

Knowledge organiser

Key Vocabulary	Definition
Islamic art/architecture	Art or architecture which relates to the religion of Islam or the Islamic world.
mosque	A place of worship for Muslims.
minaret	A thin tower, usually part of a mosque, from which a person calls Muslims to prayer.
dome	The hollow, upper half of a sphere, often used in Islamic architecture.
calligraphy	Decorative handwriting.
geometric patterns	A pattern made out of geometric shapes such as triangles, squares, circles.
vegetal patterns	A pattern made out of shapes and lines which represent plants.
figural	Art work showing humans or animals.

Architecture

The Dome of the Rock (691 - Jerusalem)



The Taj Mahal (1632 – Agra, India)



The Alhambra – (Granada, Spain)



Court of the Lions, Nasrid Palaces, (1300s)



Plasterwork - Nasrid Palaces (1300s)



Geometric tilework - Nasrid Palaces (1300s).



Plasterwork calligraphy - Nasrid Palaces showing arabic writing which reads, "There is no victor but God."

Year 6 - Online safety

Digital footprint	The content someone shares about themselves online.
Digital personality	The person that companies, organisations and other people see based on their digital footprint.
Online reputation	The judgement of a person from information shared by themselves and others online.
Personality	The qualities and characteristics that make you who you are.
Selfie	A self-portrait that a person takes of themselves using a camera on a digital device or smartphone.
Sharing online	The way people communicate (share and receive information) with each other over a computer network, such as the internet.

Before you share online think:

Who do I want to see this?

Do I need to ask someones permission?

Is this something I should be sharing?

Am I sharing something I know is true?



Key facts

Our digital footprint can affect our online reputation in a positive or negative way.



Using avatars, usernames and not sharing personal information are good ways to reduce both your digital footprint and digital personality.



Mr Fox

Alien man

Scrappy

Lollipop

Sometimes things online can make us feel sad, worried, uncomfortable or frightened.



Telling a trusted adult, using privacy settings and blocking/reporting/screengrabbing are some of the ways to get help and make sure any problems online are dealt with in a proper and safe manner.

Year 6 - Families and relationships

Authority	A person with high status and decision making power.
Conflict	A disagreement or argument.
Earn	To gain something like respect by showing others that you are a good, trustworthy person.
Grief	Feelings of sadness experienced after someone's death.
Grieving	A period of sadness that someone experiences when someone close to them dies.
Resolve	To find a solution to a problem.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.

Key facts

Sometimes people might lose your respect but this can be returned if they change their behaviours.



Respect is an important part of relationships and we need to show others respect if we want them to respect us.

Stereotyping can happen when people have limited information about a person or group of people.



Stereotypes can have negative consequences but they can be challenged.



Grief is a process we go through when someone dies (or we no longer see them for another reason).

Grief is different for everyone and we might need support from other people to help us deal with it.

Getting help

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

Contact: Childline

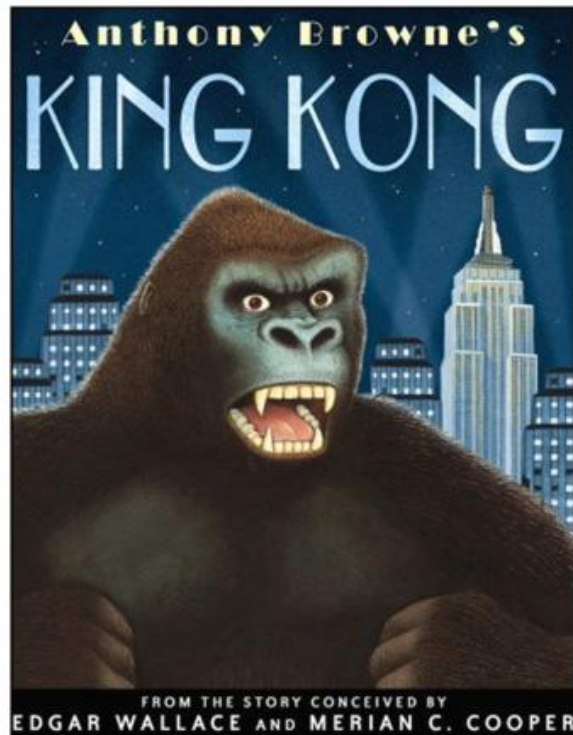
www.childline.org | 0800 1111


Calls DO NOT show on the phone bill

Conflicts can happen between people but there are strategies we can use to overcome these.



