

# Hanslope Primary School

## Science Knowledge Organiser

### Year Six – Living Things and their Habitats

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

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

#### What key vocabulary will I learn:


Classification of Animals			
M-R-S G-R-E-N			
You can remember the seven features of living things by using the acronym MRS GREN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition).			
<b>Mammals</b> -Mammals are warm-blooded. -They often have hair/fur on their bodies. -Mammals give birth to live young. -Mammals often drink milk from their mothers.	Bears, Lions, Dogs, Cats, Rabbits, Squirrels, Whales, Monkeys, Horses, Cows, Pigs, Sheep, Tigers, Humans.	<b>Snails</b> -Snails have shells. -They have a large muscular foot, which secretes mucus. -Their stomach is directly above their muscular foot. -Most snails live underwater.	Garden Snail, Snail, Scutalus, Giant African Land Snail.
<b>Reptiles</b> -Reptiles are cold-blooded. -They normally lay eggs (but some don't). -Reptiles have scales or scutes.	Crocodiles, Lizards, Turtles, Chameleons, Snakes, Geckos, Iguanas, Dinosaurs.	<b>Slugs</b> -Slugs do not have shells. -They have a large muscular foot, which secretes mucus. -Their stomach is directly above their muscular foot.	Leopard Slug, Black Slug, Yellow Slug.
<b>Amphibians</b> -Amphibians are cold-blooded animals. -They have moist, scaly skin. It is often permeable. -Amphibians lay eggs.	Frogs, Salamanders, Toads, Newts, Tadpole.	<b>Worms</b> -Worms have long, narrow bodies. -Worms do not have limbs (arms and legs). -They are bilaterally symmetrical (both sides the same).	Flatworms, Round Worms, Segmented Worms.
<b>Fish</b> -Fish are cold-blooded animals. -Fish can breathe underwater, using gills. -Fish lay eggs. -Fins help to propel fish through the water.	Sharks, Goldfish, Carp, Swordfish, Stingray, Clownfish, Pike, Salmon, Bass, Haddock, Tuna, Cod, Eel, Turbot.	<b>Spiders</b> -Spiders have eight legs. -Spiders bodies are made of two main parts. -Spiders create silk from their spinneret glands. -Spiders lay eggs.	Tarantula, Wolf Spider, Huntsman Spider, Widow Spider.
<b>Birds</b> -Birds are warm-blooded. -Birds have feathers, wings and a beak. -Birds lay eggs.	Parrot, Owl, Eel, Flamingo, Penguin, Puffin, Chicken, Toucan, Blackbird, Sparrow, Pigeon.	<b>Insects</b> -Insects have exoskeletons hard shell-like coverings of their body. They also have three main body parts. -They have antennae on the top of their heads.	Beetle, Ant, Fly, Flea, Butterfly, Mosquito, Bee, Cricket.

#### National Curriculum Links:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

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

Linnaeus Classification	
Carl Linnaeus	Classification System
Carl Linnaeus was a Swedish scientist, botanist and zoologist who is known as the 'father of taxonomy.'  He created something called the binomial nomenclature, which was a way of classifying plants and animals (taxonomy).  He classified man among the primates, which brought him criticism at the time!  He was made a noble by the Swedish King. He lived from 1707-1778. Parts of his system are still used today.	Linnaeus gave each organism a <u>two part</u> Latin scientific name, based on their genus and species. A genus is a group made up of several species.  For example, the genus 'Pan' is made up of the chimpanzee (pan troglodytes) and the bonobo (pan paniscus).  His scientific process involved observing, recording the information and making conclusions.



Linnaeus's System of Classification

- Kingdom
- ↓
- Phylum
- ↓
- Class
- ↓
- Order
- ↓
- Family
- ↓
- Genus
- ↓
- Species

#### Examples of classification in local habitats

##### Garden

Vertebrates: Mammals = cats, dogs, rabbits, foxes. Birds = sparrow, robin, crow.  
 Amphibians = frogs, toads.  
 Invertebrates: Insects = bee, wasp, fly, Spiders, Worms = earthworm, Snails = garden snail, Crustaceans = woodlouse.

##### Seaside

Vertebrates: Mammals = Beach mice, Birds = seagulls, pigeons, Reptiles = sea turtles, Fish = cod, haddock.  
 Invertebrates: Crustaceans = crabs, lobsters, prawns, Echinoderms = starfish, sea cucumbers. sea urchins.



# Hanslope Primary School Autumn 1

## History Knowledge Organiser

**Year 6: What was the impact of World War II on the people of Britain?**

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

- How have children's lives change?

### National Curriculum Links:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups by using the terms AD and BC in work.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Asking questions about the interpretations, viewpoints and perspectives held by others.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Constructing explanations for past events using cause and effect.

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

- What does the Census tell us about our local area?

### What key vocabulary will I learn:

- appeasement
- reparations
- allies
- disarm
- debt
- unrest
- prosperity
- sorties
- evacuation

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

- To know that members of society standing up for their rights can be the cause of change.
- To understand that there are different interpretations of historical figures and events.
- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To understand the changing role of women and men in Britain.
- To understand the development of global trade.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.



# Hanslope Primary School

## Music Knowledge Organiser

### Year 6: Songs of World War Two

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

This links to previous learning in dynamics, pitch and tempo.

#### What key vocabulary will I learn?

- Expression – Playing or singing with a personal response to the music.
- Dynamics – The volume of the notes.
- Diaphragm – A dome shaped muscle, which we use to control our breath when singing.
- Melody – The combination of pitch and rhythm which forms a tune.
- Melody line – The notes that make a melody.
- Counter melody – A melody that can be sung to compliment the existing melody.
- Pitch – How high or low a note sounds.
- Score – A written form of a musical composition.

Graphic score

A way of writing down music on the page without using traditional staff notation, instead using symbols and images to represent the music.



#### 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?

Links to learning in film music.

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

- To use musical and comparative language in discussion.
- To follow a melody line.
- To follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- To sing the correct words at the correct time.
- To recall the counter-melody line.





# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Six- Are the saints encouraging role models?**

### National Curriculum Links:

- To explore reasons behind the persecution of saints/believers
- To compare the saints to the person and persecution of Jesus  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

**Year One-** Should we celebrate Harvest or Christmas?

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

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

- Key Stage Three: Further exploration of Christianity, alongside Sikhism and Buddhism.

### What key vocabulary will I learn:

**Persecution-** the bad treatment of a person, or group by another group

**Saint-** a person who is believed to be especially close to God

**Commitment-** dedicated to a faith

**Martyr-** a person that suffers death rather than give up his/ her religion

**Faith-** belief, trust and loyalty to God

**Relics-** an object treated with great respect due to its connection to a saint or martyr

**Reliquaries-** containers that contain relics

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

St Joan



St Francis



St George



\*An understanding of the beliefs of saints and the influence of these beliefs on behaviour

\*The differences between saints and Jesus

\*Similarities between the saints of Christianity and of other religions and none\*The impact of faith on the lives of believers, particularly in the face of persecution

\*The meaning for reliquaries and compare their use to objects used by other faiths

\*Answers to questions about the choices that saints have made





# Hanslope Primary School

## PSHE Knowledge Organiser – Year 6

### Autumn 1: Families and relationships

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

In Year 5, children focused on:

- Know that marriage is a legal commitment and people have a choice.
- Identifying ways in which families may make children feel unhappy.
  - Exploring the impact of bullying.
  - To understand stereotypes can be destructive.
  - To know discrimination is unfair.

#### What key vocabulary will I learn:

Authority	A person with high status and decision making power.
Conflict	A disagreement or argument.
Earn	To gain something like respect by showing others that you are a good, trustworthy person.
Conflict	Anticipating that something will happen a certain way.
Authority	Feelings of sadness experienced after someone's death.
Grieving	A period of sadness that someone experiences when someone close to them dies.
Resolve	To find a solution to a problem.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.

#### National Curriculum Links:

In UKS2, children will learn how friendships can change over time. To recognise if a friendship (online or offline) is making them feel unsafe or unhappy. Strategies to help manage peer influence. The importance of seeking support when needed. What constitutes a positive relationship.

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

This year, pupils will:

- Understand that everyone can expect a level of respect and this can be lost.
  - Understand what respect is and how they should be respected.
  - Understand how stereotypes influence our ideas and opinions.
    - Understand strategies that can help resolve conflict.
  - Understand the term grief and describe some related emotions.

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

- Stereotyping can happen when some people have a limited amount of knowledge about a person or certain group of people.
- Stereotypes can have negative consequences.
- Conflicts will happen between people but there are ways we can overcome this.
- Grief is a process we go through and it is different for everyone.
- Respect is an important part of a relationship.



# Hanslope Primary School

## Design Technology Knowledge Organiser

### Year 6: Structures (strong frame)

#### Overview:

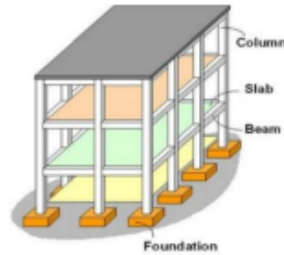
You should already know that structures are things that are built for a purpose, for example to support something or hold something.

-Frame Structures are rigid support structures that use beams, columns and slabs to hold large forces of gravity and weight.

-Frame structures give shape, and are useful for support & weight bearing.

-Unlike shell structures, frame structures have joints, which are formed according to the design requirements and materials being used.

-Some examples of man-made objects that use frame structures are houses, skyscrapers, bridges, scaffolding, tables, and roller coasters!



