



# Knowledge Organiser Booklet

## Year 6

### Autumn 1



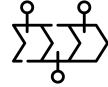




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|------|--|-------|--|
| Name |  | Class |  |
|------|--|-------|--|

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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.  |

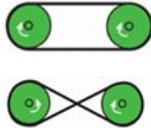
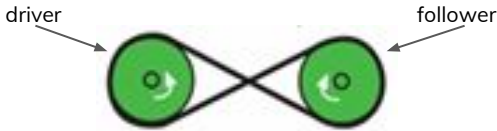
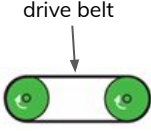

# This is your Year 6 Computing Knowledge Organiser for Autumn 1 - Communication and Collaboration

## 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 <b>server</b> responsible for keeping the file that contains information about the <b>domain</b> name(s) and corresponding <b>IP addresses</b> . | A unit of <b>data</b> made into a single <b>package</b> 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 <b>internet</b> .                                                     |
| You can <b>transfer</b> files, data and <b>media</b> through email.                                                    | A numerical identifier for every device or network that is connected to the internet.                                                                     | A <b>DNS</b> turns <b>domain</b> names into <b>IP addresses</b> , which allows browsers to get to websites.                                        | <b>Data packets</b> are used in IP transmissions for data that navigates the web.                | A type of <b>media</b> that involves content and a device for which it is to be seen.                                                        | From instant messaging to virtual calling, the <b>internet</b> offers many ways to <b>communicate</b> .   |
| You will explore how images, text, audio and video are <b>transferred</b> using an IP address.                         | You will understand <b>IP Addresses</b> and the rules that computers have in order to communicate with each other.                                        | You will use a <b>Domain Name Server</b> to translate web addresses into <b>IP addresses</b> .                                                     | You will learn the key parts of a <b>data packet</b> : the header and the data payload.          | You will come across many forms of <b>media</b> on the internet including video, audio and images.                                           | You will learn how <b>internet based communication</b> can be most effective.                             |
| The performance will <b>transfer</b> 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 <b>transferred</b> 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 |






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

| DT Themes                                                                                   |                                                                                                 | Tier 2                                                                                                          | Key Vocabulary                                                                      |                                                                                                            |                                                                                     |                                                                                                             |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| mechanisms                                                                                  | construct                                                                                       | accuracy                                                                                                        | pulley                                                                              | driver                                                                                                     | follower                                                                            | drive belt                                                                                                  |
| 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.                                                 | The pulley that provides the output movement to the system.                         | The belt which connects and transfers movement between two pulleys.                                         |
| <b>Mechanisms</b> are used in many everyday objects including analogue clocks and bikes.    | Time <b>constraints</b> mean that there is only a certain amount of time to complete a project. | The wheel was an <b>innovative</b> product because it made it much easier to transport items or people quickly. | <b>Pulleys</b> are often used to lift heavy items.                                  | Our <b>driver</b> will be a small pulley attached to the motor.                                            | Our <b>follower</b> will be a large pulley attached to the wheels.                  | The <b>drive belt</b> will transfer power from the driver to the follower.                                  |
| A <b>mechanical system</b> is a set of related parts or components used to create movement. | A money <b>constraint</b> means that you are given a budget which you must stick to.            | Mobile phones were an <b>innovative</b> product as they allowed people to be contacted outside of the home.     | We will use <b>pulleys</b> to transfer power from the motor to the wheels.          | The small pulley is known as the <b>driver</b> because it provides all the power to the mechanical system. | Our <b>follower</b> will move in the same direction as the driver.                  | We will use an elastic band as our <b>drive belt</b> .                                                      |
| Our moving vehicles will use a <b>mechanical system</b> .                                   | Limited resources can also be a <b>constraint</b> for a project.                                | <b>Innovation</b> 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. |

# 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 <b>time zones</b> . | a narrow passage of water connecting two seas or two other large areas of water.                | a length of water wider than a <b>strait</b> , 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 <b>enquiry</b> to find the safest route from school. | In Year 4, you <b>interpreted</b> 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 <b>time zone</b> . | The <b>Prime Meridian</b> intersect Algeria.                                                                           | The <b>Straits</b> of Gibraltar separate Africa & Europe by only 8.1miles / 13km.               | The English <b>Channel</b> is called the <i>Manche</i> by the French.                                 | The Panama <b>Canal</b> was completed in 1914.                                      |
| We will by carrying out an <b>enquiry</b> on 3 contrasting regions.                | We will <b>interpret</b> our research on the three regions to enable us to draw conclusions.                             | Australia and England are in different <b>time zones</b> .                                         | The <b>Prime Meridian</b> runs through Greenwich in London.                                                            | The <b>Straits</b> of Gibraltar are an important trade route from Europe to the Atlantic Ocean. | The English <b>Channel</b> is 348 miles/560km long and 21 miles/ 34km wide at its narrowest point.    | The Suez <b>Canal</b> connects the red Sea to the Mediterranean Sea                 |
| I <b>enquired</b> about the price of the drink in the shop.                        | I didn't understand the question so I asked my friend to <b>interpret</b> .                                              |                   |                                      |              |                    |  |

### How this connects with previous 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.



### How this connects with future learning

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.

## Key Vocabulary

### conflict

A **conflict** is a serious disagreement about something.

If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement.

Conflict is a normal part of life. Conflicts are usually caused by a difference of opinion and can be resolved by those involved sharing their feelings and reaching a mutual understanding.

### grief

**Grief** is a feeling of sadness experienced after someone's death or after separation from them.

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.



### identity

**Identity** is how you define who you are and how you fit into the world.

Identify can mean different things to different people.

