code.	The <b>algorithm</b> helped to develop the software <b>design</b> .	A <b>sprite</b> refers to a two-dimensional bitmap image that is integrated into a larger scene.
The flowers sat in a beautiful, blue and white <b>designed</b> vase.	You can only add or subtract to change the value of these <b>variables</b> .	You can use a <b>placeholder</b> as a temporary solution until a proper value or variable can be assigned.	Once you have run your code, the <b>outcome</b> should have runned without error.	You will create algorithms and then implement those algorithms as code.	The <b>sprite</b> was the object in her program that performed the actions.
In lesson 6, you will apply your knowledge of variables and <b>design</b> to improve your games in Scratch.					
How this connects with previous learning			How this connects with future learning		
In Year 3, you <b>designed</b> and coded your own maze tracing program.	In Year 4, you explored the concept of repetition in programming using Scratch.	In Year 5, you were introduced to further loops in order to control the flow of your programs.	In Summer 2, you will combine sequence from Year 3, repetition from Year 4, selection from Year 5 and <b>variables</b> from this unit.	In Summer 2, you will have the opportunity to create multiple codes and programs and will be testing them.	In Secondary School, you will have a more in-depth look at programming and adding several layers of <b>outcomes</b> . 5

# This is your **Geography** Knowledge Organiser for Spring 1: What's It Like There?

Tier 2 Vocabulary		Key Vocabulary				
connections	national	heatwave	flooding	deforestation	drought	sustainability
To join to something else	Relating to a whole country	A <b>heatwave</b> , is a period of excessively hot weather, which may be accompanied by high humidity,	<b>Flooding</b> is the covering or submerging of normally dry land with a large amount of water.	<b>Deforestation</b> is the purposeful clearing of forested land.	A <b>drought</b> is defined as drier than normal conditions.	<b>Sustainability</b> relates to the ability of people to safely co-exist by protecting natural resources.
This topic makes lots of <b>connections</b> to your learning from Year 5 because it is linked to biomes and climate.	Cooperation between different <b>nations</b> at events like COP 27 helps the world plan for a more <b>sustainable</b> future.	The highest temperature ever recorded in England was during the 2022 <b>heatwave</b> - 40.3 celsius, measured on July 19th, in Lincolnshire.	Extreme <b>flooding</b> can occur in coastal areas particularly when storm surge coincides with normal high tide.	The greatest amount of <b>deforestation</b> is occurring in tropical rainforests, aided by extensive road construction.	An estimated 55 million people globally are affected by <b>droughts</b> every year.	Everyone can make <b>sustainable</b> choices- walking more instead of driving, reusing plastic bags and reducing the amount of meat we eat.
Scientists argue that the <b>connections</b> between different parts of nature need to be understood to be able to tackle climate change.	Individual <b>nations</b> make different laws to try to be more <b>sustainable</b> - but they do not always agree on the same actions.	High pressure at ground level, which is most common in the summer months, creates <b>heatwaves</b> . These can be very dangerous to life.	The river Severn in England <b>floods</b> several times each year causing lots of damage to people's lives.	Forests absorb carbon from the air so <b>deforestation</b> prevents this, thereby increasing the negative effects of climate change.	700 million people are at-risk of being displaced as a result of <b>drought</b> by 2030.	<b>Sustainability</b> is not something everyone agrees on. This makes taking actions to change things very difficult.
<b>National</b> travel systems are <b>connected</b> so that people can move to different places relatively easily.	People <b>connect</b> with their <b>national</b> identity by wearing certain clothes, speaking in certain accents and with special songs.					
How this connects with previous learning				How this connects with future learning		
In Year 5, you learnt about biomes and the different climate areas of the globe.	In Year 4, you learnt about the impact that natural disasters have on people and animals.	In Year 2 science, you learnt about the need to use materials carefully and in a more <b>sustainable</b> way.		In your next geography unit, you will continue to think about how politics impacts actions across the globe.	In science, you will learn how adaptations help animals survive changing environments.	In R.E, you will deepen your knowledge of how different faiths promote the protection of the planet and its resources.

