

Knowledge organiser

Vocabulary	
Accuracy	How limited errors have been, therefore how likely it is that data give true results
Analysis	Detailed examination, usually of data
Conclusion	Drawing together results to reach an answer. In fieldwork, drawing results from data to answer the enquiry question
Data	Facts or information collected for analysis
Evaluation	Weighing up the positives and negatives. In fieldwork, thinking about how reliable and accurate the results are
Fieldwork	Gathering information in a real environment, outside the classroom
Hypothesis	An idea, used as the basis for fieldwork or research
Qualitative data	Data in words or images, usually containing views, opinions or feelings
Quantitative data	Data with a numerical (number) value
Research	Investigation to test an idea or discover facts and information
Bar graph	To show discrete data (data that is counting something) often in different categories
Pie chart	To show proportions
Line graph	To show the relationship between data sets, for example, change over time

Why fieldwork?
Discover new ideas and create new knowledge
Understand more about what you learn in the classroom or in books

Enquiry question
All fieldwork starts with an enquiry question. The enquiry question guides the fieldwork so that the data collected is relevant.

Fieldwork tools	
Maps	Maps display information and data that geographers may find useful when studying a particular place
Four-figure grid references	Remember: Along the corridor (x-axis), then up the stairs (y-axis)
Field sketch	A simple drawing of the area you are studying, including labels
Survey	A review of a particular feature of the physical or human environment, for example, a traffic survey, counting number and type of vehicles
Questionnaire	A list of questions (usually with options for answers) that the researcher will ask individuals

Knowledge Organiser • Sustainability • Year 6

Sustainability

Sustainability:

meeting the needs of the present without sacrificing the ability of future generations to meet their needs

The 'three Rs' of sustainability:

1. Reduce the amount of waste we are producing
2. Reuse goods before throwing them away
3. Recycle goods that are no longer used

Life Cycle Assessment

Scientists complete a life cycle assessment to decide which materials are best for different uses.

They consider:

1. how it was made
2. how it is used
3. how it is disposed of.

For example, are coated paper cups or reusable travel mugs better for the environment?



Examples of Natural Resources



In combustion reactions, a fuel is burned. This means it has a chemical reaction with the oxygen in the air to produce water and carbon dioxide.



Global Warming and Climate Change

More and more CO₂ is produced

Creating a greenhouse effect

The Earth is warming up



This leads to:

Global acidification	Extreme weather events	Melting ice caps	Rising sea levels

Material	Transparent or Opaque?	Brittle or malleable?	Low or high melting point?	Good conductor or poor conductor?
	Transparent	Brittle	High	Poor conductor
	Opaque	Brittle	High	Poor conductor
	Can be both	Malleable	Low	Poor conductor

Knowledge Organiser



Year 6 - Valuing Difference

Key questions

Recognising and Reflecting On Prejudice-Based Behaviour

What is prejudice?

Why do some people show
prejudiced behaviour?

What is empathy?

Can empathy help people to be
more understanding of those who
are different? How?

Understanding Bystander Behaviour

How can a bystander's behaviour
affect a bullying situation?

When would it be unsafe to be an
active bystander?

When would it be safe to be an
active bystander?

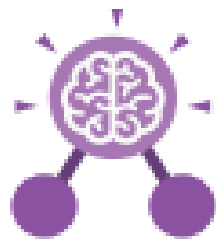
Key vocabulary

disrespect bystander
self-esteem diversity prejudice
identity empathy stereotype
tolerance assumption
media influence situation
gender stereotype community

I can ...

I can reflect on and give reasons
for why some people show
prejudiced behaviour and
sometimes bully for this reason.

I can explain the difference
between a passive bystander and
an active bystander and give an
example of how active bystanders
can help in bullying situations.

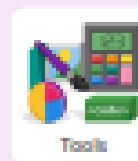


Unit: 6.1 Coding

Key Learning

- To design a playable game with a timer and a score.
- To plan and use selection and variables.
- To understand how the launch command works.
- To use functions and understand why they are useful.
- To understand how functions are created and called.
- To use flowcharts to create and debug code.
- To create a simulation of a room in which devices can be controlled.
- To understand how user input can be used in a program.
- To understand how 2Code can be used to make a text-adventure game.

Key Resources



Key Vocabulary

Action

The way that objects change when programmed to do so. For example, move or change a property.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Command

A single instruction in a computer program.

Co-ordinates

Numbers which determine the position of a point, shape or object in a particular space.

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (**when Key**) or clicking or swiping the screen (**when Clicked**, **when Swiped**) or when objects interact (**collision**). In 2Code, the event commands are used to create blocks of code that are run when events happen.

Decomposition

A method of breaking down a task into manageable components. This makes coding easier as the components can then be coded separately and then brought back together in the program.

Execute/Run

Clicking the Play button to make the computer respond to the code. Execute is the technical word for when you run the code. We say, 'the program (or code) executes.'

Debug/Debugging

Fixing code that has errors so that the code will run the way it was designed to.

Flowchart

A diagram that uses specifically shaped, labelled boxes and arrows to represent an algorithm as a diagram.

Year 6 - Drawing

Maya art



Artists

Dan Fenelon

Leonardo da Vinci

Banksy

Diego Rivera

Caravaggio

Pablo Picasso

Chiaroscuro

Chiaroscuro is an Italian word meaning light and dark. A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.



Year 6 - Drawing

aesthetic	As an adjective, it describes something that is pleasing to look at.
commissioned	When someone is asked to create a piece of art.
Interpretation	How the meaning of an image is understood.
mural	A painting made directly on a wall or other permanent structure.
symbolic	Conveying a message using symbols.
tone	How light or dark something is.



Graffiti



Graffiti is used to describe spray-painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.

Guerrilla art



Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.

Mural



A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them.

Food - Come dine with me

Accompaniment	Something which goes well together with other foods and drinks.
Cookbook	A book which contains recipes to make various dishes or foods.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Equipment	Items and objects which are needed to complete a task.
Farm	Land or water used to produce crops or raise animals for food.
Flavour	How food or drink tastes. (e.g. sour, sweet, bitter, salty)
Imperative verb	Also known as 'bossy verbs' because they tell you what to do. You put them at the beginning of a command or action. (e.g. bake, grill, add, heat).
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Method	A way of carrying out a certain process, following a list of instructions.
Nationality	Belonging to a certain group of people in a particular country.
Preparation	The process of getting ready to make something.
Processed	When foods are passed through multiple processes in a factory to change or preserve it so it keeps for longer.
Reared	To breed and raise livestock. e.g. cows.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A particular group or person who a product is aimed at.
Unit of measurement	The unit which you use to measure a quantity. (e.g. litres)

Did you know?

Hawaii produces about 1/3 of all pineapples in the world.



You cannot mix raw meat with other ingredients, it is not safe. Remember to also wash your hands after handling raw meat.

Key facts

Kapow
Primary

The five different food groups are:

1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar



Many countries have traditional dishes. For example: India is known for hot curries, whilst England is known for the fish'n'chips which were historically served in newspaper.


 Language
 French
 

 Teaching Type:
 Progressive Language

 Unit:
 À l'école

Unit Objective:

To discuss what subjects you like and do not like at school and give a reason why in French

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

- Name the subjects we study in school in French with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb '**aller**' (to go) in full.

Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.

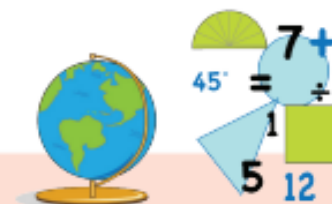
Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency irregular verb aller.

Revision of definite article **le, la, l'** and **les**. Full verb conjugation of the verb **ALLER**, high frequency irregular verb. Learning how to also use opinions and justifications.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).


Phonics & pronunciation we will see:

Recommended phonics focus: **QU Ç GNE EN AN**

- **QU** sound in **informatique & musique**
- **Ç** sound in **français**
- **AN** sound in **anglais, français, amusant & intéressant**
- **EN** sound in **sciences**
- **Silent letters.** The children will hear and see that the final 's' is not pronounced in **aines** and **bains** the 't' is not pronounced in **sport** or the 'x' in **ennuyeux**. These letters are often silent at the end of words in French.
- **Elision. J'étudie.** Dropping of the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.


Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question 'Est-ce que tu aimes...?' and a variety of justifications to expand the opinion given in reply. This is all listed on the Vocabulary Sheet.