Year 6 English: Term 1- King Kong by Anthony Browne



 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Use of inverted commas and other punctuation to punctuate direct speech Use Y5 standard punctuation Use consistent and correct tense 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices (e.g. <i>repetition, adverbials, ellipsis</i>) Integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> Use language carefully to influence the reader's opinion of a character, place or situation Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood Use paragraphs to vary pace and emphasis Build excitement and tension Combine action, dialogue and description Powerful, evocative language for settings and characters Powerful and varied verbs for action

NC Word List – Years 5 and 6		Developing Vocabulary	
accompany	identity	veil	frantic
ancient	language	tide	ear-splitting
available	muscle	authorities	swarmed
community	opportunity	astounded	lurched
curiosity	persuade	moving pictures	dense undergrowth
desperate	recognise	fathoms	chasm
determined	sacrifice	ominous	ravine
environment	symbol	natives	seize
existence		sinister	bewilderment
		relentlessly	captive
		altar	rueful

World War 1 Knowledge Organiser

Main Participating Countries			
Allied Countries		Central Powers	
Country	Flag	Country	Flag
France		Germany	
United Kingdom		Austria-Hungary	
Italy		Ottoman Empire (Modern Turkey)	
Russia		Bulgaria	
U.S.A			

Major Events		
Event	Description	Date
Archduke Franz Ferdinand is assassinated	Archduke Franz Ferdinand of Austria is assassinated by a Serbian terrorist. Following a number of threats, Austria-Hungary declares war on Serbia.	28 th June 1914 28 th July 1914
Other nations begin to join the war	Germany declares war on Russia in support of Austria-Hungary before declaring war on France. Following a German invasion of Belgium, Britain declares war on Germany.	August 1914
Trench Warfare	The German army is stopped short of Paris by British and French soldiers. Both sides dig in and trench warfare begins with only tiny gains achieved.	September 1914 before continuing throughout
America joins the war	The United States of America declares war on Germany, providing France and Britain with much needed financial and military support.	April 1917
Russia leaves the war	Following a revolution in Russia that sees new leaders, Russia signs an armistice that sees them withdraw from the war.	December 1917
Fighting comes to an end	An armistice is agreed that sees Germany admit defeat at the end of the war. Guns officially fall silent at 11am.	11 th November 1918



Knowledge Organiser

Christian Creation Story

The Christian creation story is in **Genesis**, the first book of the **Bible**. It shows Christians that God created the world **from nothing** (ex nihilo) and in 6 days, resting on the 7th day. God is believed to have given humans **dominion** over the rest of creation which meant they had **responsibility** to look after the Earth and all its inhabitants.



Christians have different beliefs about this as a creation story. Some consider it to be a factual account of creation (**creationists**), whilst others believe that the story is a myth that has symbolic meaning (**liberalists**).

Scientific Creation Story

Scientists believe the Universe began in a **Big Bang** (huge explosion) about 14 billion years ago. At that time, the entire Universe was inside a bubble that was thousands of times smaller than a pinhead. It was hotter and denser than anything we can imagine. Then it suddenly exploded. The Universe that we know was born. Time, space and matter all began with the Big Bang.

In a fraction of a second, the Universe grew from smaller than a single atom to bigger than a galaxy. As the Universe expanded and cooled, energy changed into particles of matter, forming hydrogen and eventually stars. When stars die and explode (**supernova**), they release all of the materials needed to create planets and also life.

