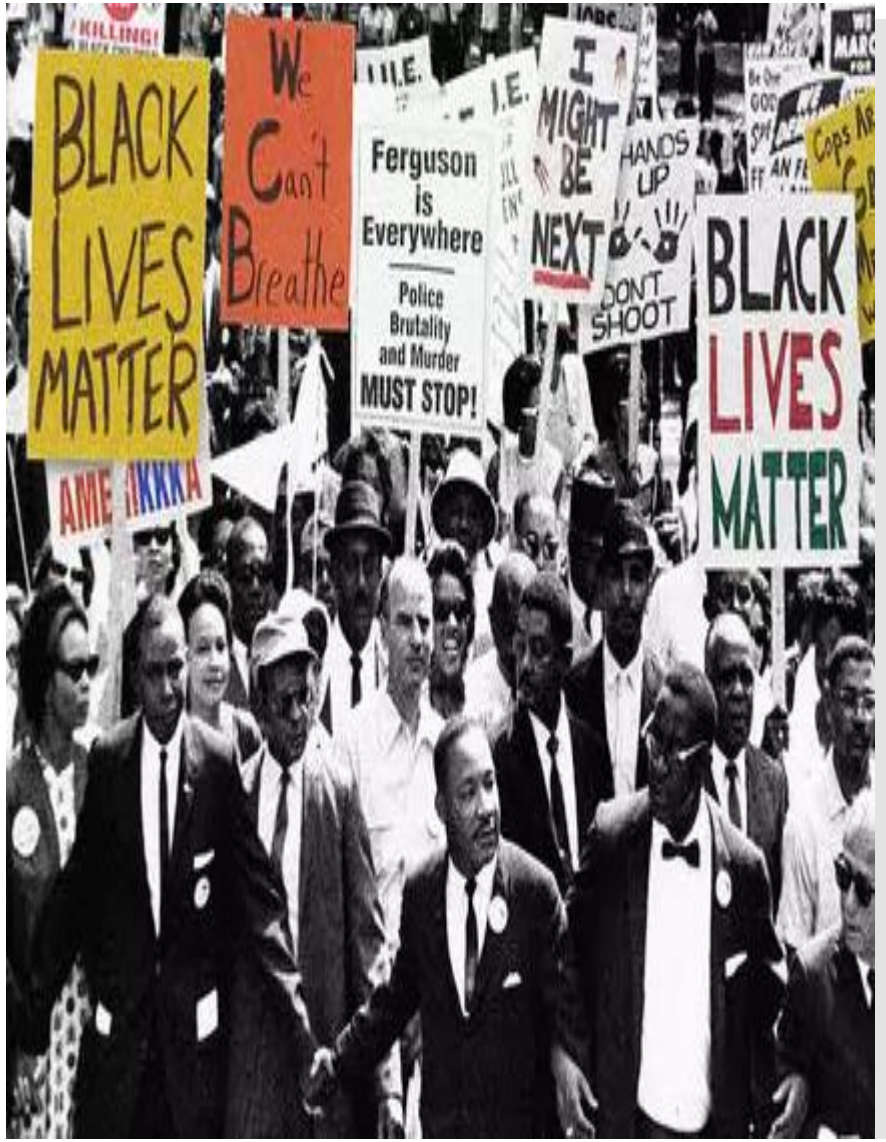
DOHA BRITISH SCHOOL WAKRA

Year 6 Knowledge Organiser

Autumn Term 2021

The Slave trade and Civil Rights Movement



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What are Knowledge Organisers?

What are knowledge organisers?

- A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to master a unit or topic.

- Knowledge organisers outline the essential knowledge that the teachers are covering across a unit of work: including, key dates, key people, vocabulary, definitions and other information.

- The curriculum has a greater focus on retrieval and application of knowledge this puts increasing pressure on our children to know and retain even more information for longer.

- The secret to success is to regularly revisit the knowledge to be learned (known as 'spaced retrieval'). This helps transfer the knowledge from the short-term memory to the long term memory.

How to use a Knowledge Organiser?

