



Knowledge Organiser Booklet

Year 6

Autumn 1



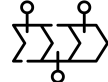




Name		Class	
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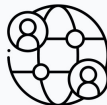
Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.

This is your Year 6 **Computing** Knowledge Organiser for Autumn 1. Communication & Collaboration

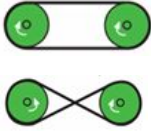
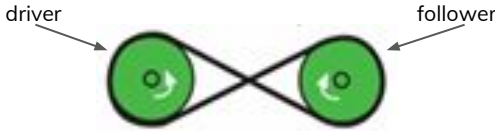

Tier 2 Vocabulary

Key Vocabulary

transfer	IP Address	Domain Name Server (DNS)	data packet	media	internet based communication
To move something or someone from one place to another.	An online device address used for connecting and communicating across the internet.	A server responsible for keeping the file that contains information about the domain name(s) and corresponding IP addresses .	A unit of data made into a single package that travels along a given network path.	The main means of mass communication from broadcasts, publishing and the internet.	Means to share information over the internet .
You can transfer files, data and media through email.	A numerical identifier for every device or network that is connected to the internet.	A DNS turns domain names into IP addresses , which allows browsers to get to websites.	Data packets are used in IP transmissions for data that navigates the web.	A type of media that involves content and a device for which it is to be seen.	From instant messaging to virtual calling, the internet offers many ways to communicate .
You will explore how images, text, audio and video are transferred using an IP address.	You will understand IP Addresses and the rules that computers have in order to communicate with each other.	You will use a Domain Name Server to translate web addresses into IP addresses .	You will learn the key parts of a data packet : the header and the data payload.	You will come across many forms of media on the internet including video, audio and images.	You will learn how internet based communication can be most effective.
The performance will transfer from the West End theatre to Hackney Empire.					
How this connects with previous learning			How this connects with future learning		
In Year 3, you began to develop your understanding of digital devices, with a focus on inputs, processes, and outputs.	In Year 4, you learnt that the World Wide Web is part of the internet, and learnt who owns content and what is honest, accurate, or reliable information.	In Year 5, you learnt how information is transferred between systems and devices using networks and connected devices.	In KS3, you will gain a stronger understanding of computer networks and how these communicate.	You will also learn more about how networks are used, the benefits of them and how data is transmitted across vast networks using protocols.	In everyday life you will begin to see how information and news is delivered to you and the impact of the

To help you remember and recall key information, you can make your own notes about **computing** here.

This is your Year 6 Design Technology Knowledge Organiser for Autumn 1. Pulleys

DT Themes			Tier 2				Key Vocabulary			
mechanisms	construct	accuracy	pulley				driver			
A device used to create movement in a product.	Something that limits or controls what you can do.	Something new and original.	A grooved wheel over which a drive belt can run.				The pulley that provides the input movement to the system.			
Mechanisms are used in in many everyday objects including analogue clocks and bikes.	Time constraints mean that there is only a certain amount of time to complete a project.	The wheel was an innovative product because it made it much easier to transport items or people quickly.	Pulleys are often used to lift heavy items.				Our driver will be a small pulley attached to the motor.			
A mechanical system is a set of related parts or components used to create movement.	A money constraint means that you are given a budget which you must stick to.	Mobile phones were an innovative product as they allowed people to be contacted outside of the home.	We will use pulleys to transfer power from the motor to the wheels.				The small pulley is known as the driver because it provides all the power to the mechanical system.			
Our moving vehicles will use a mechanical system .	Limited resources can also be a constraint for a project.	Innovation enables us to solve new or existing problems.								
How this connects with previous learning							How this connects with future learning			
In Year 1, you designed, made and evaluated a moving poster.	In Year 2, you designed, made and evaluated a vehicle using wheels and axles.	In Year 4, you used an electrical system when designing, making and evaluating a lamp.	In Year 6, you will design, make and evaluate an electrical system, considering a range of constraints.				In Year 6, you will work accurately when making an electrical device case.			
							In Key Stage 3, you will explore how more advanced mechanical systems enable changes in movement and force.			