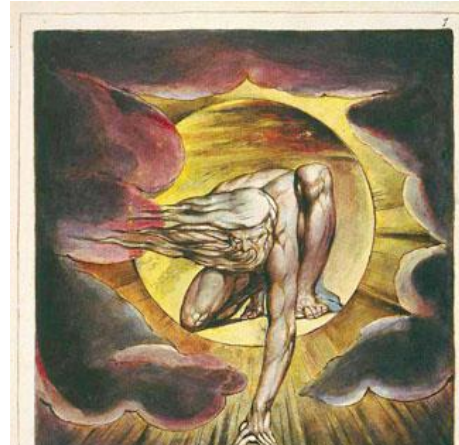


Scientists also believe that life on Earth has developed over millions of years and humans are here as a result of a process of **evolution**. Humans and other animals have evolved by adapting to their environment through a process known as **Natural Selection** (species who are best suited to their environment are successful and pass on their genes to their offspring).

Liberal Christians do support current scientific theory and believe that God could have caused the Big Bang and is therefore still the creator of the universe.

Key Vocabulary

Conflicting	Two or more sides of an argument that do not agree. An incompatibility between two or more opinions, principles, or interests.
Complementary	To combine in such a way as to enhance or emphasise the qualities of each other or another. To work alongside one another in agreement.
Creation	The action or process of bringing something into existence.
Cosmology	The science of the origin and development of the universe. Modern cosmology is dominated by the Big Bang theory, which brings together observational astronomy and particle physics.
Evolution	The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth.



Knowledge organiser

Within living memory...

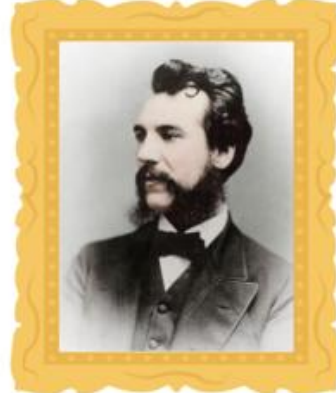
Tanesha Williams (1985 -)



Botanist and researcher of climate change

Beyond living memory...

Carl Linnaeus (1707 - 1778)



Devised a method for classifying all living things.

Microorganisms

Antibiotics, yoghurt, cheese, wine and yeast are all **helpful bacteria**.

Mould, food poisoning and athlete's foot are **harmful bacteria**.



Vocabulary

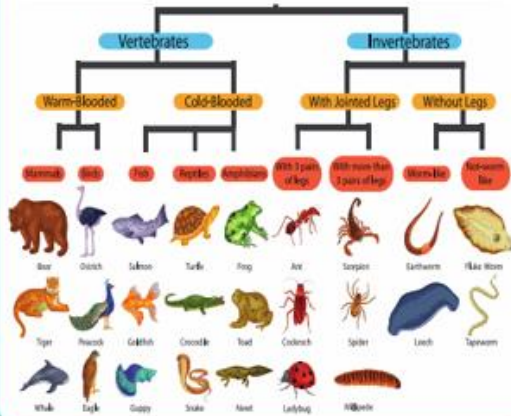
Tier 2: insects, algae, moss, fern, conifer, bacteria

Tier 3: vertebrate/non-vertebrate, taxonomy, arachnids, crustaceans, millipedes, annelids, echinoderms, molluscs, coelenterates, dichotomous key, ginkgoes, angiosperms, microorganism, microbes, fungi, protists

Disciplinary: classification, key, table, observe, record, data, present, secondary source, research

Classification of Animals

Classification



Carl Linnaeus

Carl Linnaeus created a system of classification, which ranks living things into groups in order to name their species.

DOMAIN	Eukarya
KINGDOM	Animalia
PHYLUM	Chordata
CLASS	Mammalia
ORDER	Primates
FAMILY	Hominidae
GENUS	Homo
SPECIES	Homo sapiens



Six Kingdoms of Life



Quiero - I want

No quiero - I don't want



cocinar

to cook



hacer la cama

to make the bed



lavar los platos

to wash the dishes



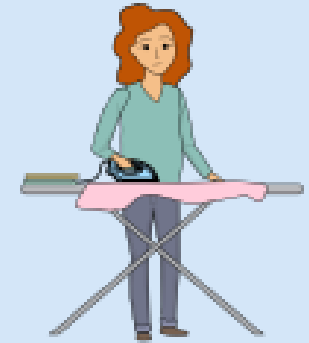
limpiar

to clean



pasar la aspiradora

to do the hoovering



planchar la ropa

to do the ironing

porque es... - because it's...

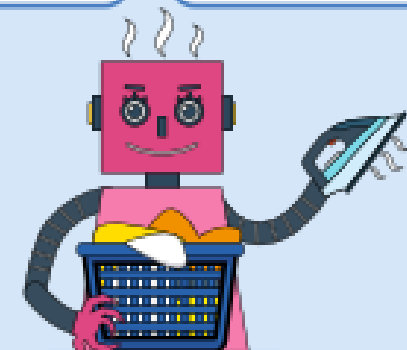
porque no es... - because it's not...

Adverbs of intensity

bastante	quite
muy	very
demasiado	too
completamente	completely

Adjectives

aburrido / interesante	boring / interesting
desagradable / divertido	unpleasant / fun
difícil / fácil	difficult / easy
inútil / útil	useless / useful
peligroso	dangerous



¡Es muy útil!

It's very useful!

¿No quieres lavar los platos? - Don't want to wash the dishes?

¡El Robotamigo está aquí para ayudarte! - Robotamigo is here to help!

¡Es muy práctico! - It's very practical!

Using verbs for purpose

The word **para** means 'for' or 'in order to'. It is used to express the purpose of something. It is followed by the **infinitive verb** form.

El robot tiene manos **para lavar**.
The robot has hands **in order to wash**.

Creating adverbs

1. Find the adjective in Spanish.
2. Change it to the feminine form. If there is no feminine form, use the original adjective.
3. Add the suffix **-mente**.

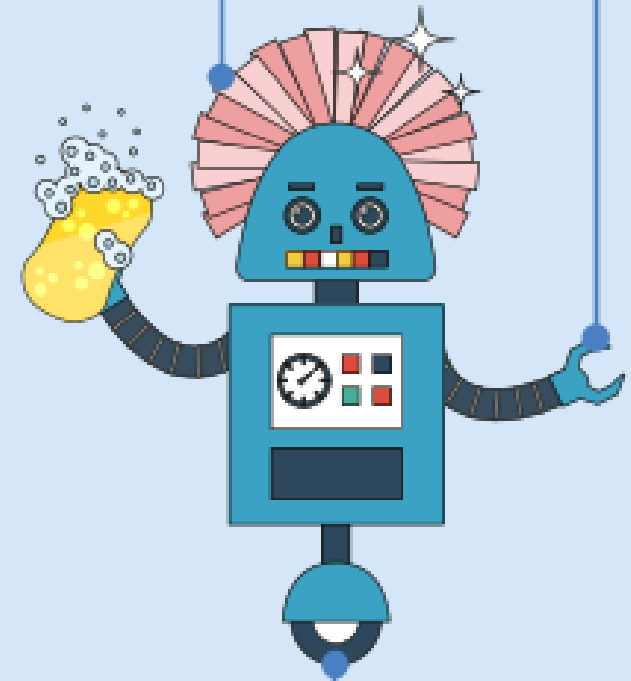
English adjective	Spanish adjective	Spanish adjective (feminine form)	Spanish adverb (add -mente suffix)
quick	rápido	rápida	rápidamente

pelo para limpiar eficazmente

hair in order to clean efficiently

manos para lavar cuidadosamente

hands in order to wash carefully



ruedas para moverse rápidamente

wheels in order to move quickly