How to use these knowledge organisers

Every week you should be studying one section of these knowledge organisers in order to be prepared for quizzes in class. The quizzes will test the knowledge from the organisers plus knowledge learnt in class that week.

You should be using your notes to self test yourself on the knowledge you have studied in your organiser.

You can do this in a number of different ways, here are a few suggestions:

- Read through the organiser
- Teach someone the knowledge in the organiser to see if you understand it
- Write the keywords in your book then cover your KO and see if you can write out the definitions.
- Use the 'Look, Cover, Write, Check and Correct' technique.
- Make up questions from your organiser and answer them later.
- Create a mind map or revision clock and test yourself.
- Read out loud the knowledge organiser into a microphone and listen back to the recording

Year 6 Timetable

	Registration 7.00 - 7:30	Period 1 7.30 - 8:20	Break	Period 2 8.40 - 9:30	Period 3 9.30 - 10:20	Lunch	Period 4 11.00 - 11:50	Period 5 11.50 - 12:40	Period 6 12.40 - 13:30
Sunday	SPaG	English Writing		6D MUSIC 6B Maths	6D Maths 6B MUSIC		Arabic	Reading	Foundation
Monday	SPaG	Spanish/ Islamic Studies		English Writing	Maths		Reading	Foundation	Islamic Studies
Tuesday	SPaG	English Writing		Maths	Spanish/ Arabic		6B Science 6D Computing	6D Science 6B Computing	Library
Wednesday	SPaG	Spanish/ Arabic		English Writing	Maths		Reading	Science	P.E
Thursday	SPaG	English Writing		Maths	Reading		Arabic	P.E	Qatar History/ Golden Time

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English - Grammar

Key Vocabulary	Definition	Key Vocabulary	Definition	Key Vocabulary	Definition

Key Vocabulary	Definition	Key Vocabulary	Definition	Key Vocabulary	Definition
Prefix	A group of words added at the beginning of a word (Eg. Il- ir- un- re-)	Homophone	Two words which sound the same but are written differently	Modal verb	A verb which expresses possibility (Eg. Must, should, will)
Suffix	A group of words at the end of a word (Eg. –ing –ed –ness)	Pronoun	Word that takes the place of a noun. Eg. It, he, she.	Adverb	A word that modifies the verb
Adjective	A descriptive word used before a noun	Tense	Shows whether you are writing in past, present or future	Adverbial	Links ideas across paragraphs. Time (later) a place (nearby) a number (firstly)
Fronted adverbial	Words or phrases at the beginning of a sentence to describe an action that follows	Passive/ active	Active: Mike is baking a cake Passive: A cake is being baked my Mike	Subject/ object	The subject is the person or thing doing something. The object is having something done to it
Command	Something you have to do	Exclamation	When something is exclaimed	Noun phrase	A phrase involving an adjective before the noun
Synonym	Words meaning the same	Clause	A group of words which contains a verb	Antonym	Words meaning the opposite
Indirect/ reported speech	Summarising what has been said	Determiner	A modifying word that determines the kind of reference a noun or noun group	Subordinate clause	Introduced by a conjunction, that forms a part of and is dependent on a main clause
Statement	State a fact or something that has happened	Conjunction	A word used to connect clauses or sentences	Preposition	A word which shows where something is in relation to another
Verb	A doing word	Noun	A person, place or thing	Question	Ask something

English – Punctuation

Key Vocabulary	Definition	Key Vocabulary	Definition	Key Vocabulary	Definition

Key Vocabulary	Definition	Key Vocabulary	Definition	Key Vocabulary	Definition
Capital letter	Used as an initial letter of a proper noun or the first word of a sentence A B C D	Exclamation mark	Used to exclaim strong feelings or high volume !	Semi-colon	To mark the boundary between independent clauses ;
Full stop	Used at the end of a sentence .	Parenthesis – Brackets, dashes	A word or phrase inserted as an explanation ( )	Colon	Used to introduce a list, a quotation or explanation :
Comma	Indicating a pause between parts of a sentence or separating items in a list. ,	Ellipsis	Indicates an intentional omission of a word or sentence . . .	Apostrophe	To show ownership or to indicate the omission of a letter to contract ’
Question mark	Used at the end of a question ?	Speech marks	Used around the spoken words. ‘ ‘ ’ ’	Hyphen	Used to avoid ambiguity -

