

## **Knowledge Organisers**

### **2<sup>nd</sup> Autumn Term**

**Art/DT**

**French**

**Geography**

**History**

**Music**

**PE**

**PSHE**

**RE**



**Science**

**Oystercatchers – Year 6**

## Knowledge Organiser - Art in the Italian Renaissance - Visual Arts - Year 6

| Key Vocabulary            | Definition   |
|---------------------------|--|
| <b>medieval</b>           | The period in European history from about 600 AD to 1500 AD. Also known as the middle ages or dark ages.                                   |
| <b>Renaissance</b>        | A French word that means 're-birth'. Used to describe a new style of art and culture that started in Italy around 1400.                    |
| <b>classical</b>          | Something that is from ancient Greek or Roman culture.   |
| <b>humanism</b>           | The movement during the Renaissance to recover the values of Classical times which emphasised the extraordinary ability of the human mind. |
| <b>proportion</b>         | The relationship of the size of one part of the body to another part e.g. how tall a person is compared to the width of their arms.        |
| <b>anatomy</b>            | The structure of a human body and how it is arranged.  |
| <b>optics</b>             | The study of sight and the behaviour of light.   |
| <b>sfumato</b>            | Allowing colours to blend into one another, to produce soft outlines.  |
| <b>linear perspective</b> | The way lines and shapes are used to show three-dimensional space in a two-dimensional work of art.  |
| <b>vanishing point</b>    | The point in a view where lines appear to meet.  |
| <b>baptistery</b>         | A church building specifically for baptisms  |
| <b>campanile</b>          | A bell tower   |
| <b>Medici</b>             | Italian word for cathedral.  |
| <b>Basilica</b>           | A name given by the Pope to some churches.   |
| <b>Duomo</b>              | An important Italian family, who were bankers and lived in Florence during the renaissance.  |
| <b>in the round</b>       | Where sculptures are carved or built all around, from front to back.   |
| <b>in relief</b>          | Where sculptures stick out from a flat surface, rather than being made all the way around.   |

| Key Knowledge   |
|---|
| I understand that the Renaissance was a new style in art and culture that started in Italy. |
| I understand Leonardo da Vinci did anatomical drawings                                      |
| I know the different painting techniques used by Leonardo.                                  |
| I know Michelangelo painted the ceiling of the Sistine Chapel.                              |
| I know how painters in the renaissance made their portraits realistic                       |

| Architecture  |   |
|---|---|
| <b>Il Duomo</b> (Florence Cathedral)<br> | <b>The Basilica of St Peter's</b> , Vatican City, Rome<br> |

| Art  |  |
|--|--|
| <b>Michelangelo</b><br>The Prophet Jeremiah – Sistine Chapel (1511)<br> | <b>Leonardo da Vinci</b><br>The Last Supper (1495-98)<br> |

move

|   |   |
|---|---|
| <b>Raphael</b><br>School of Athens (1509-1511)<br> | <b>Leonardo da Vinci</b><br>Vitruvian Man (1492)<br> |
|---|---|

## Knowledge Organiser Year 6 French Unit 8: Les vêtements

| Key Language                | English                        |
|-----------------------------|--------------------------------|
| un t-shirt                  | <i>a t-shirt</i>               |
| un pantalon                 | <i>some trousers</i>           |
| un chapeau                  | <i>a hat</i>                   |
| une veste                   | <i>a jacket</i>                |
| une jupe                    | <i>a skirt</i>                 |
| une chemise                 | <i>a shirt</i>                 |
| des chaussures              | <i>some shoes</i>              |
| des lunettes de soleil      | <i>some sunglasses</i>         |
| Qu'est-ce que tu veux?      | <i>What do you want?</i>       |
| Je voudrais .....           | <i>I would like ....</i>       |
| C'est comment?              | <i>what is it like?</i>        |
| c'est moche/ C'est beau     | <i>It's looks rubbish/fine</i> |
| C'est trop grand            | <i>It's too big</i>            |
| C'est trop petit            | <i>It's too small</i>          |
| C'est trop cher             | <i>It's too expensive</i>      |
| et/ mais                    | <i>and/ but</i>                |
| je porte                    | <i>I'm wearing</i>             |
| rose/ orange/ marron        | <i>pink/orange/brown</i>       |
| rouge(s) /jaune(s)          | <i>red/yellow</i>              |
| vert(e)(s)/ bleu(e)(s)      | <i>green/blue</i>              |
| noir(e)(s)/ blanc(he)(s)    | <i>black/white</i>             |
| soixante (etc)              | <i>60 etc</i>                  |
| soixante-dix (etc)          | <i>70 etc</i>                  |
| quatre vingts (etc)         | <i>80 etc</i>                  |
| C'est combien?              | <i>How much is it?</i>         |
| Ça coute soixante-six euros | <i>It's 66 euros.</i>          |



Qu'est-ce que tu veux?  
C'est combien?

