# Geography Knowledge Organiser

## Year 6 Spring 2— Population

| | |
|---|---|
| Birth rate | The number of births per 1,000 people per year. |
| Death rate | The number of deaths per 1,000 people per year. |
| Densely populated | Many people live in the area. For example: cities such as Manila in the Philippines and Milan in Italy. |
| Food insecurity | Being without reliable access to enough affordable and nutritious food. |
| Food production | Growing food for people to eat. |

| | |
|---|---|
| Life expectancy | The average age that a person is expected to live to. |
| Population | The number of people who live in a particular place. |
| Population density | The number of people living in one square kilometre. |
| Sparsely populated | Very few people live in the area. For example: rural areas such as the Scottish Highlands. |

LANGUAGE ANGELS

| Language | Teaching Type: | Unit: |
|---|---|---|
| French | Progressive Language | La Seconde Guerre mondiale |

Unit Objective:
**To be able to use decoding skills to understand better unknown language in French**

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

- Group and order words to decode unknown language.
- Understand the key facts of history from WW2 when described in French.
- Say and write in French the key countries and languages involved in WW2.
- Write a letter in French home explaining what life is like as an evacuee living in the countryside.

## 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 listen to and approach longer text in French having completed units such as 'Little Red Riding Hood, 'Goldilocks and the Three Bears and 'The Olympics'

## Skills we will develop:

To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.

## Activities we will complete:

A range of activities in all four skills starting with grouping and decoding unfamiliar language based on the key facts of WW2 history. Improving our knowledge of this period of history by completing a map-based activity on the countries and languages as presented in lesson 2. In lessons 3, 4 and 5 learning all about Ralph, Vera and Daisy, the three children living in this period of history. Learning what life was like in London and how life was different in the countryside. Using some of the language we have heard and read to be able to complete the final task: a letter in French, written as a child living during this period of history.

## Grammar we will learn & revisit:

Recycling and consolidation of the language learning skills connected to recognising and **categorising** nouns, verbs and adjectives.

## Phonics & pronunciation we will see:

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

- **QU** sound in **Tchécoslovaquie** & **tchécoslovaque**
- **Ç** sound in **français**
- **GNE** sound in **Allemagne** & **Pologne**
- **AN** sound in **Angleterre, amusant** & **dangereux**
- **EN** sound in **parents** & **enfumé**
- **Silent letters**. The 's' is not pronounced in **français, anglais** and the 'x' is not pronounced in **dangereux**, as with the 't' which is not heard in **et** and **amusant**. This often happens when these letters are the last consonants in French.

## Vocabulary we will learn & revisit:

A lot of longer texts with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet.

# Netball Knowledge Organiser - Year 6

**Prior Learning:** In Year 5, children continued to master throwing/catching skills (chest and bounce) they were introduced to a shoulder pass. Children progressed their footwork skills - passing, moving and receiving the ball. They practiced attacking and defending skills. They recapped shooting and learned a centre pass. They were also introduced to some reaction games. They were introduced to the new Bee Netball game (Stinger rules).

## Key Skills

### Physical Me

**Throw**
**Catch**
**Dodge**
**Run**
**Dribble**
**Agility**
**Balance**
**Co-ordination**
**Jump**
**Speed**

### Thinking Me

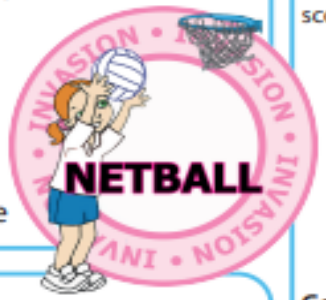
- To make decisions in the game
- Evaluate & improve performance

### Value Me:

- Embrace the rules
- Communicate

### Social Me

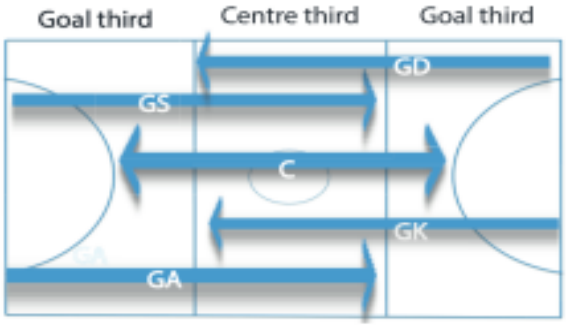
- Teamwork
- Perseverance




## Key Knowledge

**Infringement-**
Breaking the rules e.g. holding onto the ball for more than 4 seconds

**Reaction:**
Reaction times in netball terms, can mean, or be the difference between being left standing, or swiping the ball from your unsuspecting opposition




## Bee Netball Stinger Rules:

**No of players in a team:**
Only 5 on court at a time

**Start the game:** Play is started when the Centre steps one foot into the centre circle. Ball MUST be caught in the centre third. Alternate centre pass after goal has been scored.

**Pass:** You MUST pass the ball within 4 seconds

**Footwork:**
When you receive the ball you can not move the landing foot. A FREE PASS is given if footwork takes place

**Goal:**
Is scored by the ball going through the net.

**Defending:**
You must be 0.9m away when defending the ball. If you obstruct, a penalty pass or shot is given.

**Over a third:**
If the ball is thrown over a third untouched, a ball is given to the opposing team

**Out of area:**
If a player is out of their area they are ('OFF-SIDE') a 'Free Pass is given to the other team

**Contact:**
Non-contact game- penalty pass/shot given

## Key Vocabulary

- Infringement
- Offside
- Opposition
- Over a third
- Reaction
- Perseverance
- Possession
- Pivot
- Position

# Handball Knowledge Organiser - Year 6

**Prior Learning:** In Year 5, children continued to develop their passing techniques and were introduced to the overhead pass. Children also practiced dribbling skills with one hand. They learned defending skills including blocking the ball and marking an area. Children began to shoot using the correct technique and attemtped the jump shot. Children also developed their leadership qualities and evaluation skills through small sided games.

## Key Skills

**Physical Me**

Throw
Agility
Power
Catch
Balance
Dodge
Co-ordination
Run
Jump
Dribble
Speed

**Social Me**
- Teamwork
- Encouraging others

**Value Me:**
- Leadership
- Determination

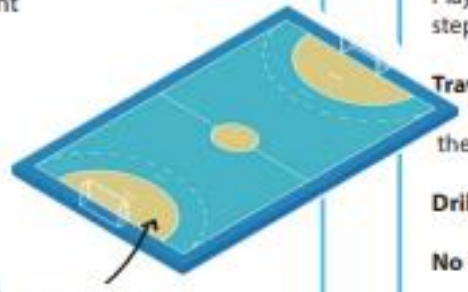
**Thinking Me**
- To make decisions in the game
- Evaluate and improve

## Key Knowledge

**Jump shot**
- the vertical jump shot is thrown with power and speed downward into the opponent's goal.
- The angle/speed makes it hard for the opponent or goalkeeper to stop.

**Passive defender**
- Puts pressure on a player by marking/following them, but cannot touch the player/ ball

**Possession**- Is having control of the ball by one team, which can give that team the opportunity to score.




## Our Handball Rules:

**Number of players:** 5v5

**You have 5 seconds to hold the ball:** then you must pass or shoot

**Courts:** Only allowed goal keeper inside the semi circle

**Start of play:** Game is started by a 'throw off'

**Scoring a goal:** A goal is scored by throwing the ball into the oppositions net

After a goal is scored play is restarted by the GK

If the goal keeper saves a ball, play is restarted by the GK

Players are allowed to take 3 steps with the ball.

**Traveling**- taking more than 3 steps. Free-throw given to the other team.

**Dribbling- No double dribble**

**No Contact**- can intercept or block

## Key Vocabulary

- Jump Shot
- Overhead
- Possession
- Pressure
- Block
- Semi - Circle
- Passive defender
- Mark
- Conditioned

Knowledge Organiser

SCARF

# Year 6 - Being My Best

## Key questions

**Aspirations and Goal Setting**

Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals?

How can problems, challenges and barriers be overcome?

**Managing Risk**

Are risks physical or emotional?

How can a risk be emotional?

What can someone do to reduce or remove risk?

## Key vocabulary

give connect influence

be active assessing risk

problems choices

goal setting overcome vaping

practise media

aspirations take notice (mindful)

weigh up achieve challenges

perseverance

keep learning (get creative)

## I can ...

I can tell you how I can overcome problems and challenges on the way to achieving my goals.

I can give examples of an emotional risk and a physical risk.

Purple Mash Computing Scheme of Work: Knowledge Organisers

# Unit: 6.7
# Quizzing

## Key Learning

- To create a picture-based quiz for young children.
- To learn how to use the question types within 2Quiz.
- To explore the grammar quizzes.
- To make a quiz that requires the player to search a database.
- To make a survey and analyse the responses.

## Key Resources

purple mash

2Quiz

2DIY

Text Toolkit

2Connect

2Investigate

2Survey

## Key Vocabulary

**Audience**
People who watch a performance or use a resource.

**Audio**
Sound (especially when recorded).

**Case-Sensitive**
Differentiating between capital and lower-case letters.

**Cloze**
A test in which words are removed from a text and replaced with spaces. The learner has to fill each space with the correct word(s).

**Participants**
The people who answer the questions in a survey.

**Preview**
To see what something (or part of something) looks like before committing to it being the final version.

**Quiz**
An activity in which participants answer questions and receive a score dependent upon correct answers.

**Survey**
A set of questions distributed to an audience whose responses are collected and analysed.

Purple Mash Computing Scheme of Work: Knowledge Organisers

# Unit: 6.7
## Quizzing

### Key Images

### Key Questions

**What factors do you need to consider when creating a quiz?**

The intended audience; age and reading ability and interests.
The aim of the quiz; is it for fun like a game, or to make sure that the user has learnt something?

**Name three question types in 2Quiz,**

- Sequencing
- Grouping and Sorting
- Text based
- Multiple-choice
- Labelling

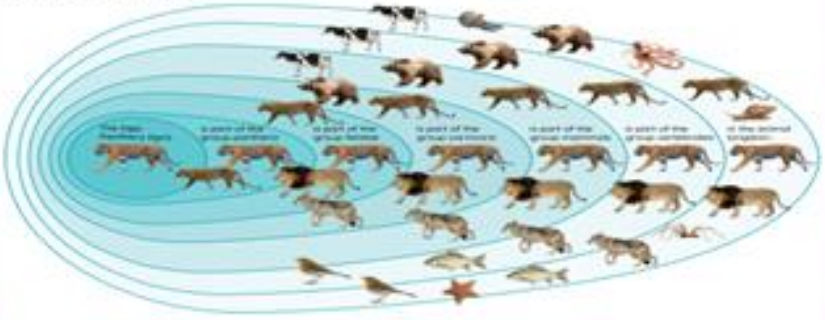
**Apart from the questions, what else does a quiz need to contain?**

A title screen and instructions for the user. Feedback for the user (some quizzes). Time limits (some quizzes). Images for interest as well as part of the questions

## Classifying big and small

### Carl Linnaeus

Carl Linnaeus developed the Linnaean system for sorting and classifying living things according to shared characteristics.



### Number keys

The key is made from pairs of questions or statements.

The answers lead through the key until a group or name is reached.

| | | |
|---|---|---|
| 1a | Wings are covered by an exoskeleton. | Go to 2. |
| 1b | Wings are not covered by an exoskeleton. | Go to 3. |
| 2a | Exoskeleton is red. | Ladybird. |
| 2b | Exoskeleton is green. | Green beetle. |
| 3a | Wings are broad and wide. | Butterfly. |
| 3b | Wings are long and narrow. | Dragonfly. |

## Classification keys

Classification keys can be used to sort and classify living things. They can use questions or statements.

**Vertebrates: animals with a backbone.**

| Fish | Amphibians | Reptiles | Birds | Mammals |
|---|---|---|---|---|
| • Wet scales.<br>• Soft eggs.<br>• Cold-blooded.<br>• Gills. | • Moist skin.<br>• Jelly-coated eggs.<br>• Cold-blooded.<br>• Gills/lungs/breathe through skin. | • Dry scales.<br>• Leathery eggs.<br>• Cold-blooded.<br>• Lungs. | • Feathers.<br>• Hard-shelled eggs.<br>• Warm-blooded.<br>• Lungs. | • Fur.<br>• Produce milk.<br>• Warm-blooded.<br>• Lungs. |

**Invertebrates: animals without a backbone.**

| Worms | Snails | Spiders (arachnids) | Insects |
|---|---|---|---|
| • Soft bodied.<br>• Segmented. | • Soft bodied.<br>• External shell. | • Exoskeleton.<br>• Two body segments.<br>• Eight legs. | • Exoskeleton.<br>• Three body segments.<br>• Six legs.<br>• Two pairs of wings (mostly.) |

**Micro-organisms: organisms that are too small to see with the naked eye, including bacteria, protists and some fungi.**
**Bacteria are classified according to their shape:**

| Spherical | Rod bacteria | Comma | Spiral | Corkscrew |
|---|---|---|---|---|