To help you remember and recall key information, you can make your own notes about design technology **here**.



This is your Year 6 Geography Knowledge Organiser for Autumn 1. Map It

Tier 2 Vocabulary

Key Vocabulary

enquiry	interpret	time zones	Prime Meridian	strait	channel	canal
The process of seeking information.	To explain the meaning of information	A geographic region where the same standard time is used.	The imaginary line that divides Earth into two equal parts which is also the basis for the world's time zones .	a narrow passage of water connecting two seas or two other large areas of water.	a length of water wider than a strait , joining two larger areas of water, especially two seas	an artificial waterway constructed to allow the passage of boats or ships inland
In Year 2, you carried out an enquiry to find the safest route from school.	In Year 4, you interpreted data on the local area to find out why there were different levels of noise pollution.	New York City in North America and Lima, Peru, in South America are in the same time zone .	The Prime Meridian intersect Algeria.	The Straits of Gibraltar separate Africa & Europe by only 8.1miles / 13km.	The English Channel is called the <i>Manche</i> by the French.	The Panama Canal was completed in 1914.
We will by carrying out an enquiry on 3 contrasting regions.	We will interpret our research on the three regions to enable us to draw conclusions.	Australia and England are in different time zones .	The Prime Meridian runs through Greenwich in London.	The Straits of Gibraltar are an important trade route from Europe to the Atlantic Ocean.	The English Channel is 348 miles/560km long and 21 miles/ 34km wide at its narrowest point.	The Suez Canal connects the red Sea to the Mediterranean Sea
I enquired about the price of the drink in the shop.	I didn't understand the question so I asked my friend to interpret .					
How this connects with previous learning				How this connects with future learning		
In Year 4, you learned how longitude can be used to describe the position of a place.	In Year 4, you learned about the link between climate zones, biomes and vegetation belts.	In Year 5, you learned about trade and natural resources.		Throughout Year 6 will apply your data analysis skills to your scientific enquiries.	In Year 7 you will learn about the interdependence of trade relationships across the world	In Year 7 you will apply your analysis skills to more regions of the world.



To help you remember and recall key information, you can make your own notes about **geography** here.

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This is your Year 6 PSHE Education Knowledge Organiser for Autumn I. Being Me

Tier 2 Vocabulary

Key Vocabulary

international

International means more than one country

In Year 4, you learnt about how local and international groups come together to make decisions and take social action.

In Year 5, you learnt about The United Nations Convention on the Rights of the Child. This is an international agreement that sets out how governments should work together to meet children's basic needs.

Through this unit you will look at how you can be a global citizen by looking at local and international issues.

global citizen

A global citizen is someone who understands that everybody has rights and acts to make the world a safer and fairer place.

Global citizens promote the idea of taking action and building solidarity with people, rather than doing things to or for people.

The world today is facing many challenges like climate change, poverty, inequality and racism. Being a global citizenship is about being well informed about issues using trusted media sources.



empathy

Having empathy means that you have the ability to understand and share another person's feelings.

Learning about other children and adults and hearing about their lives means that we can be empathetic to their experiences, particularly if these are challenging or difficult.

Empathy is a really important skill and will help you connect and communicate with other people.



rights

A right is a moral or legal entitlement to have or do something.

The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the rights of **every** child across the world.

The Convention has 54 articles that cover all aspects of a child's life and their entitlement. It explains how adults and governments must work together to make sure all children can enjoy all their rights.



responsibilities

Responsibilities are things which we are required to do as part of a job or something we should do such as following the law and rules.

We all have rights to keep us safe and well. These rights are rules that say how we should be treated. For every right that a person has they also have an **equally important responsibility** that says how they should behave. For example, every child has the right to good, healthy food and a **responsibility** not to waste the food they are given



democracy

The belief in freedom and equality between people.

Democracy is one of our British Values. This is about making decisions together and making sure that everyone has a voice and the right to express their opinion.