English – Spelling List for Year 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	Individual	prejudice	soldier
according	competition	equipment	Interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	Rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hinderance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

English – Tier 2 vocabulary

accurate	arguably	complex	crucial	eliminate
additionally	assert	condition	data	emphasise
address	available	contradiction	debate	encounter
advantage	citation	contrary	discriminate	establish
disadvantage	cite	coordinate	drawback	evaluate
analyse	complement	correspond	excessively	eventually

Maths –

Number and Place Value — Knowledge Organiser

Numbers to Ten Million

3 926 471

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	9	2	6	4	7	1

three million, nine hundred and twenty-six thousand, four hundred and seventy-one

3 926 471	
3 926 000	471

Round Any Number

Rounding to the nearest 1000

2000 ← 2499	2500 → 3000
round down	round up

Rounding to the nearest 100 000

200 000 ← 249 999	250 000 → 300 000
round down	round up

Rounding to the nearest 10 000

20 000 ← 24 999	25 000 → 30 000
round down	round up

Rounding to the nearest 1 000 000

2 000 000 ← 2 499 999	2 500 000 → 3 000 000
round down	round up

Number and Place Value — Knowledge Organiser

Key Vocabulary

- ten million
- millions
- thousands
- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- round
- rounded
- negative number
- partition
- digit
- interval
- sequence
- linear sequence

Compare and Order

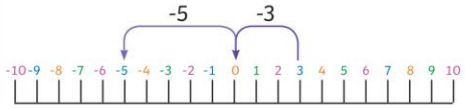
equals	greater than	less than
26 + 38 = 8 × 8	223 873 > 98 256	901 198 < 1 091 098
Both calculations have the value 64.	The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.	The number on the right has 1 million and the number on the left has 0 millions.

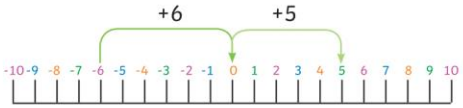
smallest — 81 782 — 127 352 — 127 835 — 137 019 — 200 002 — greatest

Negative Numbers

3 - 8 = -5

-6 + 11 = 5





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Maths –

Four Operations — Knowledge Organiser

Key Vocabulary

Add
Total
Make
Plus
Sum
More
Altogether
Difference
Leave
Subtract
Difference between
Less
Minus
Take away
Mentally, Orally
Column Addition
Column Subtraction
Estimate
Inverse operation
Solve problems
Number facts
Place Value
Complex

Add and Subtract Whole Numbers

Column Method

	4	5	8	6	4
+	2	3	4	9	7
	6	9	3	6	1
		1	1	1	

Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands as required.

	3	5	$^{6}\not{7}$	$^{13}\not{4}$	$^{1}\not{2}$
-		3	4	7	6
	3	2	2	6	6

Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required.

Multiply up to 4-digit by 2-digit

1	$\not{3}$	$\not{2}$	
	1	5	4
×		2	6
	9	2	4
3	0	8	0
4	0	0	4
1	1		

Start with the ones.

154 × 6 = 924

154 × 20 = 3080

3080 + 924 = 4004

Order of Operations

B	Brackets	10 × (4 + 2) = 10 × 6 = 60
O	Order	5 + 2^2 = 5 + 4 = 9
D	Division	10 + 6 ÷ 2 = 10 + 3 = 13
M	Multiplication	10 - 4 × 2 = 10 - 8 = 2
A	Addition	10 × 4 + 7 = 40 + 7 = 47
S	Subtraction	10 ÷ 2 - 3 = 5 - 3 = 2

Four Operations — Knowledge Organiser

Short Division

Start from the left.

