

Knowledge Organisers

2nd Spring Term

Art/DT

French

Geography

History

Music

PE

PSHE

RE

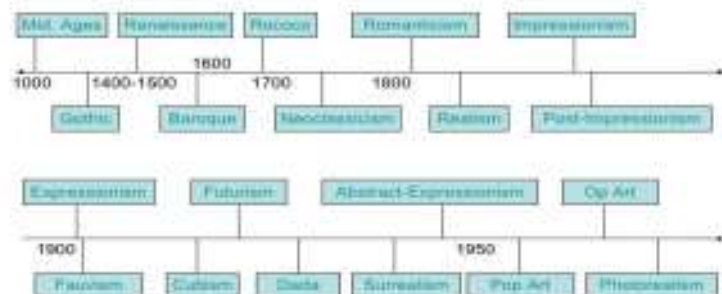
Science

Oystercatchers – Year 6

Knowledge Organiser – Genre Painting and Impressionism - Visual Arts - Year 6

| Key Vocabulary | Definition |
|---------------------|--|
| Genre Painting | Is the term used to describe the painting of scenes from everyday life, of ordinary people in work or recreation, depicted in a generally realistic manner. |
| Impressionism | Impressionism is a style of painting that focuses on the effects of light and atmosphere on colors and forms. Impressionist artists often used broken brush strokes rather than smooth and unnoticeable ones and also used many colors to paint scenes of everyday life. |
| Idealism | Art that shows the artist's or author's conception of perfection. |
| Realism/ Naturalism | Art that depicts things as they are. |
| Tight brushstrokes | Tight brushstrokes are more controlled. |
| Loose brushstrokes | Loose brushstrokes are done with a loose wrist, with less control which is what is used for impressionist paintings. |
| En plein air | The act of painting outdoors. |

Timeline



Realist Paintings



Jean-François Millet, The Gleaners



Gustave Courbet, Le Veau Blanc



Alphonse Legros, Le Repas des Pauvres

Impressionist Paintings



Monet, Poplars on the Epte



Monet, Water Lilies



Degas, Miss Lala at the Cirque Fernando



Manet, Concert in the Tuilleries Gardens



Degas, The Ballet Class



Renoir, The Umbrellas

Key Knowledge

I understand the terms Realism and Genre Painting

I know the features of impressionist painting

I understand impressionist style art and can create a landscape painting in an impressionist style.

I know about the artist Manet and can paint an impressionist landscape in the style of Manet

I understand impressionist techniques and can use this knowledge to create a figure work of art

Knowledge Organiser Year 6 French Unit 10: Les transports

| Key Language | English |
|-------------------------------------|--|
| Je vais à l'école.... | <i>I go to school....</i> |
| en voiture/ en bus | <i>by car/by bus</i> |
| en train | <i>by train</i> |
| en métro | <i>on the underground</i> |
| en bateau/ en avion | <i>by boat/ by plane</i> |
| à pied | <i>on foot</i> |
| à vélo | <i>by bike</i> |
| à scooter | <i>by scooter</i> |
| Où vas-tu? | <i>Where are you going?</i> |
| Comment vas-tu....? | <i>How are you travelling...?</i> |
| samedi, d'abord... ensuite/enfin | <i>On Saturday, first ... next/finally</i> |
| On va.... | <i>We're going to...</i> |
| aller au parc d'attractions | <i>go to the funfair/theme park</i> |
| prendre le train/l'avion | <i>take the train/the plane</i> |
| acheter des souvenirs | <i>to buy souvenirs</i> |
| faire des manèges | <i>to go on some rides</i> |
| regarder un film | <i>to watch a film</i> |
| Je voudrais un/des billet(s) | <i>I would like a ticket/ tickets</i> |
| pour Paris | <i>to Paris</i> |
| un adulte/ un enfant | <i>one adult/ one child</i> |
| aller-retour | <i>return</i> |
| aller simple | <i>single</i> |
| C'est combien? | <i>How much is it?</i> |
| Le train part à quelle heure? | <i>What time does the train leave?</i> |
| Bon voyage! | <i>Have a good journey!</i> |

KEY QUESTIONS

| | |
|-------------------------------|---------------------------------------|
| Comment vas-tu à l'école? | <i>How do you get to school?</i> |
| Qu'est-ce qu'on va faire? | <i>What shall we do?</i> |
| Le train part à quelle heure? | <i>What time does the train leave</i> |

Je vais à l'école à vélo .



Je vais à King's Lynn en voiture.

Je vais à Paris en train.

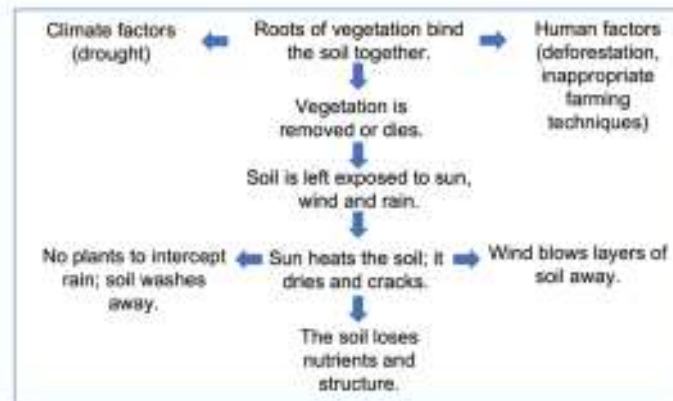


On va au marché à pied.

Knowledge Organiser – Africa - Geography – Year 6

| Key Vocabulary | Definition |
|-----------------|---|
| Homo Sapiens | Our species of modern human. From the Latin meaning, wise man. The term was introduced by Carl Linnaeus. |
| Commodity | A raw material or product of farming that can be bought and sold, e.g. salt or gold |
| Mansa Musa | Ruler of the Kingdom of Mali, the richest man the world has ever known. |
| Agriculture | The practice of farming, both crops and animals. |
| Desertification | A process where fertile land becomes desert. This can be as a result of drought, deforestation or over farming. |
| Biodiversity | The variety of plants and animals within a habitat. |
| Food Insecurity | A situation where people within a country, or region, are unable to access, or afford, enough nutritious food. |

| Key Knowledge |
|--|
| I know Africa is a diverse continent. |
| I know Ancient African Empires traded gold and salt across the Sahara Desert. |
| I understand Desertification is a process that changes productive land into desert. |
| I know that Food security is when people have access to affordable, nutritious food. |
| I know Kenya is a diverse African country with varied environments. |



Knowledge Organiser- WWII and the Holocaust – History - Year 6

| Key Vocabulary | Definition |
|--------------------|---|
| Blitzkrieg | A German word meaning 'Lightning War', intensive or sudden military attacks. |
| Holocaust | Destruction or slaughter on a mass scale |
| Tactic | An action or strategy carefully planned to achieve a specific end. |
| Liberation | The action of setting someone free from imprisonment, slavery or oppression. |
| Final Solution | A Nazi plan for the genocide of Jews during World War II. |
| Auschwitz-Birkenau | The Auschwitz concentration camp was a complex of over 40 concentration and extermination camps operated by Nazi Germany. |
| Genocide | The deliberate killing of a large group of people, especially those of a particular nation or ethnic group. |
| Cipher | A secret or disguised way of writing a code. |
| Hiroshima | A modern city on Japan's Honshu Island, was largely destroyed by an atomic bomb during World War II. |
| Battle of Britain | A military campaign in the Second World War, in which the Royal Air Force defended the United Kingdom against large-scale attacks by Nazi Germany's air force, the Luftwaffe. |

| Key Knowledge |
|--|
| I know the main events in World War Two and where in the world it was fought. |
| I understand the role of the RAF and the Luftwaffe in WW2 |
| I understand the role of code breaking and the importance of Alan Turing in WW2. |
| I know the Final Solution was the plan to kill all Jews and can consider the implications of this for the world. |
| I understand the British reaction to the Second World War at home. |



Bletchley Park in Buckinghamshire was used for Allied code-breaking. In 1941, cryptologists cracked the German Enigma code.

Auschwitz-Birkenau was a concentration camp in Poland.



During the **Battle of Britain** (July-Sep 1940) the German Luftwaffe tried to defeat the Britain's Royal Air Force. The **Blitz**, (September 1940–May 1941) were night-time bombing raids against London and other British cities by Nazi Germany.