We have a system of government called **democracy**. Democracy means '**rule by the people**' in **Greek**. The idea of democracy developed in **Greece** in about 507 BC.



How this connects with previous learning

In Year 4 you looked at the roles everybody plays in the school community. You learnt how democracy works through voting.

In Year 5 you learnt about being a British Citizen, rights and responsibilities. You learnt that some British Citizens face prejudice.




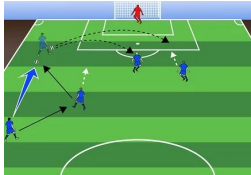



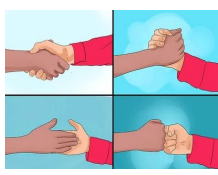

How this connects with future learning

In Year 7, you will continue to learn about your identity and how to prepare yourself for life in modern Britain as you grow older and leave school. You will continue to learn about the five British Values which will help you develop responsibility for your behaviour and actions and support you to contribute positively to society and your local community.

To help you remember and recall key information, you can make your own notes about PSHE education [here](#).

This is your Year 6 **Physical Education** Knowledge Organiser for Autumn 1. Football







Key Vocabulary

covering	tactics	tracking	defensive	supporting	fair Play
To provide support to a teammate who is marking an opponent.	This refers to the strategies and plans used by a team to achieve their goals.	To follow an opposing player's movement and position of the field, in order to anticipate their actions and prevent them from gaining an advantage.	Play that is intended to prevent your opponent from scoring goals	This refers to the players ability to provide assistance to their teammate during a match. Supporting allows players to work together more effectively.	Refers to the principles of sportsmanship and ethical behaviour in sports. This includes treating opponents with respect and following the rules of the game.
The attacker dribbled past the first defender however the second defender was covering him and made the tackle just after.	The team was not following their managers tactics and lost the game	The midfielder made a run into the box to score but the defender was tracking him so he didn't receive the ball	The winning team was 2-0 up so they went into a defensive shape to protect their lead.	The midfielder had the ball at his feet, his other teammates made supporting runs so he could pass to them.	Fair play is important because it promotes healthy competition and helps to ensure that all players have a positive and enjoyable experience.
					
How this connects with previous learning			How this connects with future learning		
In year 4 you learned how to dribble showing good control and progress.	In year 5 you learned front and goal side marking techniques.		In year 7 you will learn how to play by all rules used in professional game	In year 7 you will learn how to pass the ball successfully in a competitive situation.	In year 7 you will learn to use tactics successfully in game situations.

To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 6 **Physical Education** Knowledge Organiser for Autumn 1. Handball

Key Vocabulary

counter attack	jump shot	screening	dribbling	skill selection	offensive play
A counter-attack is a fast and direct attack that occurs from a moment of transition	This is an effective shooting technique in netball which requires the shooter to jump and shoot while they are in mid air.	This is when an offensive player stands beside or behind a defender in order to free a teammate to either shoot a pass or drive in to score	The action of a player bouncing the ball and catching it while moving forwards to attack the goal.	Is an athlete's ability to choose and perform the proper techniques at the right time, successfully, regularly, and with minimal effort	The action of attacking or engaging an opposing team with the objective of scoring points or goals.
A Counter-attack consist of minimal passes. They aim to create a goal-scoring opportunity before the opposition can recover their defensive shape.	The jump shot is thrown with power and speed downward into the opponent's goal. The angle and the steepness of the ball's trajectory make it hard for the opponent.	Screening is a great offensive move used to create space for the player in possession of the ball.	If a player takes more than three steps without dribbling (bouncing the ball) or holds the ball for more than 3 seconds without bouncing, shooting or passing then that is deemed 'travelling' and possession is lost.	The player chooses their skill selection for the task. They then perform this with the correct technique and with minimal effort.	This is when the team that has possession of the ball attack the oppositions area using offensive play with the intent to score. This is fast paced in order to prevent the defending team to recover and gain back possession.
					

How this connects with previous learning

In year 4 you learned how to pass and move with the ball to set up attacks.