-The system of beams and columns in a frame structure can be further strengthened through the use of other features, e.g. foundations, bracing.

#### National Curriculum Links:

- Design, make and evaluate products.
- Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures

#### What key vocabulary will I learn?

*Structures, frame structures, rigid, seam, column, slab, joints, foundations, triangulation, bracing, malleable, horizontal, diagonal, vertical*

### What steps will I follow to create my final product?

#### Designing:

-Remember your prior learning, a wider base can help a structure to be more secure.

-Frames should be able to stand on their own, providing a 'skeleton structure.'

-You may wish to consider a foundation/ anchoring system, where appropriate.

You should be able to consider the most appropriate materials for your frame structure, considering a number of properties (e.g. weight, toughness, malleability, strength and presentation) depending upon the nature of your project.

-You should also be able to consider restraints, for example time and cost.

Triangulation can help to make structures stronger. This is important to consider when creating stable joints (see the making section below for this).

-Triangulation is also important when bracing. When force is applied to one point on the triangle, the pressure is shared amongst the other two points, which provide a secure wide base. Using bracing, you can create triangular shapes, can therefore make your structure more rigid from different angles.

Design stage should include: step-by-step plan, annotated sketches, listing tools & materials.

#### Making:

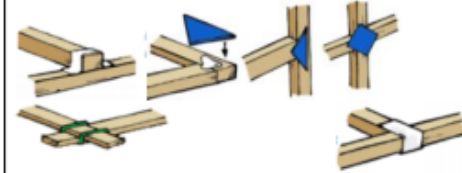
##### Using Wood

-When using wood, PVA glue is most appropriate. Joints should be securely clamped together to allow for drying time.

-Card strips can be used to create secure joints.

-Card triangles can be used to create secure corner joints.

-One suitable alternative is elastic bands, which can be securely fastened around beams and columns, in order to create secure joints.



Evaluating: How well does your structure work? Does it meet its purpose? How did you make your frame structure strong and rigid? How could you make it more strong and rigid? Which materials did you use? Why did you make these choices? What restraints did you have? How would you have changed your product without these restraints? How did you cover your frame? Was this the best material? Why or why not? How does your product look? How could it look more appealing?

#### Health and Safety

-Remove any jewelry and tie back long hair.  
Keep belongings clear.

-Wear an apron where necessary and roll up your sleeves.

-Walk safely and calmly around the classroom/ workshop.

Keep your work area and floor area clear – regularly tidy up to avoid accidents.

Follow the teacher's cutting/ machinery instructions carefully.

Make sure that you are wearing the correct equipment for tasks, including safety goggles.

Should you need to move around with sharp objects, hold them appropriately.

Report and clean all spillages & other potential hazards.



# Hanslope Primary School

## MFL Knowledge Organiser

Year 5 and Year 6 – ¡Hola! ¿Cómo estás?

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

Year 3 French module 1 where children were introduced to classroom instructions and how to address someone formally and informally. How imperatives are formed in Neo-Latin languages.

### 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?

Classroom instructions will be consolidated throughout the year and further colours and food vocabulary will be learnt. By the end of the year I will be able to introduce myself and give basic details about myself and what I like.

### What key vocabulary will I learn:

<u>New vocabulary</u>	<u>New vocabulary</u>	<u>New vocabulary</u>	<u>New vocabulary</u>
¡Hola!	Siéntate [sit down],	azul	los huevos
¡Buenos días!	levántate [stand up],	rojo	la lima
¡Buenas tardes!	arregla las sillas [put	verde	la carne
¡Buenas noches!	your chairs under],	amarillo	el queso
¿Cómo estás?	cállate [be quiet],	naranja	el arroz
Estoy muy bien gracias.	escucha [listen], mira	morado	la patata
¿Y tú?	[look], mírame [look at	rosa	las legumbres
¿Cómo te llamas?	me], ven a la alfombra	blanca	el pimiento
Me llamo ...	[come to the carpet],	marrón	el chorizo
¿Y tú?	repíte [repeat], recoge	gris	
	la mesa [tidy up the	negro	
	desk], ¡vamos! [off you	blanco	
	go!], vamos a jugar	Es el azul y blanco.	
	[let's play].		

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

I will be able to:

- Greet someone, say my name and ask their name.
- Give and respond to appropriate classroom instructions such as Siéntate [sit down], levántate [stand up], cállate [be quiet], escucha [listen], mira [look], mírame [look at me].
- Say six colours
- Identify the Spanish words for key ingredients in Mexican dishes

I will know where Spanish is spoken throughout the world and begin to learn about Mexican culture, including traditional dishes and festivals such as el Día de los Muertos [Day of the Dead].

I will know that French and Spanish are Neo-Latin languages and therefore have similarities.

I will be able to join in with simple songs and rhymes in Spanish and will begin to read known words accurately.