Je voudrais un pantalon  
blanc, mais c'est trop cher.

### KEY QUESTIONS




|                          |                       |
|--------------------------|-----------------------|
| Qu'est-ce que tu veux?   | What do you want?     |
| Qu'est-ce que tu portes? | What are you wearing? |
| C'est comment?           | What is it like?      |
| C'est combien?           | How much is it?       |



## Knowledge Organiser- North America – Geography - Year 6

| Key Vocabulary                  | Definition   |
|---------------------------------|--|
| <b>North America</b>            | A large continent where the countries of Canada, the USA and Mexico are located.   |
| <b>United States of America</b> | The name for the country in North America that consists of fifty states and the District of Columbia. It is bordered by Canada in the north and Mexico in the South. |
| <b>State</b>                    | An area with a government that can make decisions and pass laws for that area. In the USA, the states are joined in political union.                                 |
| <b>Mississippi River</b>        | One of North America's major rivers, a source of fresh water, transport and irrigation.  |
| <b>Biome</b>                    | A community of plants and animals that have common characteristics reflecting the environment in which they live.  |
| <b>Urbanisation</b>             | The increase in number of people living in cities.   |

| Key Knowledge   |
|---|
| I know North America is a continent and the countries of Canada, USA Mexico and other countries are located there.                                |
| I know North America is a large continent with many contrasting biomes.   |
| I understand North America's rivers are important sources of fresh water, they act as transport routes, and are a source of water for irrigation. |
| I understand that urbanisation in North America's cities can create problems such as pressure on services and pressure on the environment.        |
| I understand that Anchorage has differences and similarities to our local area.   |





| Canada   | Mexico  | United States of America  |
|--|---|---|
|   |    |   |
| <b>Capital: Ottawa</b>   | <b>Capital: Mexico City</b>   | <b>Capital: Washington DC</b>   |
| Flag shows maple leaf representing cultural heritage and natural resources of Canada. The colour red represents hope and prosperity. The colour white represents peace and neutrality. | Flag shows national coat of arms, based on the Aztec symbol for Tenochtitlan (now Mexico City) the centre of the Aztec Empire. It shows an eagle sitting on a cactus eating a serpent, as Aztec legends tell of a command to build a city at the place where an eagle is found eating a serpent. Red, white and green are the colours of the national Mexican army. | Flag shows fifty white stars representing the fifty states of America. Thirteen red stripes represent the thirteen British colonies that declared independence from the Kingdom of Great Britain and became the first states. |

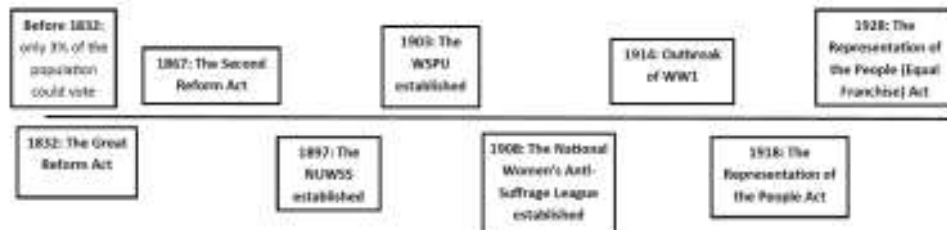


## Knowledge Organiser – The Suffragettes – History - Year 6

| Key vocabulary         | Definition  |
|------------------------|---|
| <b>Suffrage</b>        | The right to vote.  |
| <b>Electorate</b>      | The people who can vote in an election.   |
| <b>Democracy</b>       | A system of government where those in power are voted for by the people. The word 'democracy' comes from two Greek words which mean 'rule by the people'. |
| <b>Campaign</b>        | Where a group of people carry out actions to try and influence decisions made by the government and make a change.  |
| <b>Petition</b>        | A formal written request, usually signed by lots of people, asking the government or another important group to do something.                             |
| <b>Anti-suffragism</b> | People who believed that women should not be allowed to vote.   |
| <b>Hunger Strike</b>   | When people refuse to eat as a form of protest.   |
| <b>Suffragist</b>      | A member of the National Union for Women's Suffrage Societies (NUWSS) who campaigned peacefully for women's suffrage.                                     |
| <b>Suffragette</b>     | A member of the Women's Social and Political Union. A more radical group which sometimes used violence and broke the law.                                 |