Your identity might include: where you live, where you were born, gender, race, ethnicity, hobbies, religion, beliefs and physical characteristics.



### resolve

To **resolve** is to find an answer or solution to a problem.

To solve a problem, you need to listen respectfully to each other; see things from the other person's perspective and try to understand why the other person would think or feel this way. You might need to reach a compromise by finding a middle ground between ideas. You should never compromise on your physical boundaries.

### respect

**Respect** means being thoughtful and polite towards other people, or admiring someone because of their qualities of what they have achieved.

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

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

### stereotyping

**Stereotyping** means to believe unfairly that all people or things with a particular characteristic are the same.

Stereotyping can happen when people have limited information about a person or group of people. They make assumptions about others based on their appearance and actions without know them. This can lead to making unfair and incorrect judgements.

Stereotypes can be challenged.

### How this connects with previous learning

In Year 4, you understood that your behaviour can have an impact on others. You explored the responsibility of bystanders to help stop unkindness and bullying. You understood what physical boundaries are.

In Year 5, you explored the concept of marriage. You begun to understand self-respect. You explored different stereotypes and how they can lead to discrimination.



### How this connects with future learning


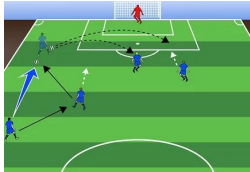

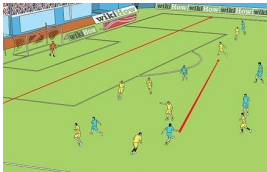
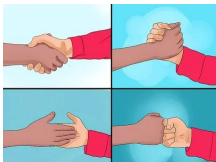
Later this year, you will learn about human rights and recognise prejudice and discrimination and how it can be challenged. You will learn about how to identify and respond safely to difficult situations.

In KS3, you will recognise the positive features of safe family relationships. You will look at all family types and explore how safe family relationships overcome disagreements, difficulties and strain.

In KS3, you will explore the legal rights, responsibilities and protections that different long-term commitments have, and understand that forced marriage is illegal. You will also explore the roles, responsibilities and challenges of parenting.

# 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 <b>covering</b> him and made the tackle just after. | The team was not following their managers <b>tactics</b> and lost the game        | The midfielder made a run into the box to score but the defender was <b>tracking</b> him so he didn't receive the ball                              | The winning team was 2-0 up so they went into a <b>defensive</b> shape to protect their lead. | The midfielder had the ball at his feet, his other teammates made <b>supporting</b> 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

In year 4 you learned how to dribble showing good control and progress.

In year 5 you learned front and goal side marking techniques.



### How this connects with future learning

In year 7 you will learn how to play by all rules used in professional game

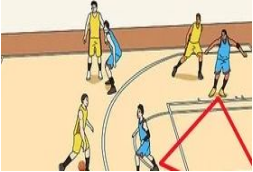





In year 7 you will learn how to pass the ball successfully in a competitive situation.

In year 7 you will learn to use tactics successfully in game situations.



# 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                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A <b>counter-attack</b> is a fast and direct attack that occurs from a moment of transition</p>                                                               | <p>This is an effective shooting technique in netball which requires the shooter to jump and shoot while they are in mid air.</p>                                                 | <p>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</p> | <p>The action of a player bouncing the ball and catching it while moving forwards to attack the goal.</p>                                                                                                                            | <p>Is an athlete's ability to choose and perform the proper techniques at the right time, successfully, regularly, and with minimal effort</p>  | <p>The action of attacking or engaging an opposing team with the objective of scoring points or goals.</p>                                                                                                                                    |
| <p>A <b>Counter-attack</b> consist of minimal passes. They aim to create a goal-scoring opportunity before the opposition can recover their defensive shape.</p> | <p>The <b>jump shot</b> 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.</p> | <p><b>Screening</b> is a great offensive move used to create space for the player in possession of the ball.</p>                                   | <p>If a player takes more than three steps without <b>dribbling</b> (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.</p> | <p>The player chooses their <b>skill selection</b> for the task. They then perform this with the correct technique and with minimal effort.</p> | <p>This is when the team that has possession of the ball attack the oppositions area using <b>offensive play</b> with the intent to score. This is fast paced in order to prevent the defending team to recover and gain back possession.</p> |
|                                                                                  |                                                                                                  |                                                                   |                                                                                                                                                    |                                                              |                                                                                                                                                            |

### 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.

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

## Scientific Enquiry

## Subject Specific Vocabulary



### 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.

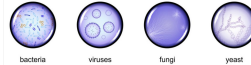


Sp. ....  
They have 2 body parts, 8 legs, 6 or 8 eyes and spinnerets on their abdomens that produce silk.



### 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



### 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.

# Year 6 Spanish Knowledge Organiser

## Todo sobre mí

### Saludos

Greetings

|                                                                                  |                                        |
|----------------------------------------------------------------------------------|----------------------------------------|
|  | <b>Buenos días</b><br>Good morning     |
|  | <b>Buenas tardes</b><br>Good afternoon |
|  | <b>Buenas noches</b><br>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?<br>Estoy .....                                                        | ¿Cómo te llamas?<br>Me llamo.....                                                   | ¿Cuántos años tienes?<br>Tengo .....                                                | ¿Cuándo es tu cumpleaños?<br>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<br>What                                                                         | Cuándo<br>When                                                                      | Quién/Quiénes<br>Who                                                                |
|  |  |  |
| Cómo<br>How                                                                         | Cuánto/a/os/as<br>How much/many                                                     | Por qué<br>Why                                                                      |
|  |  |  |
| Dónde<br>Where                                                                      | Cuál<br>Which                                                                       | porque<br>because                                                                   |

At New Wave Federation, we demonstrate...



new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility