



St Leo's and Southmead
Catholic Nursery and Primary
School

Year
SIX

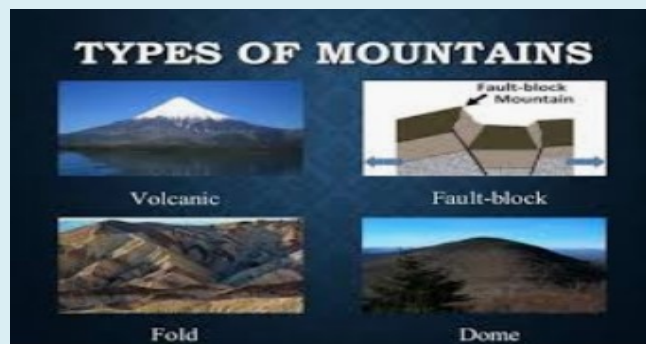
Geography Knowledge Organiser

Autumn
Term

Amazing Activity

Create a 'Mountain Exhibition' for a focused audience.

Key Concepts



Suggested websites to find out more:

<http://www.primaryhomeworkhelp.co.uk/mountains.htm>

<https://www.bbc.com/bitesize/clips/z27tfg8>

The highest mountains of each continent (the Seven Summits):

Mountain Peak	Continent	Height
Mount Everest	Asia	8,850 m
Aconcagua	South America	6,959 m
Mount McKinley (Denali)	North America	6,194 m
Kilimanjaro	Africa	5,895 m
Mount Elbrus	Europe	5,642 m
Vinson Massif	Antarctica	4,897 m
Carstensz Pyramid	Australia - Oceania	4,884 m
Mount Kosciuszko (The highest point on the Australian landmass)		2,228 m

The Mountain Environment

A **continent** is one of the seven large land masses on the earth's surface, surrounded, or mainly surrounded, by sea and usually consisting of various countries: **Africa, Asia, North America, South America, Antarctica, Australasia/Oceania and Europe**



Curriculum Links

- Literacy Link:** Researching using a range of media such as internet and books.
- Maths Link:** Researching and collecting data, displaying in bar charts and diagrams.

Skills

- Find out how mountains are formed and locate major mountain ranges around the world, identifying the continent and country.
- Investigate a range of mountain environments using the internet to create a file.
- Investigate mountain climates, including collecting and analysing climate data.
- Investigate the uses of the mountain environment, focusing on tourism.
- Identify the positive and negative aspects of tourism in mountain environments.

Key Vocabulary	Definition
Environment	Everything that surrounds a particular type of living thing and affects its growth and health.
Mountain Range	A group of connected mountains that were formed during the same time period.
Climate	The usual weather conditions in a place.
Peak	The top part of a mountain that rises to a point.
Summit	The highest part; peak.
Landmass	A large body of land such as a continent.
Elevation	The height to which something rises.
Altitude	The height of a thing above earth or above sea level.
Equator	The imaginary circle around the earth that is halfway between the North and South Poles.
Temperature	The degree of heat or cold of an object or an environment.
Tourism	The act of traveling, usually for sightseeing or relaxing.

"Nurture, Inspire, Succeed"



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History Knowledge Organiser

Autumn
Term

Amazing Activity
Become an evacuee for
the day.
Create your own shelters.

World War 2

Key Concepts

I understand how WWII began. I understand what the main causes of WWII were.	<ul style="list-style-type: none"> Declaration of War—Radio broadcast. What is history? Timeline of events. Why did the war begin? World Leaders.
I understand what life was like for children living during war.	<ul style="list-style-type: none"> BBC video of life for children in WWII. Positives and negatives of living during the 1930's. Definitions of key words from WWII.
I understand what evacuees were.	<ul style="list-style-type: none"> Investigate objects, e.g. suitcase, label and gas mask. Look at recounts of evacuees and their experiences.
I understand what the blitz was. I understand the importance of shelters.	<ul style="list-style-type: none"> Experience the sounds and events of the Blitz. How did people survive? Create shelters and research the different types of shelters.
I understand the term rationing.	<ul style="list-style-type: none"> How did Britain survive the war? Create a ration book and investigate the quantity of food given to a family.
I understand the term propaganda.	<ul style="list-style-type: none"> Investigate the importance of using propaganda to influence others. Create own posters to help Britain survive.
I understand how WWII came to an end.	<ul style="list-style-type: none"> Investigate the reasons for the end of the war and the celebrations witnessed. What is the impact on our lives today?

Significant Figures:



Winston Churchill:
Leader of Britain and
its Empire.



Adolf Hitler: Leader
of Germany.



Franklin Delano
Roosevelt: Leader of
the USA.



Josef Stalin: Leader
of the USSR.

Allied Countries:
Britain
USA
USSR

Axis Countries:
Germany
Italy
Japan



Curriculum Links

- Literacy Link:** Researching using a range of media such as internet and books.
- Creative Writing Link:** Investigate the life of Anne Frank and the Jewish link to the war.

Skills

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Vocabulary:

Air raid: An attack by planes dropping bombs.
Air raid shelter: A building to protect people from bombs.
Anderson Shelter: A type of air raid shelter made of corrugated iron— usually at the end of the garden.
Atomic bomb: Weapon first used in 1945 when two bombs were dropped on Japan, killing more than 100,000 people.
Black out: System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes.
The Blitz: Series of bombing raids on the UK.
Evacuation: Organised movement of children and the vulnerable from towns and cities to safe zones.
Evacuee: Someone who was evacuated, moved from a danger area to a safer place.
Gas mask: Face mask to protect people against poison gas.
Holocaust: Mass murder of Jews and other groups of people by the Nazis.
Morrison Shelter: A type of air raid shelter made from a metal cage used inside the house – could double as a kitchen table.
Nazi: Member of the German political party which came to power in 1933.
Propaganda: Controlling news media (such as radio) to show your side in the best way.
Rationing: The controlled distribution of scarce resources such as food.

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Geography Knowledge Organiser

Spring
Term

Amazing Activity

- Visit a local water treatment factory.

Key Concepts

- To explore water on our planet.
- To understand and explain the water cycle.
- To explore why we need water and how we use it.
- To compare the difference in water availability and usage in the UK and Kenya.
- To explore how water can be used for power to contribute to a sustainable future.
- To investigate and explore a local body of water.

*Will we ever see the water
we drink again?*

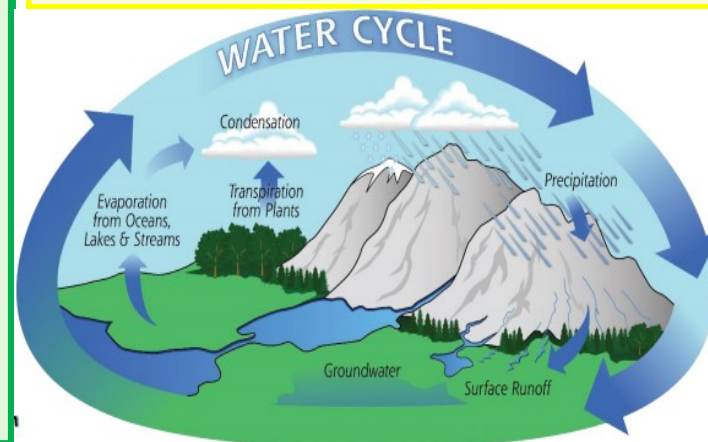
Key Vocabulary

- Earth's surface—The outermost level of the land or sea.
- Bodies of water—The part of the earth's surface covered in water.
- Rivers—A natural stream of water.
- Lakes—A large area of water surrounded by water.
- Oceans—A very large expanse of sea.
- Seas—The expanse of salt water that covers most of the earth's surface.
- Reservoirs—A large natural or artificial lake used as a source of water supply.
- Bays—A part of the coast where the land curves in.
- Straits—A narrow area of sea that connects two larger areas of sea
- Gulfs—A very large area of sea surrounded on three sides by a coast
- Glaciers—A large body of ice moving slowly down a slope or valley or spreading outward on a land surface.
- Fjords—A narrow inlet of the sea between cliffs or steep slopes.
- Water scarce—The lack of sufficient water resources.
- Water supply—A source, means, or process of supplying water.
- Water treatment—Any process that improves the quality of water
- Hydropower- electricity produced by water.

Skills

- Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.



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D.T. Knowledge Organiser

Autumn
Term

Amazing Activity
Design and create own
light using a circuit.

Key Concepts

Looking at different lights.	Investigate a range of lights. How do they work? What are they used for? Evaluate a range of lights.
Investigating torches.	Investigate the workings of a range of torches. Create a labelled diagram of both the inside and out- side of the torch.
Investigating Switches.	Follow a set of instructions to make a range of switches.
Write a specification.	Create a light specification for their chosen light.
Designing and making the light.	Design and make their own light using the specifi- cation as a guide.
Evaluating the final product.	Answer a variety of ques- tions to evaluate their own design, identifying positives and negatives of their design.

What sort of light will work
for you?

Electricity Word Mat

Circuit diagram symbols

electricity plug battery switch wires circuit

Vocabulary

insulate	Protect (something) by interposing material that prevents the loss of heat
conductor	A substance that allows heat or electricity to go through it: Metal is a good conductor of heat.
battery	A container consisting of one or more cells, in which chemical energy is converted into electricity and used as a source of power.
buzzer	An electrical device that makes a buzzing noise and is used for signalling.
bulb	Light bulb.
wire	Metal drawn out into the form of a thin flexible thread or rod.
appliances	A device or piece of equipment (tool or gadget, etc.) designed to perform a specific task.
circuit	In electronics, a circuit is a path between two or more points along which an electrical current can be carried.
cell	battery
switch	A device for making and breaking the connection in an electric circuit.

Skills

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

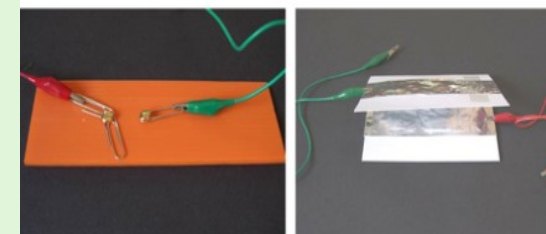
Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Switches



Curriculum Links

Science—Investigate and create a
range of circuits.

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ART Knowledge Organiser

Autumn
Term

Amazing Activity

- Create a gallery of graffiti artwork.

Key Concepts

1. Investigate street art/graffiti. Re-search the history of graffiti, introducing the work of Banksy.
2. Identify the rules for creating graffiti art. Practise different styles of graffiti using different mediums and materials.
3. Investigate creating 3D graffiti letters and adding a background. Create own TAG.
4. Create a piece of graffiti artwork using skills investigated.
5. Create a piece of digital graffiti art. Evaluate design.

Key Vocabulary

- Street art— art work created in a public space..
- TAG— a nickname or other identifying mark written as the signature of a graffiti artist.
- Gallery— a place to display works of art.
- Stencils— a material with a design or image cut out of it.
- Banksy—England based graffiti artist.

Can you spray that again please?



Skills

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Curriculum Links

History, Computing

“Nurture, Inspire, Succeed”



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ART Knowledge Organiser

Spring
Term

Amazing Activity

- Visit a local art gallery to observe sculptures.

Henry Moore—Sculptures

Key Concepts

1. Who is Henry Moore? Children to use the internet to research facts about Henry Moore. Share facts with the class.
2. Research sculptures created by Henry Moore. Sketch designs in sketch book using shading.
3. Look at a selection of sculptures by Henry Moore. Explain why you like them, what they remind you of and the story they tell.
4. Watch video clips showing some of Henry Moore's work. Design a sculpture that would represent/tell a story about our school.
5. Children to sketch a variety of designs to represent our school.
6. Children to choose a final design and develop their design in their sketch books.
7. Create sculpture out of clay/salt dough. Evaluate

Key Vocabulary

- Construct: To build, as in a piece of sculpture.
- Clay: Stiff, sticky fine-grained earth that can be moulded when wet and baked to make bricks, pottery or other art forms.
- Observation: The action or process of studying or monitoring something closely.
- Sculptor: The name given to an artist who specialises in making sculpture.
- Sculpture: The art of making 3D forms especially by carving stone or wood or by casting metal or plaster
- Structure: The way in which something is put together. A building or other object constructed from several parts.