| Key Knowledge   |
|---|
| I understand how British democracy has changed and that in the past it only involved a small number of people.      |
| I know the National Union of Women's Suffrage Societies campaigned for equal voting rights for women.               |
| I know who the Women's Social and Political Union were and how they campaigned.                                     |
| I understand that some people, including women, in the early 20 <sup>th</sup> century opposed women's suffrage.     |
| I understand that parliament finally granted women's suffrage in 1918 (to some women) and 1928 (all women over 21). |

| Key People   | Key information   |
|--|---|
| John Stuart Mill              | Argued that some women should be given the vote as part of the Great Reform Act 1832. |
| Millicent Fawcett             | Leader of the National Union for Women's Suffrage Societies.                          |
| Emmeline Pankhurst           | Leader of the Women's Social and Political Union.                                     |
| Frederick Pethick-Lawrence  | Male suffragette, who was arrested and went on hunger strike in prison.               |
| David Lloyd George          | Prime Minister when the Representation of the People Act was passed                   |







| Key Vocabulary | Definition  |
|----------------|---|
| blues          | Blues is a style of music originating in the deep south of America. It has a particular sound that is built around a 12 bar chord sequence.         |
| chord sequence | A set pattern of chords played in order and repeated.   |
| work songs     | Often based on traditional African songs <b>work songs</b> were sung by enslaved people to remind them of home and make their ordeal more bearable. |
| spirituals     | American folk music that articulates the suffering, longing, and religious passion of African Americans during and after slavery.                   |
| C major scale  | The set of notes used in the key of C major. They are: C D E F G A B (C).   |
| Duke Ellington | <b>Duke Ellington</b> (April 29, 1899 – May 24, 1974) was an American composer, pianist and band leader of Jazz orchestras.                         |
| big band       | A band which plays jazz music. It consists of ten or more musicians playing saxophones, trumpets and trombones with a rhythm section.               |

**We are Good Listeners!**

In our Music lessons we can...

- **Listen** with an **open mind** to new music.
- **Listen** with **respect** to other pupils' ideas
- **Listen thoughtfully** to other pupils' performances.
- **Listen** with **awareness** when playing or singing in a group.
- **Listen carefully** to instructions.



12-Bar Blues in C

C /// /// /// ///  
 F /// /// C /// ///  
 G7 /// F /// C /// ///







Ask me this...

- Can you improvise using the C major scale?
- Do you like the sound of big band jazz music?

## Knowledge Organiser – PE – Gymnastics/Indoor Athletics - Year Six

| Key Vocabulary     | Definition  |
|--------------------|---|
| <b>Sequence</b>    | Two or more moves that are linked together to create a combination of skills.   |
| <b>Flow</b>        | When transition from one skill into another is smoothly done to create a sequence that is aesthetically pleasing (pleasing to watch). |
| <b>Power</b>       | To move or travel with great speed or force.  |
| <b>Competition</b> | When two or more people take part in an event to see who is the best in that particular skill.  |

| Skill development       |   |
|-------------------------|---|
| <b>Gymnastics</b>       | Be able to plan and perform a 6-8 part floor sequence as an individual, pair and small group to a piece of music.<br>Be able to transfer a routine onto apparatus.      |
| <b>Indoor athletics</b> | Improve running style, practise throwing with power and accuracy and understand different jumping techniques.<br>Use athletics skills learnt in competitive situations. |

| Skills                |   |
|-----------------------|---|
| <b>Sequence</b>       |    |
| <b>Paired balance</b> |    |
| <b>Power</b>          | <br> |

## Knowledge Organiser – PSHE – Celebrating Difference - Year Six

| Key Vocabulary        | Definition   |
|-----------------------|--|
| <b>Empathy</b>        | The ability to understand and share the feelings of another.   |
| <b>Perception</b>     | The way in which something is regarded, understood, or interpreted.  |
| <b>Role model</b>     | A person looked to by others as an example to be copied.   |
| <b>Harassment</b>     | To subject a person to hostile or prejudicial remarks or actions; pressure or intimidate.                                      |
| <b>Control</b>        | To influence or direct people's behaviour.   |
| <b>Conflict</b>       | In opposition; a disagreement or argument.   |
| <b>Bullying</b>       | Behaviour that is repeated, intended to hurt someone either physically or emotionally.   |
| <b>Cyber bullying</b> | The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. |

| Key Knowledge   |
|---|
| I understand how having a disability can affect someone's life.                                 |
| I can give examples of people with disabilities that lead amazing lives.                        |
| I can explain ways in which difference can be a source of conflict and a cause for celebration. |



| Reflective questions                           |
|--|
| Ask me this...                                 |
| How do people exert power over others?         |
| How easy would it be to overcome a disability? |



## R.E. Year 6 Autumn 2 Knowledge Organiser

**Enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?**

| Key vocabulary | Definition   |
|----------------|--|
| Christmas      | A Christian celebration commemorating Jesus' birth   |
| Incarnation    | The Christian belief that Jesus Christ is God Israel in a human body. The word incarnate comes from Latin and means "in the flesh." (in=in, carnis=flesh)  |
| Trinity        | In the Christian religion the Trinity is an idea, used to explain that three different people are called God in the Bible: God the Father, God the Son, and God the Holy Spirit. Trinity states that these three people all form the same God. |
| Consubstantial | Belief linked to the idea of the Trinity that God the Father, God the Son, and God the Holy Spirit are "of the same substance- they are the same being"  |
| Nativity       | Nativity comes from the Latin verb nasci, which means "to be born. Nativity plays tell the story of Jesus' birth.  |
| Betrothed      | To be engaged to be married  |
| Gospel         | Gospel means 'good news' and in the New Testament there are for Gospel writers who tell the story of Jesus' birth, life, death and resurrection: Matthew, Mark, Luke and John.   |

| Key Knowledge  |
|--|
| I know what a celebration is and the different ways people celebrate.                        |
| I can tell which celebrations are linked to the birth of Jesus and which are not.            |
| I know that Christians celebrate the arrival of Jesus as God's Son.                          |
| I know the differences between Matthew and Luke's Gospel's retelling of the Nativity.        |
| I know that Incarnation means that God became a human but at the same time kept His divinity |



## Knowledge Organiser – Classification – Science – Year 6

| Key Vocabulary        | Definition  |
|-----------------------|---|
| <b>classification</b> | <i>organising things into groups</i>  |
| <b>organism</b>       | <i>something which can grow, respire, excrete, reproduce and is sensitive to changes in its surroundings.</i> |
| <b>plant</b>          | <i>one of a large group of living things that use sunlight to make their own food</i>                         |
| <b>animal</b>         | <i>a living creature that breathes and can move around on its own.</i>  |
| <b>fungus</b>         | <i>living things that have no chlorophyll, must live in or on plants, animals, or decaying material</i>       |
| <b>protist</b>        | <i>tiny living organisms only visible through a microscope</i>  |
| <b>prokaryote</b>     | <i>a small single cell organism which is very simple</i>  |
| <b>cell</b>           | <i>the basic unit of any living organism</i>  |
| <b>nucleus</b>        | <i>controls the activities of the cell</i>  |
| <b>cytoplasm</b>      | <i>fluid that fills a cell</i>  |
| <b>mitochondria</b>   | <i>takes in nutrients, breaks them down, and creates energy rich molecules for the cell</i>                   |
| <b>vacuole</b>        | <i>storage bubbles found in cells</i>   |
| <b>chloroplast</b>    | <i>convert light energy of the Sun into sugars that can be used by cells</i>                                  |
| <b>bacteria</b>       | <i>microscopic living organisms that often cause disease.</i>   |
| <b>chlorophyll</b>    | <i>green substance in plants that makes it possible for them to make food.</i>                                |

| Key Knowledge  |
|--|
| I understand why we classify objects   |
| I know the 5 kingdoms of classification and can classify objects into these.   |
| I know the differences between an animal and plant cell.   |
| I understand how fungi, protists and prokaryotes are classified into broad groups  |
| I know that the 5 kingdoms can be broken down into smaller grouping and that Carl Linnaeus devised the system of taxonomy that we use today. |