Winston Churchill, Prime Minister of Britain 1939-45



Adolf Hitler, Dictator of Nazi Germany 1933-45



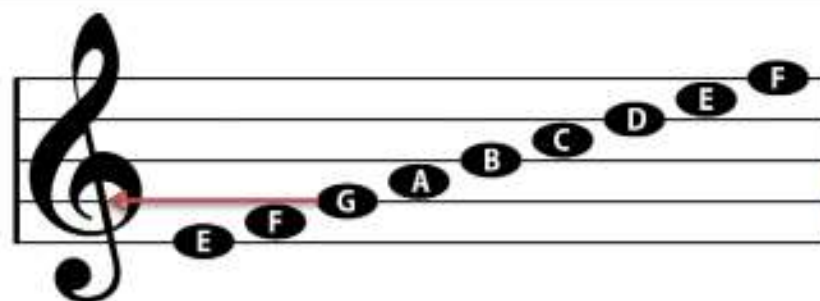
| Key Vocabulary | Definition |
|------------------|---|
| awareness | If you perform with awareness you pay attention to how your part fits in with others to create an overall effect. |
| musical elements | The different features of music such as pitch (high/low), timbre (quality/character), texture(layers of sound), dynamics(loud/quiet), duration(long/short) and structure. |
| staff notation | A way of visually representing music using a staff. |
| stave | The set of 5 lines (like a ladder) onto which notes are written in staff notation. |
| treble clef | A symbol placed at the start of every line of music. (Its starting point indicates where the note G is placed.) |
| graphic score | Visually representing music without using staff notation. Instead signs, symbols and pictures are used. |



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.






Ask me this...

- Can you write down your musical ideas?
- Can you explain musical terms like pitch, tempo and dynamics?

Knowledge Organiser – PE – Dance - Year Six

| Key Vocabulary | Definition |
|--------------------|---|
| Composition | The way in which a dance is made up. |
| Evaluate | Reflect on and identify the strengths of a dance and where it could be improved. |
| Rhythm | A regular, repeated pattern of beats, sounds, activity or movements. |
| Mood | The feeling of a piece of music, e.g. calming/relaxing, upbeat/high energy, dramatic. |
| Style | The genre of music being danced to, e.g. classical, pop, country, hip-hop. |

| Skill development | |
|--------------------|--|
| Composition | To compose dances in a variety of styles. |
| | To perform a routine for a music video. |
| | To use choreography that reflects the mood and style of the music. |
| Evaluation | To evaluate a dance according to a set criteria. |

| Skills | |
|----------------|--|
| Compose |  |
| Rhythm |  |
| Style |  |

Knowledge Organiser – PSHE – Healthy Me - Year Six

| Key Vocabulary | |
|--------------------------|---|
| Balanced diet | A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health. |
| Motivation | A reason or reasons for acting or behaving in a particular way. |
| Anti-social | Not following the laws and customs of society, in a way that causes annoyance and disapproval in others. |
| Responsible | Having an obligation to do something. |
| Recovery position | A position used in first aid to prevent choking, in which the body is placed facing downwards and slightly to the side, supported by the bent limbs. |
| CPR | Cardiopulmonary resuscitation: a method used to keep someone alive in a medical emergency, in which you blow into the person's mouth then press on their chest and then repeat the process. |
| Mental health | A person's psychological and emotional well-being. |
| Symptoms | A physical or mental feature that may indicate a potential medical condition. |
| Strategies | A plan of action designed to achieve a long-term or overall aim. |

| Key Knowledge |
|--|
| I know about different types of drugs, their uses, and their effects on the body, particularly the liver and heart. |
| I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in an emergency. |
| I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. |



| Reflective questions |
|--|
| Ask me this... |
| What does eating a balanced diet mean to you? |
| Why do you think that some drugs are legal and some drugs are illegal? |
| How would you react in an emergency? |

R.E. Year 6 Spring 2 Knowledge Organiser
Is Christianity still a strong religion 2000 years after Jesus was on Earth?

| Key vocabulary | Definition |
|------------------------------|---|
| Influential | Has an effect on someone |
| Community | A group of people following a shared system of beliefs/culture |
| Mother's Day | Mothers Sunday began as a religious event in the 16th Century. It became a tradition that, on the fourth Sunday of Lent, people would return to their mother church (main church in the region) for a special service. |
| Harvest | Usually celebrated in September when churches are decorated with fruit and vegetables and Christians given thanks to God for the food and crops |
| Lent | The period of 40 days after Shrove Tuesday, ending on Easter Sunday |
| Ten commandments | The laws/rules handed to Moses on Mount Sinai by God setting out how a good Christian should live their life |
| Christian fish symbol | The Greek word for fish is "ichthys." In the first century, Christians used the fish symbol as a perfect secret symbol for persecuted believers. When threatened by Romans in the first centuries after Christ, Christians used the fish to mark meeting places and tombs, or to distinguish friends from foes. |

| Key Knowledge |
|---|
| I know some people who have influenced me and can say why. |
| I can name a Christian festival and say how it is celebrated today. |
| I can give some examples which show Christianity is still a strong religion today. |
| I know British society is still heavily influenced by Christianity today e.g. taking the oath in Court, the National Anthem etc |
| I can create my own Commandments that I think would make the world a better place. |




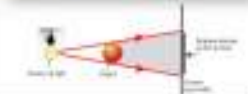
I swear to tell the truth...



Harvest Festival



Knowledge Organiser - Light & Electricity - Science- Year 6

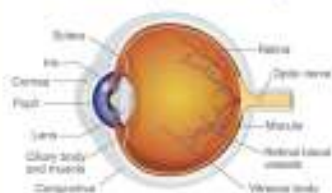
| | | |
|-------------------|---|---|
| How light travels | Light may come directly from a light source. Light must be reflected from an object into our eyes for the object to be seen. |  |
| Shadows | Objects that block light will cause shadows because light travels in straight lines from the shape of the shadow will be the same as the outline of the object. |  |

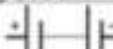

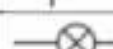

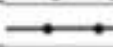






| Key Knowledge |
|--|
| I know that light travels in straight lines and we need light to see. |
| I understand how we see. |
| I know how shadows are formed and that they have the same shape as the objects that cast them. |
| I understand how voltage affects the brightness of a bulb. |
| I understand and can investigate variations in how components function. |

| How is light reflected? |
|---|
| Reflection is when light bounces off a surface, changing the direction of a ray of light. All objects reflect light; smooth and shiny surfaces reflect all the rays of light at the same angle, rather than scattering the rays of light like rough or dull surfaces. |




Human Eye Anatomy



| Component | Symbol |
|-----------------|---|
| battery |  |
| Cell |  |
| Bulb |  |
| Switch (open) |  |
| Switch (closed) |  |
| Ammeter |  |
| Voltmeter |  |
| Motor |  |
| Buzzer |  |
| Resistor |  |
| wire |  |

| Key Vocabulary | Definition |
|------------------------|--|
| electricity | energy made available by the flow of electric charge through a conductor |
| insulator | A substance that does not transmit heat. |
| conductor | a substance that readily conducts e.g. electricity and heat |
| component | A part that can be separated from or attached to a system |
| circuit | an electrical device that provides a path for electrical current to flow |
| Negative charge | having a surplus of electrons; having a lower electric potential |
| Positive charge | having a deficiency of electrons; having a higher electric potential |
| voltage | An electrical force that makes electricity move through a wire |
| Reflect | Throwback something without absorbing it |
| Light Source | An object that gives off light |
| Shadow | A shape produced by an object blocking the light source |
| transparent | An object that allows light to pass through |
| translucent | An object that allows some, but not all light to pass through |
| opaque | An object that does not allow light through |

| 5 Electrical Conductors | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| silver | gold | copper | steel | sea water |
| 3 Electrical Insulators | | | | |
|  |  |  |  |  |
| rubber | glass | oil | plastic | dry wood |

| | Series |
|-------------|---|
| Description | Components are connected one after another on the same loop. |
| Diagram |  |
| Voltage | The voltage is shared between components |
| Current | Every component has the same value |

| | Series |
|---------------|--|
| Advantages | <ul style="list-style-type: none"> Easy to use Easy to add more power to the circuit Doesn't over heat easily Components all have same current |
| Disadvantages | <ul style="list-style-type: none"> If one component breaks the whole circuit won't work Increasing number of components increases resistance |