- Henry Moore was one of the great sculptors of modern art. He created three-dimensional works out of bronze, stone, and wood. His sculptures, made during the 1900s, can be seen today in museums, private collections, and public spaces around the world.
- Moore grew up in a large family of eight in West Yorkshire, England. Young Henry's artistic talent was recognized and encouraged by his teachers as he showed signs of artistic skill from a very early age. After serving in the British army during WW I he put himself through an art program at the Leeds College of Art.
- Moore is best known for his sculptures, however, his lesser mentioned artwork is also interesting and his sketches of sheep done in 1972 show his varied skills.

Curriculum Links

Computing, English, History

Skills

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects and designers in history.

Henry Moore 1898-1986

"Sculpture is like a journey. You have a different journey you return. The three-dimensional world is full of surprises in a way that a two-dimensional world never could be... sculpture has endless possibilities." Henry Moore, 1962



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Music Knowledge Organiser

Autumn
Term

Music that makes you happy!

- Happy by Pharrell Williams
- Top Of The World by The Carpenters
- Don't Worry, Be Happy by Bobby McFerrin
- Walking On Sunshine by Katrina And The Waves
- When You're Smiling by Frank Sinatra
- Love Will Save The Day by Brendan Reilly

Happy—Pop/Motown

Key Concepts

In greater depth and with confidence:

- Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.
- Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.
- Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.
- Improvisation - create your own responses, melodies and rhythms.
- Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.
- Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.



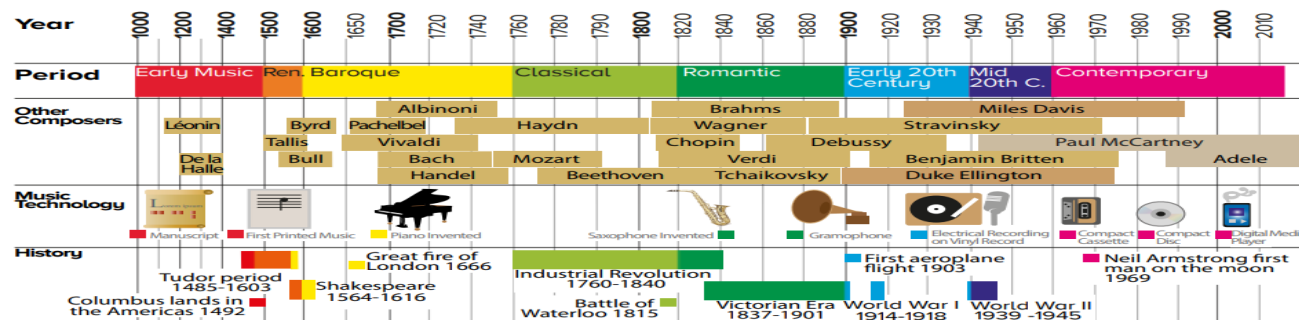
Key Vocabulary

- *Pulse* - the regular heartbeat of the music; the steady beat.
- *Rhythm* - long and short sounds or patterns that happen over the pulse; the steady beat.
- *Pitch* - high and low sounds
- *Tempo* - the speed of the music; fast or slow or in-between.
- *Dynamics* - how loud or quiet music is.
- *Timbre* - all instruments including voices; have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- *Texture* - layers of sound. Layers of sound working together make music very interesting to listen to.
- *Structure* - every piece of music has a structure eg introduction, verse, chorus ending, bridge, instrumental solo.

Skills

Pupils should be taught to:

- ☐ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 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 and recorded music drawn from different traditions and from great composers and musicians.
- ☐ develop an understanding of the history of music.



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Music Knowledge Organiser

Autumn
Term

- Jazz and improvisation.

Classroom Jazz 2

Key Concepts

- Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.
- Musical Activities:
 - Playing
 - Improvisation
 - Composition
- Perform/Share



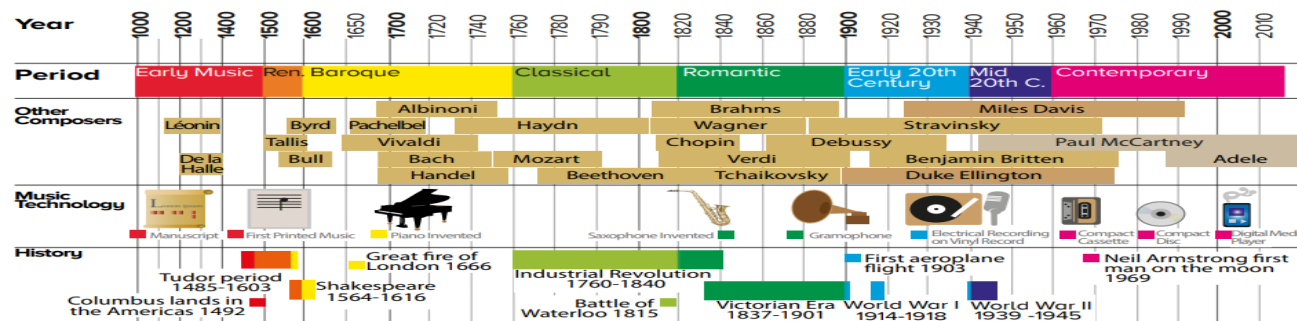
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Year
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Computing Knowledge Organiser

Autumn
Term

Amazing Activity
Create own film using
Green screen.

Online Safety Dilemmas

Key Concepts

1	Why is it so important we understand how to communicate online?
2	What does all this new online language mean?
3	How do we overcome difficult situations?
4	How can we help make the internet a better place?
5	How do we make a film?
6	Reflect, feedback and improve?

"EVERYDAY SHOULD BE ONLINE SAFETY DAY"

Online Safety

Quote: @ICT_MrP



1 in 10 people in the UK do NOT own a single printed book.



This rises to 1 in 5 among 18-24 year olds.

By contrast, the average household contains 8.2 devices connected to the internet - rising to 10.9 in households with children.



Source: THE SUNDAY TIMES

We **must** embrace digital literacy and citizenship in our classrooms.



Year 6

Computing Activities: Online Safety Dilemmas

Skills

Pupils should be taught to:

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Vocabulary

- Communicate—data is exchanged between two or more **computing** devices.
- Phishing—the fraudulent attempt to obtain sensitive information such as usernames, passwords and credit card details by disguising oneself as a trustworthy entity in an electronic communication.
- Exclusion—when someone is actively ignored or rejected by someone else.
- Storyboard—a graphic organizer displayed as illustrations or images.
- Shots—a series of frames in filmmaking.

"Nurture, Inspire, Succeed"



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Computing Knowledge Organiser

Autumn
Term

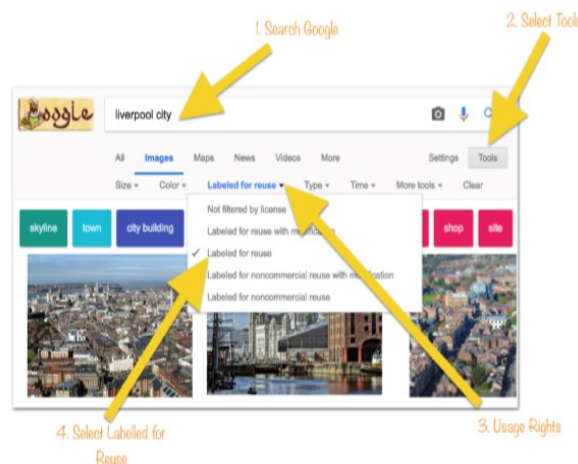
Amazing Activity
Create a video including tips for staying safe online.

My Online Life

Key Concepts

Lesson	Driving Question
1	How does the internet and media shape our views?
2	How can you be a good Digital Citizen?
3	What does the information online say about us?
4	How would you deal with online bullying?
5	How do you make informed decisions online? Can you trust everything you read online?
6	Can technology impact on your health?
7	How secure are you with your online information and accounts?
8	Who owns the information on the internet?

HOW TO SEARCH FOR COPYRIGHT FREE CONTENT



Year 6

Computing Activities: My Online Life

Skills

Pupils should be taught to:

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Vocabulary

Copyright—a law that gives the owner of a work (for example, a book, movie, picture, song or website) the right to say how other people **can** use it.
Online bullying—bullying carried out through the internet or mobile devices.

Password—a string of characters that allows access to a computer system or service.

Trust—reliability, truth, or ability of someone or something

Profile—a user's summary of their personal details or current situation.

Private—keep from public viewing.

“Nurture, Inspire, Succeed”



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French Knowledge Organiser

Autumn
Term

Amazing Activity
Make links with a French
Partner school.

Notre école
Our School

Key Concepts

1. Introduce places around school.
Use vocabulary such as *voici* (here is), *voilà* (there is).
2. Focus on activities carried out around the school.
3. Focus on telling the time—on the hour, half past the hour, quarter past and quarter to. Identify times and school subjects on a timetable.
4. Focus on building descriptions of people e.g. hair colour, eye colour etc.
5. Focus on French verbs and how they change.
6. Write a letter about school revising key vocabulary from the topic.

Curriculum Links

English, Design Technology
(food), Computing.

Key Vocabulary

la salle de classe	the classroom
l'entrée principale (f.)	the main entrance
la cour	the playground
le terrain de sport	the sports field
Je cherche ...	I'm looking for ...
Je cours.	I run/I'm running.
Je travaille.	I work/I'm working.
ici	here
là	there
Voici	here it is
Voilà	there it is
il est deux heures et quart	it's quarter past two
il est deux heures moins le quart	it's quarter to two
il est deux heures cinq/ dix/vingt/vingt-cinq	it's five/ten/twenty/ twenty-five past two
il est deux heures moins cinq/dix/vingt/vingt-cinq	it's five/ten/twenty/ twenty-five to two
le déjeuner	lunch(time)
le professeur	the teacher (general term)
le maître, la maîtresse	primary school teacher
Il/Elle a ...	He/She has ...

Skills

- ▶ Listen attentively to spoken language and show understanding by joining in and responding.
- ▶ Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- ▶ Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- ▶ Read carefully and show understanding of words, phrases and simple writing.
- ▶ Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.
- ▶ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- ▶ Describe people, places, things and actions orally and in writing.
- ▶ Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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French Knowledge Organiser

Autumn
Term

Amazing Activity
Make links with a French
Partner school. Write
letters in French.

Notre monde
The world around us

Key Concepts

1. Focus on countries and continents around the world.
2. Focus on animal names.
3. Focus on geographical features, identifying on a world map.
4. Focus on the different types of weather you may experience in different countries around the world.
5. Focus on the nasal 'an' sound.
6. Revise key concepts writing sentences in French.

Curriculum Links

English, geography, history,
computing.

Key Vocabulary

*l'Europe (f.)	Europe
*l'Afrique (f.)	Africa
Où est ...?	Where is ...?
des ...	some ... (indefinite plural)
le matin	the morning
l'après-midi (m. or f.)	the afternoon

*l'Espagne (f.), *le Portugal	Spain, Portugal
*le Sénégal, *le Maroc	Senegal, Morocco
*le Mali, *la Côte d'Ivoire	Mali, Ivory Coast
*la Guinée, *la Tunisie	Guinea, Tunisia
*l'Amérique du Nord (f.)	North America
*le Canada	Canada
*l'Amérique du Sud (f.)	South America
*le Brésil	Brazil
*l'Asie (f.)	Asia
*l'Inde (f.)	India
*l'Australasie (f.)	Australasia
*l'Australie (f.)	Australia

Skills

- ▶ 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.
- ▶ Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- ▶ Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- ▶ Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.
- ▶ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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