In year 5 you learned Increase power and strength of passes, moving the ball over longer distances.



How this connects with future learning

In year 7 you will be looking at different defence tactics. You will also be learning the refereeing signals.

In year 7 you will be learning to develop your shooting technique and then apply this skill into a game situation.

In year 8 you will demonstrate tactical awareness and respond to changing situations by refining skills.

To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 6 Religious Education Knowledge Organiser for Autumn 1. Worship

Tier 2 Vocabulary connections

A relationship in which a person or thing is liked or associated with something else.

In Year 3, you made **connections** between what people believe about prayer and what they do when they pray.

In Year 5, you made **connections** between stories, symbols and beliefs across festivals. You also made **connections** between stories of temptation and why people can find it difficult to be good.

In Year 6, you will make **connections** between how believers feel about places of worship in different traditions.

To honour a divine being or a supernatural power.

Different religions **worship** in different ways. There are traditions and rituals that some religions follow when they worship.

People may choose to **worship** at home, or they may choose to visit a place of worship. Places of **worship** often offer support to religious believers during difficult times and therefore can play an important role in the community.



Anglican Church

The **Anglican Church** is sometimes known as the Church of England.

The **Anglican church** is led by the priest. The priest leads the congregation and is trained in a special training school called a seminary.

In the **Anglican Church**, babies are baptised and welcomed into the church family. The priest drops water onto their head at the font.

The Holy Communion is an important ritual that happens once a week. It is when the congregation connects most closely with God.



Key Vocabulary

Baptist Church

The **Baptist church** has a different structure, rituals and traditions to the **Anglican Church**.

The **Baptist church** believes all members of the church are considered equal, and there is no priest who has authority over others. Instead, the community will elect a **pastor** to support and lead a church.

In the **Baptist Church**, babies are not baptised. Only adults, who choose to be baptised, will be fully immersed in water during the ritual of Baptism to symbolise being 'born' into new life as a committed Christian.



Mandir

A **mandir** is a Hindu temple. **Mandir** means 'dwelling place' in Sanskrit.

The **Mandir** is the temple home of God and each temple will often have a particular shrine to a particular deity. The temple often contains images or statues of that God, called Murti.

Hindu's perform a ritual called Puja. Puja can take place at home or everyone may gather in the Mandir to worship. Puja involves many different aspects, such as murti (images), prayers, mantras and offerings.



pastor

Baptist churches are supported by **pastors**.

When choosing a **pastor** the church community will elect a person who they think will be a good leader.

A **pastor's** role is to lead the church and religious community. A pastor is responsible for leading religious worship and for performing religious ceremonies in the Baptist Church.



How this connects with previous learning

In Year 1, you learnt that there are special places where people go to worship. You learnt what people do when they worship.

Throughout your journey from Year 1 to year 5, you have visited different places of **worship**: a church, a mandir, a mosque and a synagogue.



How this connects with future learning

In Year 7 you will continue to build upon your knowledge of the various religious and non-religious traditions by learning in different ways. You will continue to build an awareness of your own views and develop your own opinions and arguments about different religions and worldviews.

To help you remember and recall key information, you can make your own notes about religious education [here](#).

This is your Year 6 Science Knowledge Organiser for Autumn 1. Classification

Scientific Enquiry



identifying and classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will use information about the characteristics of an unknown animal or plant to assign it to a group.

researching

We will **research using secondary sources** to learn about the formal classification system devised by Carl Linnaeus and why it is important. We will also use secondary sources to research the characteristics of animals that belong to a group.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

Gathering and recording results

Presenting results

Interpreting results
Concluding (drawing conclusions)

Predicting

Evaluating an enquiry



vertebrate

Vertebrates are animals with a backbone. **Vertebrates** can be divided into five animal groups: fish, amphibians; reptiles, birds and mammals. Each group has common characteristics. For example, amphibians are cold-blooded, have lungs and lay eggs. When adult, they can live in water and on land. Mammals are warm-blooded with hair or fur. They give birth to live young. Reptiles have dry, scaly skin that lay soft-shelled eggs on land.



invertebrate

Invertebrates are animals without a backbone. **Invertebrates** can be divided into a number of groups, including insects, spiders, snails and worms. Insects have bodies in 3 sections with a hard outer casing, 6 legs and 2 sets of wings.



