

# Knowledge organiser

Timeline	
1861–1865	US Civil War divides North and South over ending slavery
1877	Jim Crow laws created
1896	<i>Plessy v. Ferguson</i> : 'separate but equal'
1909	Formation of the NAACP
14th May 1954	<i>Brown v. Board of Education</i>
1st Dec 1955	Rosa Parks sparks the Montgomery bus boycott
1964	First Civil Rights Act
7th March 1965	Bloody Sunday march
17th March 1965	Selma to Montgomery march
1968	Second Civil Rights Act
2013	#BlackLivesMatter launches
August 2014	Murder of Michael Brown
May 2020	Murder of George Floyd

Vocabulary	
boycott	Choosing not to use a company or service in protest against them
civil disobedience	Peacefully refusing to follow laws or commands that are unfair
civil rights	Rights to participate in society (such as voting) without discrimination
discrimination	Being treated differently (negatively), e.g. due to race or gender
federal laws	Laws that apply to all 50 US states
Jim Crow laws	A series of laws in southern states that discriminated against Black people
liberty	Freedom within society without restrictions on behaviour or political views
NAACP	The National Association for the Advancement of Colored People
non-violence	Not using force or violence to resolve problems
segregation	Separating different groups of people

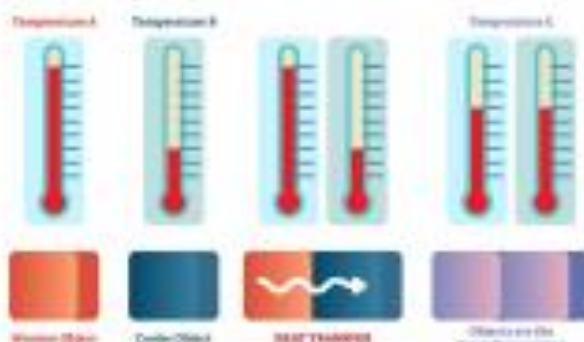
Important people	
Dr Martin Luther King Jr	A national leader of the Civil Rights movement
Rosa Parks	Civil rights activist and secretary of the NAACP in Montgomery
John F Kennedy	US President 1961–1963
Lyndon B Johnson	US President 1963–1969
Jimmy Lee Jackson	Black activist killed by state police officer during Selma protests
Reverend James Reeb	Black protester killed after second Selma march
Trayvon Martin	Black teenager killed by neighbourhood watch coordinator
Michael Brown	Black teenager killed by police during his arrest
George Floyd	Black man murdered during an arrest in America

Important legal documents and decisions	
Declaration of Independence (1776)	Established the USA's independence from Great Britain. It states that 'all Men are created equal' and have the right to 'Life, Liberty and ... Happiness'.
The US Constitution (1789)	Laws of the USA, including the 27 'amendments' since 1789, that set out the rights of its citizens.
<i>Plessy v. Ferguson</i> (1896)	Established the 'separate but equal' principle, allowing segregation.
<i>Brown v. Board of Education</i> (1954)	Declared segregation unfair and therefore illegal in public schools.
Civil Rights Act (1964)	Made discrimination in public places and employment illegal and ended segregation of schools and other public services.
Civil Rights Act (1968)	Made discrimination when renting or buying houses illegal.

### Properties of the particles in the three states of matter

Solid	Liquid	Gas
<p>Particles are very close together in a regular pattern</p> <p>Particles cannot move but can vibrate</p>	<p>Particles are close together in a random arrangement</p> <p>Particles can slide past each other</p>	<p>Particles are far apart from each other in a random arrangement</p> <p>Moving constantly in all directions</p>

### HEAT TRANSFER

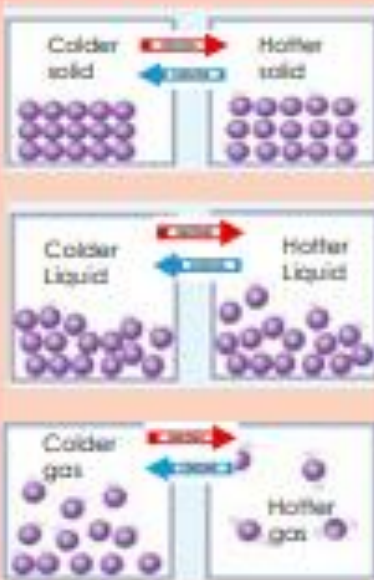


Heat transfer takes place when heat moves from a hotter object to a colder object.

Thermal equilibrium is reached when the heat is evenly spread between two or more objects.

### Effect of heat on particles

- Heating particles makes them move more.
- In solids, they vibrate more in their fixed position.
- In liquids and gases, they move more quickly.
- As a result, substances expand when they are heated and contract when they are cooled.