		4	4	0 · 5	
12	5	$^{5}2$	$^{4}8$	6	$^{\cdot 6}0$

5 ÷ 12 = 0 r5

52 ÷ 12 = 4 r4

48 ÷ 12 = 4

6 ÷ 12 = 0 r6

Long Division

		1	2	0	r	3
14	1	6	8	3		
	1	4	0	0		
		2	8	3		
		2	8	0		
				3		

Common Factors

Factors of 48

1	2	3	4	6	8	12	16	24	48

Factors of 30

1	2	3	5	6	10	15	30

Common factors: 1, 2, 3, 6

Common Multiples

Multiples of 3

3	...	18	21	24	...	39	42

Multiples of 7

7	14	21	28	35	42

Common multiples: 21, 42...

Primes

A prime number has only 1 and itself as factors: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 33, 37, 41, 43

A composite number has factors other than 1 and itself.

Squares and Cubes

Square numbers result from a number being multiplied by itself (e.g. 5 × 5 = 25):

1, 4, 9, 16, 25, 36, 49, 64, 81, 100

Cube numbers result from a number being multiplied by itself twice (2 × 2 × 2 = 8):

1, 8, 27, 64, 125

Mental Calculations and Estimation

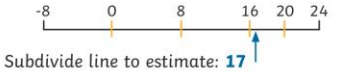
Order of calculations:

50 × 34 × 2 = 50 × 2 × 34 = 100 × 34 = 3400

Money: £8.99 + £3.49 = £12.48

Use £9 + £3.50 = £12.50 and subtract 2p

Estimate on a number line



Subdivide line to estimate: **17**

Reason from Known Facts

90 ÷ 10 = 9 **so 90 ÷ 20 = 4.5 and 90 ÷ 5 = 18**

16 × 9 = 144 **so 1.6 × 9 = 14.4**

4352 ÷ 17 = 256 **so 256 × 18 = 4352 + 256 = 4608**

3786 + 2850 = 6636 **so 4786 + 2850 = 7636 and 2786 + 3850 = 6636 and 8636 – 3786 = 4850**

Maths –

Fractions — Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- proper fraction
- improper fraction
- factor
- highest common multiple
- lowest common multiple
- equivalents
- common numerator
- common denominator
- decimal equivalent
- simplify
- simplest form
- mixed number
- whole number
- mixed number

Simplify Fractions

$\frac{9}{12}$

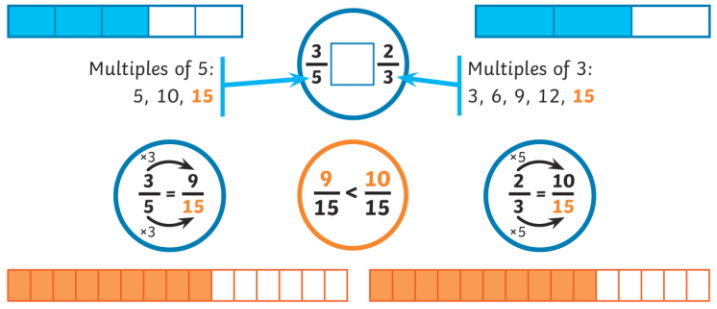
Factors of 9: 1, 3, 9

Factors of 12: 1, 2, 3, 4, 6, 12

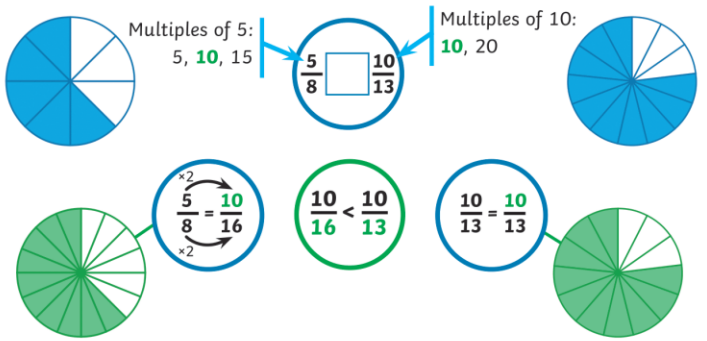
$\frac{9}{12} = \frac{3}{4}$ (÷3)