# This is your PSHE Knowledge Organiser for Spring 1: Health and Wellbeing

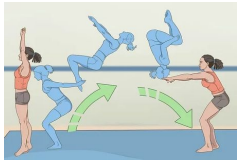






## Key Vocabulary

assertive	growth mindset	persuasive design	peer pressure	resilience	vaccinations
<p>Sometimes we may need to explain to others how their actions have made us feel so that they are aware when they have upset us. It is important to do this respectfully which is called being <b>assertive</b>.</p> <p>Being assertive means being confident, clear, honest and sticking to the message we want to give.</p> <p>It is useful to use 'I' statements so that the other person doesn't feel they are being blamed or attacked e.g., 'I don't want to play football today because I hate that I always have to go in goal'.</p>	<p>A <b>growth mindset</b> is believing we can achieve things if we work hard. "I can't do it yet, but if I practise, I will be able to!"</p> <p>We can decide what type of person we want to be and we can develop skills and qualities to achieve this.</p> <p>We can improve our resilience by reflecting on our failures, identifying our strengths and identifying our next steps.</p> 	<p>The organisations and people who create digital content want people to be engaged with it and to keep using it. They might use email marketing, special offers and discounts, influencers or manipulation of products via the use of image filters to make the content more appealing.</p> <p>We might not actually be fully aware when this is happening, but these things can mean we use technology for much longer than we intended to. This is called '<b>persuasive design</b>'.</p>	<p><b>Peer pressure</b> means when people your own age try to get you to act a certain way or try to get you to do something.</p> <p>Some strategies that can support you to tackle peer pressure are: stopping and thinking before making a decision and not doing something if it is unsafe or will hurt you or others; asking an adult before doing something you are unsure about including when you are on online.</p> 	<p><b>Resilience</b> is a willingness to keep trying even when things become hard.</p> <p>When you experience a challenge and develop strategies to deal with it positively, you become more resilient.</p> <p>It is normal to feel disappointment or frustration when things go wrong. Talking about these feelings and reflecting on what could have been done differently can be helpful.</p> 	<p><b>Vaccinations</b> stop us and others from getting certain diseases, which can be life-threatening or debilitating, including measles, polio, tetanus, meningitis, influenza, tetanus, typhoid.</p> <p>Vaccinations work by giving us a very mild form of the disease which then means our body can develop antibodies (or resistance) to the illness.</p> 
<b>How this connects with previous learning</b>			<b>How this connects with future learning</b>		
<p>In Year 4, we explored growth mindsets and understood that mistakes are useful. We identified how to take responsibility for our own happiness.</p>	<p>In Year 5, we understood the purpose of failure. We also understood the importance of relaxation and sleep. We explored how to identify healthy food options and planned healthy meals.</p>		<p>In KS3, we will learn that being healthy means having a positive state of physical, mental and social well-being and our health is linked to how we are physically, mentally and emotionally.</p>	<p>In KS3, we will learn about some mental health issues including stress, anxiety and depression. We will explore some of the causes of these issues and how we can look after our mental health.</p>	<p>In KS3, we will learn about the importance of being appreciated for who we are. We will learn about support networks and identify who we can turn to for support, encouragement and advice.</p>



# This is your **Physical Education** Knowledge Organiser for Spring 1: Gymnastics








## Key Vocabulary

flight	vault	vaulting sequence	dismount	combinations	unison
The moment when a gymnast is in the air during a skill.	A gymnastics table on which you perform a skill before or while jumping off to land.	When a gymnast runs and jumps onto the <b>vaulting</b> table, performs a skill and then lands on the mat.	The end of a routine when a gymnast finishes their final skill and lands on the mat.	A sequence of skills that are performed in a row without stopping.	Two or more gymnasts performing the same movement at the same time.
<b>Flight</b> is used when a gymnast jumps off a vault.	Gymnasts usually perform different types of jump off the <b>vault</b> before landing on a mat.	During a <b>vaulting sequence</b> , a gymnast jumps onto the vault hands first.	Performing a clean <b>dismount</b> can earn you more points for your routine.	During a routine the gymnast performed a <b>combination</b> that included a tuck jump, forward roll and pivot.	The group of gymnasts performed a star jump off the vault and landed in <b>unison</b> .
					
How this connects with previous learning			How this connects with future learning		
In Year 4, we became increasingly confident to perform with a partner and use compositional ideas in a sequence.	In Year 5, we learnt how to create more complex sequences and adapt performances.		In Year 6, you will learn to incorporate equipment such as hoops into your routine.	In Secondary School, you will perform, plan and compose group routines using different elements.	In Secondary School, you will learn how to vault over the apparatus.



# This is your Physical Education Knowledge Organiser for Spring 1: Dance

## Key Vocabulary

gesture	dynamics	dance genre	haka	street dance	composition
A type of dance that involves using body movements and gestures to tell a story.	How the dancer moves and the tempo they use based on the music.	A term used to describe a specific style or type of dance.	A traditional Maori war dance that is performed by certain groups of people. It involves chanting, stamping and fierce facial expressions.	A term that covers lots of different social dance styles. It is often performed in open, outdoor spaces.	This involves creating or choreographing a dance piece to perform.
Many dances use body movements and hand <b>gestures</b> . In particular ballroom and breakdancing.	Tap dancing requires quick movements with your feet whereas ballet tends to consist of slower <b>dynamics</b> .	Examples of <b>dance genre</b> include ballet, hip-hop, tap, line, ballroom and more.	Before the start of every international rugby match, New Zealand perform the <b>haka</b> to try to intimidate their opponents.	Breakdancing, popping, and locking are all forms of <b>street dance</b> .	Dance <b>composition</b> is also known as choreography. This process includes coming up with the steps required and executing them as a team or individual.
					
How this connects with previous learning			How this connects with future learning		
In Year 4, you learnt to sequence our dance actions to show good flow.	In Year 5, you learnt what a locomotor and nonlocomotor movement is and how to use it in dance.		In Year 7, you will learn how to structure a dance routine.	In Year 7, you will learn how to use cannon and mirroring in dance.	In Year 7, you will learn how to accurately perform a set dance given by the teacher.

# This is your Religious Education Knowledge Organiser for Spring 1: Expressing Beliefs

## Tier 2 Vocabulary

## Key Vocabulary

### legacy

Something that is a part of your history or remains from an earlier time.

In year 4 you learnt that the Guru Granth Sahib – the Sikh holy book is the **legacy** left by the 10 gurus.

In year 6 you will look at the **legacy** of religious buildings and art and understand their historical significance.

Your own personal **legacy** is what you leave behind and how people will remember you when you have gone.

### mosque

A mosque is where Muslims go to pray and study teachings from the Qur'an.

Muslims are taught to pray five times a day, at home or at the mosque. Mosques are usually open for worship at any time. At the mosque, a special prayer service takes place every Friday.

When entering the mosque, women and girls cover their heads. Everyone washes certain parts of their body in a special way called wudu and people take off their shoes before going into the prayer hall.



### cathedral

The **cathedral** is a much larger place of worship than a church and is run by a bishop. The bishop usually resides on the cathedral premises.

A cathedral is a place of Christian worship that is also used for a wide range of community events and activities.

Christian worship involves praising God in music and speech, readings from scripture, prayers, a sermon, and various holy ceremonies.



### 99 names

Allah has many different descriptions and it is hard to represent him in a few words so the Qur'an teaches that Allah has **99 names**.

Each of the 99 names relates to a particular attribute of Allah, making him easier to understand and relate to for Muslims.

Some of those names are:

- The Creator, The Maker
- The Most Loving:
- The Most Merciful
- The All-Knowing
- The Provider



### Christian Aid

Christian Aid is a charity that follows the teaching of Jesus Christ who commanded his followers to love their neighbour and work for a better world.

Christian Aid works with communities to fight injustice, respond to humanitarian emergencies, campaign for change and help people claim the services and rights they are entitled to.

Christian Aid also aims to inspire and encourages churches and individuals to pray for poor communities in prayer.

### Zakat

**Zakat** is the third pillar of Islam. The Five Pillars of Islam are five duties that Muslims try to carry out to live a good and responsible life, and bring them closer to God (Allah) and their community.

Each pillar has a different name: Shahada, Salah, **Zakat**, Sawm, Hajj.

Zakat is about looking after other people. Each Muslim gives up a share of their wealth each year to provide for those less fortunate.

The word zakat means to purify or cleanse. As a person gives away a share of their wealth they become cleansed from selfishness and greed.

### How this connects with previous learning

In Year 3, you learnt about Muslim and Christian prayer and worship.

In Year 5, you learnt about the 5 pillars of Islam and the 10 Commandments which are used to guide Muslims and Christians in their daily lives.



### 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 Science Knowledge Organiser for Spring 1: Light

## 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 be able to explain how evidence from enquiries shows that light travels in straight lines. We will make predictions, explore and explain with diagrams and models, the uses of the behaviour of light, reflection and shadows, such as in a periscope design, rear view mirrors and shadow puppets. We will predict and explain, with diagrams or models, how the shape of shadows can be varied.

## Working Scientifically

**Asking** scientific questions

**Planning** an enquiry

**Observing** closely

**Measuring** (taking measurements)

**Gathering** results

**recording** results

**Presenting** results

**Interpreting** results

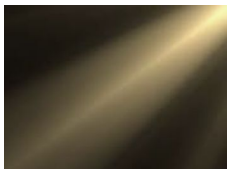
**Concluding** (drawing conclusions)

**Predicting**

**Evaluating** an enquiry

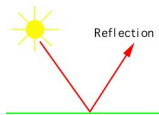
### light rays

Light appears to travel in straight lines which are called **light rays** and we see objects when light from them goes into our eyes. The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen.



### reflect

**Reflection** is to bounce back light without absorbing it. We see things because light travels from **light sources** to our eyes or from **light sources** to objects and then to our eyes.



Objects are easier to see when there is less light if they are **reflective**.



### light source

Objects, like the sun, light bulbs and candles are **sources of light**. Natural **light sources** include the sun and stars. Lamps provide artificial light.



**Light sources** emit their own light. The Moon is not a light source.

### opaque

Not able to be seen through.



### transparent

Allows light to pass through. See-through.



### translucent

Not see-through but clear enough to allow rays of light to pass through.



### shadow

A **shadow** is formed on a surface when an opaque or translucent object is between a light source and the surface and blocks the light. Because light travels in straight lines the shape of the **shadow** will be the same as the outline shape of the object.



The size of the **shadow** depends on the position of the source, object and surface.

## Things you learnt in previous topics

In Year 3, you recognised that light is needed in order to see things and you noticed that light is reflected from surfaces. You recognised that light from the sun can be dangerous and that there are ways to protect our eyes. You also recognised that shadows are formed when the light from a light source is blocked by an opaque object. You found patterns in the way that the size of shadows change. In Year 5, you compared and grouped together everyday materials on the basis of their properties, including their transparency.



## How this connects with future learning

Later in year 6 you will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. You will explain how a circuit operates to achieve particular operations, such as to control the light from a torch with different brightnesses.

In KS3, you will look at the similarities and differences between light waves and waves in matter. You will study how light transfers energy from source to absorber leading to chemical and electrical effects.

## Frutas y verduras Fruits and vegetables

	la <b>manzana</b>
	la <b>naranja</b>
	la <b>pera</b>
	el <b>plátano</b>
	la <b>sandía</b>
	la <b>fresa</b>
	el <b>tomate</b>
	el <b>brócoli</b>
	la <b>ensalada</b>

## Year 6 Spanish Knowledge Organiser La comida

### Productos animales Animal products





		
el <b>pescado</b>	la * <b>carne</b> *	el <b>pollo</b>
		
el <b>jamón</b>	el <b>queso</b>	el <b>huevo</b>

### Bebidas Drinks


el * <b>agua</b> *

el <b>zumo</b>

### Otros Others

	
la <b>past</b> <b>a</b>	el <b>arroz</b>
	
el <b>pan</b>	el <b>yogur</b>

## Comida basura Junk food

	la <b>hamburguesa</b>
	la <b>s</b> <b>patata</b> <b>s</b> <b>frita</b> <b>s</b>
	el <b>bocadillo</b>
	la <b>pizza</b>
	el <b>sushi</b>
	el <b>chocolate</b>
	la <b>galleta</b>
	el <b>helado</b>
	la <b>tarta</b>



### Verbos Verbs

**quiero** → I want  
**quieres** → You want  
**quiere** → He/She wants



Me gusta + **el** + ...

Me encanta l **a** past**a** y el arroz.

No me gusta **n** las naranj**as**.

Odio l**as** naranj**as**.

Comer frut**a** es saludable.

Ceno un **a** hamburgues**a** con queso.

Me gusta **los** + ...

### Fonemas

Phonics

z - th (**th**eatre)

j - h (**h**oliday)

gu - g (**g**ot)

ll - y (**y**ellow)

h - silent

Quiero un zumo de naranj**a**.



To help you remember and recall key information, you can make your own additional notes here.

A large, empty rectangular box with a thin grey border, occupying the central portion of the slide, intended for users to write their own additional notes.

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility