



# Hanslope Primary School

## Geography Knowledge Organiser

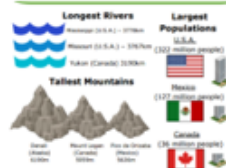
### Year 6: What is it like in North America?

#### How does this link to my previous learning?

- All previous work using map skills.
- Knowledge about the world and position of each of the 7 continents.

#### What key vocabulary will I learn:

- Time Zone – One of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of GMT.
- Climate – The different weather conditions of an area over a long period of time.
- Longitude – The distance of a place east or west of the Greenwich meridian.
- Latitude – The distance of a place north or south of the equator measured in degrees.
- Region – An area, especially part of a country of the world having definable characteristics but not always fixed boundaries.
- State – An area with a government that can make decisions and pass laws for that area.
- North America – A large continent entirely within the Northern Hemisphere.
- Population – The number of people living in a particular place.
- Topography – The study of the shape of the surface features of an area.



#### National Curriculum Links:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and North America.
- Locate the world's countries including in Europe and North America.
- use maps, atlases, globes and digital/computer mapping to locate countries

#### How does this link to my future learning?

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities (KS3)
- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field

#### What will I know by the end of this unit:

- I can locate North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
- I can name and locate countries, their capital cities and key features of North America (Canada, USA, Mexico)
- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.
- I can explore the human and physical features of a North American country (mountains, rivers, climates, natural resources etc)
- I can explore patterns of settlement, population distribution and density (N America)
- I can identify key topographical features of an area of North America
- I can use 8 points of a compass confidently and accurately and I can use 6 figure grid reference and use longitude and latitude on atlas maps



# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Six-** Is "God made man" a good way to understand the Christmas story?

### National Curriculum Links:

- To explore the concept of incarnation in the Christmas story.
- To compare the Biblical narrative with a traditional Christmas story.

### How does this link to my previous learning?

**Year Five** – Does God communicate with humans?

**Year Three-** Does Jesus have authority for everyone?

### How does this link to my future learning?

- Children will continue to build on this knowledge as they move into Key Stage 3.

### What key vocabulary will I learn:

**Incarnation** – When a deity takes human form. In Christianity, this is believed to have happened when God came to Earth as Jesus.

**Emmanuel or Immanuel** – means "God with us."

**Gospel** – This is a record of Christ's life and teaching in the first four books of the New Testament. They are written by Matthew, Mark, Luke and John.

**Avatar** – A Hindu avatar is the earthly incarnation of God as man.

### What will I know by the end of this unit:

"In the beginning was the word and the word was with God, and the word was God." (Jesus was the word)

**John's Gospel** tells Christians that Jesus is part of God. He always existed and brings light (hope, goodness) to the world and evil cannot overcome this. Many people did not recognise the importance of Jesus in his lifetime, (hence his crucifixion.)

#### How do the gospel accounts differ?

##### Matthew

Jesus was born in Bethlehem because that's where Mary and Joseph lived. They then settled in Nazareth because it was away from Herod. Wise men visit Jesus, but not manger, no shepherds.

##### Luke

Mary and Joseph lived in Nazareth, went to Bethlehem for a census (although there is no Roman record of a census taken at that time.) Jesus was put into a manger. Shepherds visit Jesus, but no wise men.



# Hanslope Primary School

## PSHE Knowledge Organiser – Year 6

### Autumn 2: Health and Wellbeing

#### How does this link to my previous learning?

In Year 5, children focused on:

- Developing independence for protecting myself in the sun.
- Understanding the relationship between stress and relaxation.
- Considering calories and food groups to plan healthy meals.
- Developing greater responsibility for ensuring good quality sleep.
- Taking responsibility for my own feelings.

#### What key vocabulary will I learn:

<i>Growth mindset</i>	<i>Believing that we can achieve things if we work hard. 'I can't do it YET!'.</i>
<i>Habit</i>	<i>A repeated action.</i>
<i>Qualities</i>	<i>The personality traits that make someone who they are.</i>
<i>Responsibility</i>	<i>Being in charge of our own actions.</i>
<i>Skill</i>	<i>The ability to do something well.</i>
<i>Vaccination</i>	<i>An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease.</i>

#### National Curriculum Links:

In Year 6, children need to learn about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.

#### How does this link to my future learning?

This year, pupils will:

- Consider ways to prevent illness.
- Identify some actions to take if I am worried about my health or my friends' health.
- Identify a range of relaxation strategies and situations in which they would be useful.
- Explore ways to maintain good habits.
- Set achievable goals for a healthy lifestyle.
- Explore my personal qualities and how to build on them.
- Develop strategies for being resilient in challenging situations.

#### What will I know by the end of this unit:

- To understand that vaccinations can give us protection against disease.
- To know that changes in the body could be possible signs of illness.
- To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
- To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
- To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).
- To know the effects technology can have on mental health.



# Hanslope Primary School Autumn 2

## PE Knowledge Organiser

### Year 6: Social Skills/ Dance

#### How does this link to my previous learning?

- Builds upon the dance and social skills learnt in Y5

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports

#### How does this link to my future learning?

- Links to secondary school PE

#### What key vocabulary will I learn:

- Graceful
- Smooth
- Sequence
- Repeat
- Reverse
- Diverse
- Control
- Exact
- Demonstrate
- Linking
- Melody
- Musical phrase
- Supporting
- Confidence
- Inspiration

#### Social skills:

#### What will I know by the end of this unit:

- I can move with fluidity and minimum wobble.
- I can stay balanced on the line with head up.
- I can move with opposite arm and leg moving forwards.
- I can maintain balance throughout.
- I can move smoothly and with control.
- I can coordinate movements with my partner

#### Dance:

- I can perform with balance and control when holding a shape and when moving between shapes / landing.
- Start with exploring shapes on 2 feet before moving on to 1 foot, remembering not to rush my movement.
- I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves.
- I can perform with control when moving, turning, jumping and landing.





# Hanslope Primary School

## Computing Knowledge Organiser

### Year 6: Creating Media – Webpage creation

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

#### National Curriculum Links:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

#### How does this link to my future learning?

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

#### What key vocabulary will I learn:

- **Webpage** - a page of [information](#) on the [internet](#) about a [particular subject](#), that [forms](#) (a [part](#) of) a [website](#)
- **Website** - a set of [pages](#) of [information](#) on the [internet](#) about a [particular subject](#), [published](#) by a [single person](#) or [organization](#)
- **Domain** - a set of [websites](#) on the [internet](#) that end with the same [letters](#), for [example](#) [.com](#)
- **Hypertext** - A way of joining a word or image to another page on the internet or in another computer program
- **Audience** – the group of people watching or listening to a play, film or someone speaking.
- **Browser** - a [computer program](#) that makes it [possible](#) for you to [read information](#) on the [internet](#):
- **Copyright** – The legal right to control the production and selling of a book, film, photograph or a piece of music
- **Homepage** - The [introductory](#) page of a website, typically serving as a table of contents for the site.

#### What will I know by the end of this unit:

- To review an existing website and consider its structure
- To plan the features of a web page
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path
- To recognise the implications of linking to content owned by other people





# Hanslope Primary School

## MFL Knowledge Organiser

### Year 5 and Year 6 – Los Numeros y la Navidad

#### How does this link to my previous learning?

We will continue to talk about ourselves and follow simple classroom instructions that we first learnt in Autumn One. We will make links to French numbers and how each language says I have ... years.

#### What key vocabulary will I learn:

cero (0) uno (1) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho nueve (9) diez (10) ¿Cuántos años tienes? Tengo... años.	once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19) veinte (20) La edad ¿Y tú?	¿Cuántos años tienes? Tengo... años. La edad ¿Y tú? Dibujar (to draw) Doblar (to fold) Cortar (to cut) Para color (colour) Tarjeta de Navidad (Christmas card) Elige Navidad Próspero año nuevo	El árbol de Navidad (Christmas Tree) El hombre de nieve (snowman) La corona de Navidad (wreath) El espumillón (tinsel) El acebo (holly)
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#### National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

#### How does this link to my future learning?

Numbers will be used in later modules to say the date and tell the time. Cultural knowledge will be expanded further when learning about Latin American landmarks and Mexico in Geography.

#### What will I know by the end of this unit:

I will be able to:

- Ask someone their age and say how old I am.
- Count to 20.
- Follow simple instructions to make a card.
- Recognise and use key Christmas vocabulary.

I will know how Christmas is celebrated in Spanish speaking countries and join in with some famous Spanish Christmas songs.

I will be able to play more elaborate games with my growing vocabulary.



# Hanslope Primary School

## Art Knowledge Organiser. Autumn 2

### Year 6. Activism

#### How does this link to my previous learning?

- To extend understanding of typography, design, and drawing skills (Year 5)

#### What key vocabulary will I learn:

**Activism** - the policy or action of using vigorous campaigning to bring about political or social change.

**Voice** - a particular opinion or attitude expressed.

**Message** - a significant political social or moral point that is being conveyed.

**Community** - a group of people living together and practising common ownership.

**Poster** - a large printed or drawn picture for decoration, advertising, or to convey a message.

**Zine** - a small, independently produced publication.

**Screen-Printing** - a printing technique using mesh to transfer dye or ink to a surface.

**Typography** - the style and appearance of printed matter.

**Present, share respond and reflect** - to exhibit artwork and discuss opinions and to consider other people's opinions based on artwork

**Articulate** - to speak fluently and coherently.

**Crit, Feedback** - where a piece of art is discussed and considered.

#### National Curriculum Links:

To create sketchbooks to record observations and use them to review ideas. To increase awareness of different types of art and design.

To improve mastery of art and design techniques including drawing, sculpture within a range of materials.

To learn about great artists, architects and designers in history.

#### How does this link to my future learning?

- To become proficient in drawing, and other art, craft and design techniques (KS3)

#### What will I know by the end of this unit:

To have seen how artists use their skills to make art which speaks about things which matter, often on behalf of whole communities.

To explore how I can find out what I care about, and find ways I might share my ideas with us all.

To see how my classmates may have different things they care about, or share things we care about, but they are all valid.

To create visuals and text which communicate my message.

To use line, shape and colour to make my artwork.

To use typography to make my messages stand out.

To combine different techniques such as print, collage, and drawing.

To reflect and articulate about my own artwork and artwork made by others.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 6: Film music

#### How does this link to my previous learning?

This links to previous learning in singing and following a melody line.

#### What key vocabulary will I learn?

- Chromatics- Notes played from the chromatic scale which can make the music sound 'creepy'.
- Composition- A creative work such as a piece of music.
- Evoke- To bring forth emotions.
- Graphic score- A way of writing down music on the page without using traditional staff notation, instead using images to represent the music.
- Imagery- Visually descriptive music.
- Improvise- Making up music as it is played or performed.
- Major key- A tonality where the music sounds happy or bright.
- Minor key- A tonality where the music sounds sad or tense.
- Modulates- Changing from one key to another (e.g. major to minor key).
- Notate- To write symbols to represent music.
- Sound effects- Effects made that imitate real sounds.
- Soundtrack- The background music, together with the main songs, create the soundtrack to a film.
- Tremolo- A trembling effect, achieved by creating a loud and then quiet sound with a single note.

#### National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

#### How does this link to my future learning?

This links to future learning about dynamics, pitch and texture.

#### What will I know by the end of this unit:

- Identify how different styles of music contribute to the feel of a film.
- Participate in discussions, sharing their views and justifying their answers.
- Use the terms 'major' and 'minor'.
- Identify different instruments to describe how music evokes different emotions.
- Identify pitch, tempo and dynamics and use these to explain and justify their answers.
- Give reasonable and thought-out suggestions for what different graphic scores represent.
- Use their body, voice and instruments to create sounds to represent a given theme.
- Create a musical score to represent a composition.
- Interpret their graphic score and performing their composition appropriately with their group.
- Create sounds that link to the scene of a film.