Compare and Order Fractions

Use the Common Denominator



Use the Common Numerator



Fractions — Knowledge Organiser

Adding and Subtracting Proper Fractions

Same Denominators

$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

$\frac{8}{11} - \frac{3}{11} = \frac{5}{11}$

Different Denominators

$\frac{2}{7} + \frac{3}{5}$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$\frac{2}{7} = \frac{10}{35}$, $\frac{3}{5} = \frac{21}{35}$

$\frac{10}{35} + \frac{21}{35} = \frac{31}{35}$

$\frac{9}{10} - \frac{1}{4}$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$\frac{9}{10} = \frac{18}{20}$, $\frac{1}{4} = \frac{5}{20}$

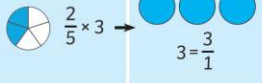
$\frac{18}{20} - \frac{5}{20} = \frac{13}{20}$

Multiplying Proper Fractions

Multiplying Fractions by Fractions

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

Multiplying Fractions by Whole Numbers



$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$2\frac{2}{5} + 1\frac{3}{10}$

$2+1=3$

$\frac{2}{5} + \frac{3}{10} = \frac{4}{10} + \frac{3}{10} = \frac{7}{10}$

$3 + \frac{7}{10} = 3\frac{7}{10}$

$2\frac{1}{2} - 1\frac{1}{4}$

$2-1=1$

$\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$

$1 + \frac{1}{4} = 1\frac{1}{4}$

Convert the mixed numbers to improper fractions.

$2\frac{2}{5} + 1\frac{3}{10}$ $\quad$ $2\frac{1}{2} - 1\frac{1}{4}$

$2\frac{2}{5} = \frac{12}{5}$ $\quad$ $1\frac{3}{10} = \frac{13}{10}$ $\quad$ $2\frac{1}{2} = \frac{5}{2}$ $\quad$ $1\frac{1}{4} = \frac{5}{4}$

$\frac{12}{5} + \frac{13}{10} = \frac{24}{10} + \frac{13}{10} = \frac{37}{10}$

$\frac{37}{10} = 3\frac{7}{10}$

$\frac{5}{2} - \frac{5}{4} = \frac{10}{4} - \frac{5}{4} = \frac{5}{4}$

$\frac{5}{4} = 1\frac{1}{4}$

Dividing Fractions by Whole Numbers

$\frac{2}{5} \div 2 = \frac{1}{5}$

Multiplication and division are the inverse of one another so:

÷ 2 is the same as × $\frac{1}{2}$

$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$

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Maths –

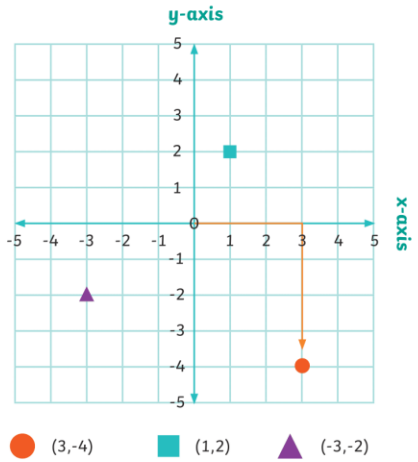
Position and Direction — Knowledge Organiser

Key Vocabulary

translate
translation
reflect
reflection
up
down
right
left
coordinates
quadrant
x-axis
y-axis
horizontal
vertical

Four Quadrants

Coordinates can use positive and negative numbers. Whether positive or negative, the x-axis coordinate is written first, followed by the y-axis coordinate.

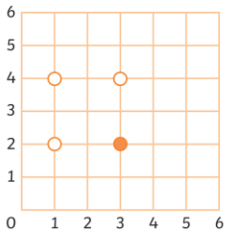


Look at the circle. It is 3 units along the x-axis and 4 down the y-axis. Its coordinates are (3,-4).

Completing Shapes

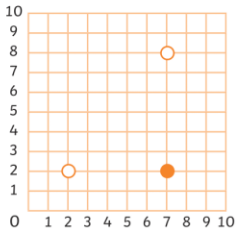
Using the properties of a shape, a polygon can be completed on a grid.

