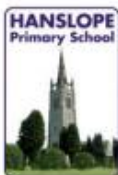


# KNOWLEDGE ORGANISERS

YEAR 6 – SPRING 2



# Hanslope Primary School

## Art Knowledge Organiser

Year 6. 2D Drawing to 3D Making

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

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

### National Curriculum Links:

To create sketchbooks to record observations and use them to review ideas.  
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, painting, sculpture and other art, craft design techniques (KS3)

### What key vocabulary will I learn:

**2D Drawing to 3D Making:**

**2D Drawing, 3D Object, Packaging, Negative space, Grid method, Scaling up, Net, Typography, Graphic Design, Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences**

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

- I have explored artists who use their drawing skills to make objects, and I can share my responses to their work, thinking about their intention and outcome.
- I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.
- I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.
- I can use negative space and the grid method to help me see and draw.
- I can explore typography and design lettering which is fit for purpose.
- I can transform my drawing into a three-dimensional object.
- I can share my work with others, and talk about my intention and the outcome. I can listen to their response and take their feedback on board.
- I can appreciate the work of my classmates. I can listen to their intentions and share my response to their work.
- I can photograph my three-dimensional work, thinking about presentation, lighting, focus and composition.



# Hanslope Primary School

## Computing Knowledge Organiser

### Year 6: Spreadsheets

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

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:

- **Information** - Data put into a context that provides meaning.
- **Data** - Facts and statistics collected for reference or analysis.
- **Spreadsheet** - an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.
- **Format** - Arrange or put into a format.
- **Formula** - A mathematical relationship or rule expressed in symbols.
- **Accounting** - The process or work of keeping financial accounts.
- **Filter** - A function that lets you single out a range of data based on the values in a formula.
- **Software** - The programs and other operating information used by a computer.

#### 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?

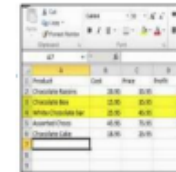
- Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting, and analysing data

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

- To identify questions that can be answered using data.
- To explain that objects can be described using data.
- To explain that formula can be used to produce calculated data.
- To apply formulas to data, including duplicating.
- To create a spreadsheet to plan an event.
- To choose suitable ways to present data.



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Item	Price	Quantity	Total
Copy paper	£2.40	20	£48.00
Point 4 Notes	£3.99	10	£39.90
Stapler	£7.99	5	£39.95
Paper punch	£11.90	15	£178.50
Highlighter pen	£1.99	50	£39.50
TOTAL COST OF ORDER			£427.65
AVERAGE PRICE			£8.55



# Hanslope Primary School

## Geography Knowledge Organiser

### Year 6: What is global trade?

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

- United Kingdom
- UK Weather
- Seven Continents and Seas of the world
- Climate, biomes and vegetation belts
- Name of some key rivers around the world
- Human and physical features of Europe, North and South America
- Location of Northern, Southern hemisphere, equator, tropics

#### What key vocabulary will I learn:

- **Fair trade**- when producers in developing countries are paid a fair price for their work, by companies in developed countries
- **Import**- products or raw materials bought from another country for use in your own country
- **Export**- goods which are sold to another country and sent there.
- **Domestic trade**- The buying and selling of goods especially on a large scale between different regions of the same country
- **International trade**-The exchange of goods and services among countries
- **World trade organisation**- is an international organization that helps nations trade their goods and services with one another. There are currently more than 150 member countries in the WTO
- **Supply chain** -the entire process of making and selling goods, including every stage from the supply of materials and the manufacture of the goods through to their distribution and sale
- **Supply**- is the amount of something which someone has or which is available to use
- **Trade**-The buying, selling or exchanging of goods between people, companies or countries.t
- **Producers**- A person, company, or country that makes, grows, or supplies goods or products for sale

#### National Curriculum Links:

- describe and understand key aspects of: human geography, including, economic activity and trade links,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Yr6)
- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources (KS3)

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

- I can locate and describe major imports and exports, including those of the UK
- I can describe and understand aspects of physical geography of the UK that determines what we export.
- I can locate the Panama Canal on a map and identify its significance to trade to the rest of the world
- I can explain the difference between domestic and international trade
- I can explore and describe the location and significance of minerals, natural resources and major trade routes across the UK
- I can name what the UK trades and where
- I can list some goods imported and exported to the UK
- I can explain the difference between imports and exports
- I can explain fair trade and why it is important
- I can explain the impact of globalisation on the products we use and local industry
- I can explain why we trade with El Salvador



# Hanslope Primary School

## Music Knowledge Organiser

Year 6: Dynamics, pitch and tempo (Coast)

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

This links to previous learning of Advanced rhythms.

### What key vocabulary will I learn?

- Audio/video
- Depicting
- Texture
- Pitch
- Dynamics
- Conductor
- Improvisation
- Notation
- Graphic score
- Composition
- Practising
- Group work
- Ensemble



### 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 Secondary school.

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

- Engage in discussion about the sounds of an orchestral piece
- Have a selection of varied vocabulary in response to what they hear.
- Change dynamics and pitch, differentiating between the two.
- Take the role of conductor or follow a conductor.
- Change texture within their group improvisation and talk about its effect.
- Create a graphic score to represent sounds.
- Follow the conductor to show changes in pitch, dynamics and texture.



# Hanslope Primary School

## Spring 2

### PE Knowledge Organiser

**Year 6: creative skills and hockey**

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

- Build upon Y5 hockey and creative skills

#### National Curriculum Links:

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

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

- Prepares you for secondary school PE
- Consolidation of all prior learning

#### What key vocabulary will I learn:

- Imaginatively
- Adapt
- Adjust
- Centre of gravity
- Reach
- Rotating
- Transfer
- Push pass
- Slap pass
- Dribble
- Tactics
- Attacking
- Defending
- Scoring opportunities

#### Creative skills:

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

- I can maintain stability without strain.
- I can balance with hands and feet off the floor throughout.
- I can balance with repeatable performance.
- I can balance with good posture, for example, straight back.
- I can hold balance without strain.
- I can balance with control, for example, while transferring objects.

#### Hockey:

- I can use a range of passes
- I can confidently dribble and change direction
- I can seize scoring opportunities
- I can play small sided games
- I know when and how to apply basic tactics



# Hanslope Primary School

## PSHE Knowledge Organiser – Year 6

### Spring 2: Citizenship

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

In Year 5, children focused on:

- To develop an understanding of how parliament and Government work.
- To know what happens when someone breaks the law.
- To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
- To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work

#### What key vocabulary will I learn:

Concern	Something that makes you feel worried or anxious.
Discrimination	Treating someone differently because of certain factors.
Environment	The local surroundings or place a person lives or works in.
Government	The elected party who govern and make decisions for the country.
Human Rights	Specific rights which belong to every person.
Ministers	The Prime Minister chooses MPs to be Ministers.
Prejudice	Making assumptions about someone based on certain information.
Prime Minister	Leads the government.
Protected Characteristics	The groups identified in the Equality Act.
Un/United Nations	An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living.

#### National Curriculum Links:

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

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

In Key Stage 3, Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

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

- Discuss how education and other human rights protect us and how people can influence what happens in parliament.
- Discuss ways to challenge prejudice and discrimination and to identify appropriate ways to share views and ideas with others.
- To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.



# Hanslope Primary School

## Knowledge Organiser Knowledge Organiser

**Year Six- Is the resurrection important to Christians?**

### National Curriculum Links:

- To explore the resurrection of Jesus, the Easter narrative and concepts of life after death  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- Year Five Unit: Was the death of Jesus a worthwhile sacrifice?
- Year Three Unit: Does Easter make sense without Passover?
- Year Two Unit: How should the church celebrate Easter?

### 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:

- **Resurrection**- the raising of Christ from the dead
- **Reincarnation**- the rebirth of a soul into another body
- **Funeral**- a ceremony or service usually held shortly after a person's death
- **Heaven**- a place regarded in various religions as the home of God (or the gods) and the angels. A place of good.

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

- The narrative of the resurrection and Christian beliefs about life after death
- The significance of the resurrection for understanding the nature of Jesus
- How Easter Sunday is celebrated and the reason for the joy of the event
- How a Christian understanding of the resurrection might influence the way that Christians respond to death
- Why many Christians believe that Jesus' resurrection is important
- Resurrection of Jesus (1 Corinthians 15)







# Hanslope Primary School

## Science Knowledge Organiser Spring 2

### Year 6: Evolution and Inheritance

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

##### INHERITANCE AND MUTATION

- Living things produce offspring of the same kind.
- Some of a parent's characteristics are passed down to the offspring – this is called inheritance.
- This is why we often share similar features with our parents, and some conditions are shared.
- Inheritance is genetic, not environmental. E.g. If two blonde-haired parents dye their hair black, this does not mean they will have a black-haired child.
- Some features are new to the offspring. These are called mutations. This is why we are not exact copies of our parents.
- These changes in offspring over time allow evolution to take place.

##### EVOLUTION

- Sometimes, changes that offspring have from their parents are advantageous – they allow the offspring to cope better in their environment.
- However, often the changes are not advantageous (called maladaptation). When this is the case, the offspring will find it more difficult to thrive.
- Natural selection can ensure that, over time, the advantageous characteristics survive in the species.
- For example, many polar animals have adapted to possess layers of blubber and/or fur (for warmth) and white outer coats (for camouflage).
- The dodo, with no predators on its island, had adapted in a number of ways that made it unable to survive when humans arrived (maladaptation).

#### National Curriculum Links:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

#### What key vocabulary will I learn:

- Evolution is a change over time. It occurs when there is competition to survive (natural selection).
- Characteristics are passed from parents to their offspring. This is called inheritance.
- Offspring are not identical to their parents. Some characteristics are inherited, but some are new in the offspring – these are called mutations.
- Fossils are remains of living things, and provide evidence about living things from the past.
- Animals and plants are suited to their environments, and adaptation leads to advantageous changes.