Heat conduction - the process of heat energy being passed on between two objects in contact

Good conductors - materials that allow heat to pass through them easily (e.g. metals, graphite)

Good insulators - materials that DO NOT allow heat to pass through them easily (e.g. cloth, plastic, wood)



### Uses of Conductors

- Heating elements (e.g. the hot bits of toasters)
- Saucepans that contain food to be cooked
- From radiators
- Cooling fins on computers and car engines

### Uses of Insulators

- Handles of saucepans
- Oven gloves
- The materials that coats are made from
- Through hot drinks containers
- Hair on your head or the fur coat of an animal

# Knowledge Organiser



## Year 6 - Keeping Safe

### Key questions

#### Emotional Needs

Are emotional needs equally important as physical needs?

Why? What might happen if someone's emotional needs are not met?

#### Staying Safe Online

Can having a mobile phone be both negative and positive? How? How can someone keep themselves safe when using a mobile phone? Why is there a law about sharing inappropriate images on mobile phones?

#### Drugs: Norms and Risks (Including the Law)

Is young people's use of alcohol increasing or decreasing?

Will knowing the norms about young people and alcohol, help someone choose not to take part in risky behaviour? Why?

### Key vocabulary

online safety legal privacy  
sharing online emotional needs  
inappropriate physical needs  
age restrictions possess  
parental consent permission  
social media alcohol medical  
supply non-medical produce  
personal information

### I can ...

I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).



## Unit: 6.4

### Blogging

#### Key Learning

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

#### Key Questions

##### What is a blog?

A blog is a website or webpage that is regularly updated by the author. A blog also allows the reader to post comments or opinion based on what is written.

##### What can a blog be about?

A blog can be written about any subject. You could write a blog about school such as information about the subject you are studying. Alternatively, you could write a blog about your favourite team or movie.

##### How are the audience involved in a blog?

A key feature of blogs is that the audience can leave a comment or opinion about what they have read on the blog.

#### Key Resources

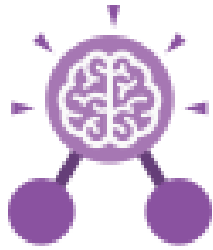
**purple  
mash**



2Blog



2Connect



## Unit: 6.4

### Blogging

#### Key Vocabulary

##### Approval

The act of acknowledging something is appropriate.

##### Archive

In this case, where older blog or vlog posts are stored.

##### Blog

A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

##### Blog post

A piece of writing or other item of content published on a blog.

##### Collaborate

Work jointly on an activity or project.

##### Commenting

To express an opinion or reaction in speech or writing.

##### Vlog

A personal website or social media account where a person regularly posts short videos.

## Unit Objective:

To describe what activities I do at the weekend with a time and an opinion in French

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

- Tell the time in French using quarter past, half past and quarter to.
- Say and write in French what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

**Skills we will develop:**

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.

**Activities we will complete:**

Learning to tell the time in French including quarter past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in French detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into French.

**Grammar we will learn & revisit:**

**Verbs, conjunctions and opinions.** Revision and consolidation of a variety of first person singular high frequency verbs such as **je vais** and **je joue**. Also being introduced to new verbs such as **je regarde**, **je lis** and the reflexive verbs **je me lève** and **je me couche**. New conjunctions and opinions for joining two phrases together and opinions.

**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.
- Time on the hour as presented in the À l'école Progressive unit.
- 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 **quelle**, **informatique** & **musique**
- **AN** sound in **bandes**, **amusant**, **intéressant** & **fatigant**
- **EN** sound in **prends** & **finale**ment
- **Silent letters.** Hearing and seeing that the 's' is not pronounced in **heures**, and the 't' is not pronounced in **amusant**, **barbant** or **fatigant**. This is often the case when these consonants are the last letters in French words.
- **Elision. J'écoute.** 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:**

Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question 'Qu'est-ce que tu fais le week-end?' All listed on Vocabulary Sheet.

<b>abstract</b>	When something doesn't necessarily look like it does in real-life.
<b>assemblage</b>	A 3-dimensional collage of collected or made items.
<b>composition</b>	Putting different elements together in a pleasing way.
<b>literal</b>	When something is represented exactly as it is.
<b>manipulate</b>	To change how a material looks by handling or using tools.
<b>memory</b>	Something remembered from the past.
<b>relief</b>	In art, refers to artwork that projects from a solid base.
<b>sculpture</b>	Three dimensional art made by carving, modelling, casting or constructing.

**Artists**

**Joseph Cornell**

Cornell made 3D art from found objects with personal meaning assembled in a box. He was one of the first artists to create 'Assemblage' art.

- Louise Nevelson
- Joseph Cornell
- Judith Scott
- Yinka Shonibare
- Nicola Anthony
- Louise Bourgeois
- Romare Bearden



Assemblage in the style of Cornell.

**Sculpture and 3D art can be...**

Made by **combining** and *manipulating* materials  
Use your hands and minds

**Explore!**