Spiders are arachnids. They have 2 body parts, 8 legs, 6 or 8 eyes and spinnerets on their abdomens that produce silk.



micro-organism

Living things can be grouped according to characteristics. Plants and animals are two main groups but there are other living things such as **microorganisms**. **Microorganisms** are living things that are too small to be seen with the naked eye. They are normally viewed using a microscope. Viruses, bacteria and yeast as well as fungi: toadstools and mushrooms are the main



bacteria



viruses



fungi



yeast

flowering plants

Flowering plants can make their own food whereas animals cannot. Plants can generally be divided into two main groups: **flowering plants** and **non-flowering plants**. **Flowering plants** produce seeds, fruits and flowers in order to reproduce. Examples of flowering plants are: sunflowers, orchids, lavender, oak trees and potatoes.



non-flowering plants

Non-flowering plants are those that do not ever produce flowers. Like flowering plants, they make their own food. They can be divided into two main groups – those that reproduce with spores and those that reproduce with seeds. **Non-flowering plants** that produce spores include mosses and ferns. **Non-flowering plants** that produce seeds include conifers such as pines and firs.



Things you learnt in previous topics

In Year 4 you recognised that living things can be grouped in a variety of ways. You explored and used classification keys to help group, identify and name a variety of living things in my local and wider environment.

In Year 5 you described the differences in the life cycles of a mammal, an amphibian, an insect and a bird. You described the life process of reproduction in some plants and animals.



How this connects with future learning

Later in Year 6 you will learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. You will learn to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

In KS3, you will learn the differences between species.

To help you remember and recall key information, you can make your own notes about **science** here.

Year 6 Spanish Knowledge Organiser

Todo sobre mí

Saludos

Greetings

	Buenos días Good morning
	Buenas tardes Good afternoon
	Buenas noches Good night

Learning intentions

- ❑ To ask and answer basic questions about myself.
- ❑ To review previous knowledge about hobbies and sports.
- ❑ To know the numbers 1-100 and use them in sentences.
- ❑ To ask and answer Wh- questions.
- ❑ To write an introduction about myself.

Preguntas

Questions

			
¿Cómo estás? Estoy	¿Cómo te llamas? Me llamo.....	¿Cuántos años tienes? Tengo años.	¿Cuándo es tu cumpleaños? Mi cumpleaños es el de

Sentimientos

Feelings

Estoy	
	bien / mal
	feliz / triste
	hambriento
	cansado
	aburrido










Los números

The numbers

1	uno	11	once	21	veintiuno	31	treinta y uno
2	dos	12	doce	22	veintidos	32	treinta y dos
3	tres	13	trece	23	veintitres
4	cuatro	14	catorce	24	veinticuatro	40	cuarenta
5	cinco	15	quince	25	veinticinco	50	cincuenta
6	seis	16	dieciseis	26	veintiseis	60	sesenta
7	siete	17	diecisiete	27	veintisiete	70	setenta
8	ocho	18	dieciocho	28	veintiocho	80	ochenta
9	nueve	19	diecinueve	29	veintinueve	90	noventa
10	diez	20	veinte	30	treinta	100	cien

Preguntas

Wh- questions

		
Qué What	Cuándo When	Quién/Quiénes Who
		
Cómo How	Cuánto/a/os/as How much/many	Por qué Why
		
Dónde Where	Cuál Which	porque because

To help you remember and recall key information, you can make your own notes about **Spanish** here.

To help you remember and recall key information, you can make your own additional notes here.

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To help you remember and recall key information, you can make your own additional notes here.

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At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, there is a stylized, light blue wave graphic. The text "new wave" is written in a bold, black, sans-serif font, and "federation" is written in a bold, teal, sans-serif font, both centered within the circle.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility