

Knowledge organiser

Vocabulary	
Agricultural	Related to farming; growing crops or raising animals
British Empire	Group of countries that was taken over and ruled by Britain
Colonies	Countries or areas that are ruled and occupied by another country
Era	Period of time in history
Industrial Revolution	Time of great change in Britain between 1760 and 1900, during which mass production began
Industry	Process of making products in factories using machines
Mass production	Process of making multiple products of the same standard
Poverty	State of being poor; often involves a lack of basics such as clean water, food or healthcare
Sanitation	Supply of clean water and removal of waste

Important people	
Robert Peel	Created the Metropolitan Police Force in London in 1829, to try to reduce crime
Dr John Snow	Proved in 1854 that cholera spreads through contaminated water
Queen Victoria	Queen of the United Kingdom of Great Britain and Ireland 1837–1901

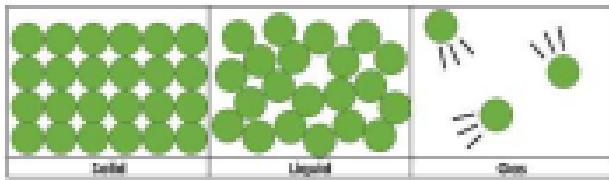
Legal acts	
1829: Metropolitan Police Act	Created the Metropolitan Police (the first police force) with headquarters in Scotland Yard, London
1832: Great Reform Act	Removed rotten boroughs; allowed new cities such as Birmingham to elect MPs; allowed men to vote if they owned land or paid a minimum of £10 a year in rent

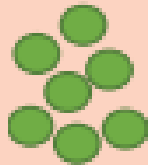
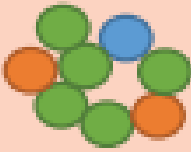
Parliamentary laws	
1833: Factory Act (applied to big textile factories)	Banned children under 9 from working; ensured two hours of education a day for children under 11; reduced working hours
1842: Mines Act	Banned boys under 10, all women and all girls from working in mines
1844: Factory Act	Ensured three hours of education a day for children under 13; reduced working hours
1850: Ten Hour Act	Set maximum working hours for all to ten hours per day
1867: Factory Act	Applied previous rules to all workshops with over 50 workers

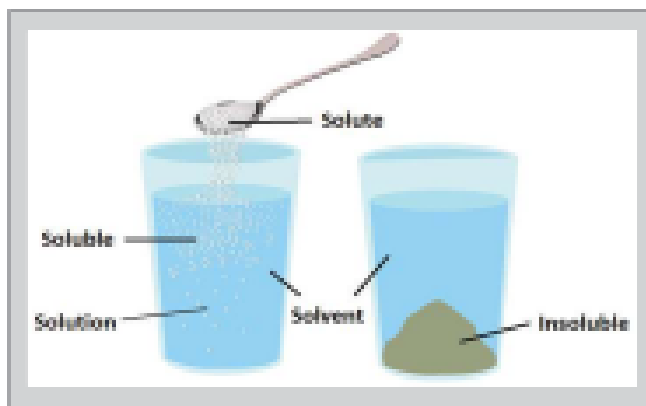
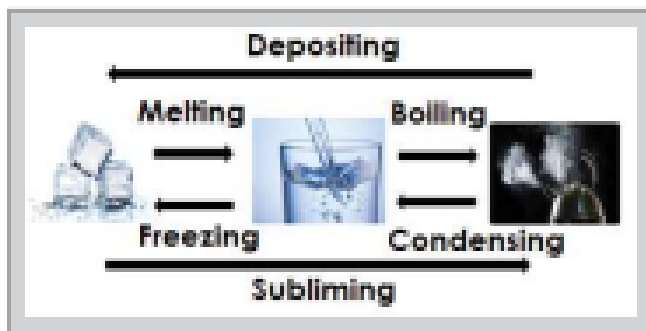
Inventions	
1712: Steam engine	A machine that replaced water and horse power in transport and industry
1764: Spinning jenny	A machine that spun many cotton threads at a time, allowed workers to make cloth more quickly and cheaply, and led to an increase in the number of cotton mills
1767: Water frame	A water-powered machine that spun cotton into thread more quickly and easily, could be used by unskilled workers, and allowed more mills to be built
1775: Spinning mule	A spinning machine that combined elements of the spinning jenny and the water frame for spinning
1780s: Carding machine	A machine that untangled and brushed wool to prepare it for spinning into thread
1825: Locomotive	A high-pressure steam engine for moving goods and passengers on railway tracks
1830: Self-acting spinning mule	An automated version of the spinning mule

Knowledge Organiser • Particles and Chemical Reactions • Year 6

Particle arrangement in solids, liquids and gases



	Pure substances	Impure substances
Definition	Contain only one type of particle	Contain two or more types of particles
Examples	Pure water 24 carat gold	Tap water Rose gold White gold
Particle diagram		

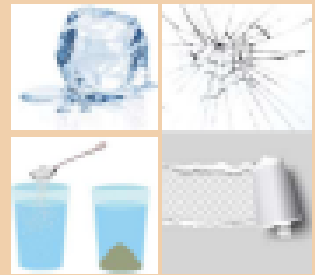


Physical Changes

Physical changes take place when particles change arrangement

Examples:

1. Changing state
2. When two substances are mixed
3. When a substance or material is broken apart.

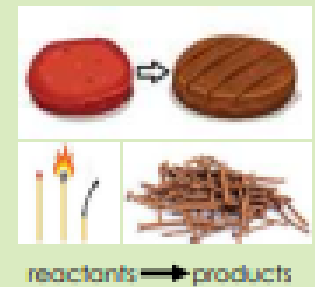


Chemical Change

Chemical change is when the particles that you begin with (reactants) turned into new particles (products)

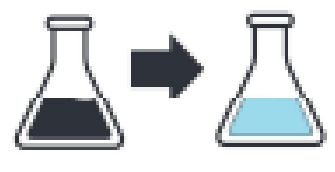
Examples:

1. When something is burned
2. When food is cooked
3. When metal rusts



5 signs of a chemical reaction

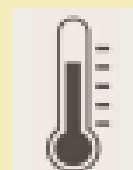
1. Colour change



2. Smell



3. Change in Temp.



4. Precipitate formed



5. Bubbles produced



Knowledge Organiser



Year 6 - Me and My Relationships

Key questions

Assertiveness

What do bystanders do when someone is being bullied?

What is the difference between an active and a passive bystander?

Can passive bystanders affect a bullying situation? How?

Can active bystanders affect a bullying situation? How?

Cooperation

What is compromise?

What is negotiation?

How can negotiation and compromise skills help someone?

Safe/Unsafe Touches

What is appropriate touch?

What is inappropriate touch?

What types of touch are illegal (against the law)?

If someone experiences inappropriate or illegal touch, how can they get help?

Key vocabulary

assertiveness appropriate sensitive collaboration respectful response appropriate culture inappropriate religion bullied compromise illegal active forced marriage negotiation community bystanders passive civil partnership

I can ...

I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

I can give examples of negotiation and compromise.

I can explain what inappropriate touch is and give example.

Year 6 - Painting and mixed media



abstract	Art that doesn't necessarily look like it does in real-life - use shapes, colours, and gestural marks
analyse	To investigate something in detail to understand it
evaluate	To form an opinion about how good or useful something is
interpret	To understand and explain the meaning of something
medium	The materials used to make a piece of art
mixed-media	Art made from a combination of different materials
narrative	Is a story recalling events whether fictitious or true
respond	To create ideas formed from experiencing art of others
tableau	People recreating a scene from a story, painting in a motionless poses

Artists

David Hockney

Paula Rego

John Singer
Sargent

Fiona Rae

Lubaina Himid



'The Dance', 1988
(acrylic on paper
laid on canvas) by
Paula Rego

© Bridgeman Images 2022



Untitled, 1991 (oil
on canvas) by
Fiona Rae.

© Bridgeman Images 2022

Describe

What can you see?

What words would use to describe it?

How would you describe the colours, shapes, and people?

How would you describe it to someone who can't see it?

Relate

Does it remind you of anything?

What things do you recognise?

How is this similar to other art you have seen?

How does it make you feel?

What do you find interesting about it?

Analyse

How did the artist create this?

What questions would you ask the artist?

What do you think is the most important part of it?

What does it tell you about the subject, artist or time in history?

Interpret

What would you name the piece and why?

What do you think is happening?

If you could step inside the piece what would you hear, see, smell or feel?

Does it have a message?

What do you think this might be?



Looking at art

Evaluate

What do you think is successful or unsuccessful about it?

What is most memorable about this piece?

What do you think others will think about it?

What might other people say about it?

Respond

What would you write about this art?

What does this piece make you want to say?

What style of art work does this make you want to produce?

What does this inspire you to do?



Language
French



Teaching Type:
Intermediate Language

Unit:
Au salon de thé

Unit Objective:

To be able to order what you would like to eat and drink in a French tea room.

By the end of this unit we will be able to:

- Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé', improving our cultural knowledge of France.
- Understand better how to make nouns plural in French.
- Improve our knowledge of French currency.
- Order in French what we would like to eat and drink in a role-play.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units and the Intermediate unit **Je me présente**.
- What a noun and article/determiner is in English.
- What making a noun 'plural' means.
- How to say 'hello', 'goodbye', 'please' and 'thank you' in French.



Skills we will develop:

To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.

Activities we will complete:

Learning strategies such as identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a French 'salon de thé'. Understanding how to make singular nouns plural (so we can order more than one of something). Lots of speaking activities to help learn the new transactional language required to perform role-plays as waiter/customer in a French 'salon de thé'. Remembering to use greetings and conjunctions from previous units. Using our maths knowledge to understand French currency better so we can also ask and pay for the bill in French.

Grammar we will learn & revisit:

Nouns, Indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.

Phonics & pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- IN sound in **cinquante**.
- I sound in **sandwich, limonade, grenadine & brioches**.
- **Silent letters.** Hearing and seeing the silent consonants on the end of French words: **voudrais, croissant, chocolat & lait** but noting that **cent** is an exception!



Vocabulary we will learn & revisit:

A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food. All listed on the Vocabulary sheet.