To make a square, think of the square's properties.



All of a square's sides are the same length. If the completed sides are 2 units in length, the missing point must complete two more sides of 2 units.

To make a right-angled triangle, think of the triangle's properties.



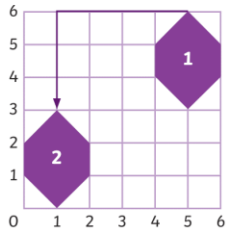
A right-angled triangle should have three sides with one 90° angle.

Position and Direction — Knowledge Organiser

Translation

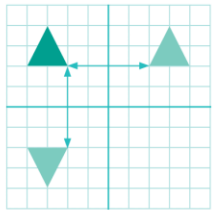
A shape is translated when it is moved without being rotated or resized. Every point of the shape moves the same distance and in the same direction.

Shape 1 has been translated 4 units left and 3 units down.



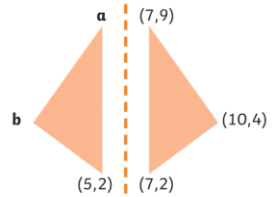
Reflections

A shape is reflected when it is flipped over a line which acts as a mirror. Every point on the original shape is the same distance from the mirror line as the same point on the reflected shape. The original triangle has been reflected in the x-axis and in the y-axis.



Missing Coordinates

Shapes can be shown on unmarked grids.



Point a is in the same position along the x-axis as (5,2) and in the same position on the y-axis as (7,9).

Point a (5,9)

Point b is in the same position on the y-axis as (10,4). Both triangles will have the same width. The width of the right-hand triangle is 3. This means that the width of the left-hand triangle is also 3.

Point b (2,4)

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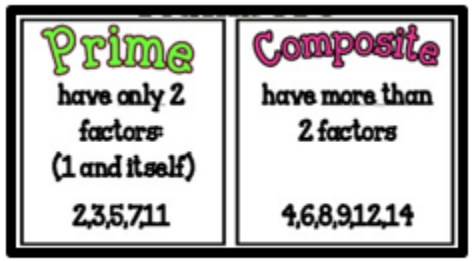
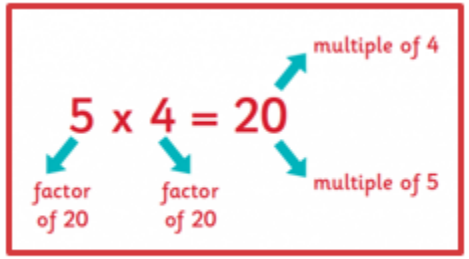
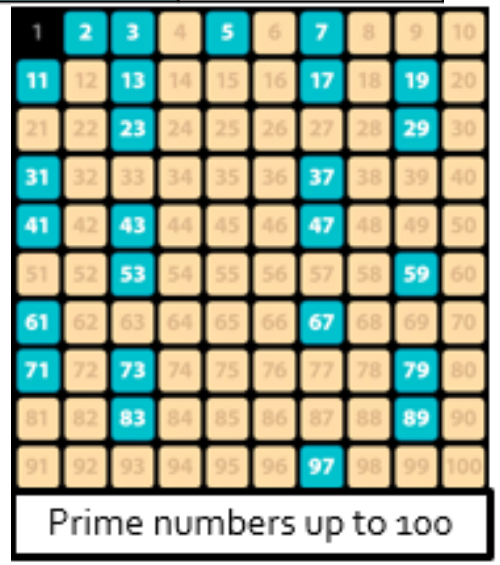
Maths –

Key Vocabulary	Definition	Key Vocabulary	Definition	Key Vocabulary	Definition
Multiply	A number specified a number of times	Divide	Separate an amount into parts	Prime numbers	A number that is divisible only by 1 and itself.
Multiple	A number that may be divided by another a certain number of times with no remainder (Eg. 10, 15, 20... are multiples of 5)	Common multiples	A number that is a multiple of 2 or more numbers. (Eg. Common multiples of 3 and 4 are 12, 24, 48 etc)	Common factors	When you find the factors of 2 or more numbers and then find some factors are the same. (Eg. 4 is a common factor of 8,16 and 32)
Factor	A number than when multiplied by another produces a given number. (Eg. 2 and 6 are factors of 12)	Square numbers	A number which is a product of itself. (Eg. 3 x 3 = 9)	Cubed numbers	A number multiplied by itself 3 times (Eg. 2 x 2 x 2 =8)







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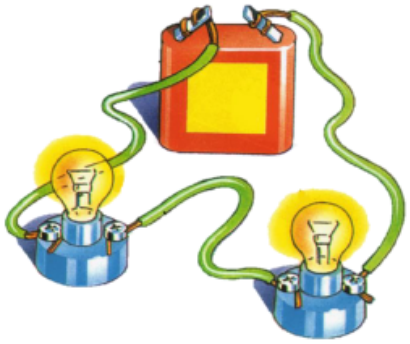
Science –

ELECTRICITY KNOWLEDGE ORGANISER

Y6

What you should already know...



-Electricity is a type of energy.

-It is used to power lots of different things, including many items that we use in everyday life.

-Electricity can flow through wires and cables, and can be stored in batteries (sometimes called cells).

-Electricity can flow in simple series electrical circuits.

-Some materials conduct electricity, and others do not (insulators).

Electricity Safety

If electricity is not used safely, it can be **highly** dangerous. When using electricity, make sure that you:

-Make sure that wires are placed in safe locations, where people cannot trip over them;

-Never stick your fingers or objects into a plug socket;

-Never use frayed wires – don't pull wires;

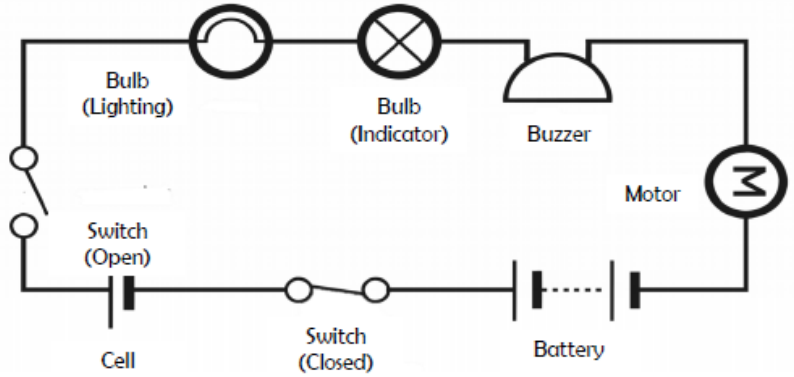
-Ensure that your hands are dry when you are near sockets/ electrical equipment;

-Do not overload a plug socket;

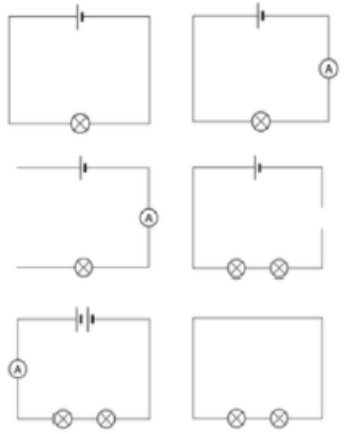
-Always get broken appliances and plugs fixed.

Circuit Diagrams

When drawing electrical circuits, you should use the standard symbols to show the different components.



Variation of Components



When changes are made to circuits, components can function differently:

-When switches are open or wires are removed from a circuit (so that it is no longer a closed circuit), bulbs and buzzers will turn off. You can use crocodile clips to investigate adding and removing wires.

-When more batteries or cells are added (or batteries or cells are included with a higher voltage) the brightness of bulbs and the volume of buzzers will increase.

-When more bulbs are added to a simple circuit, they will be dimmer than if there were one bulb. This is because the electricity is shared between the two bulbs. More voltage would be needed to make them brighter.

You should be able to look at circuits like those on the left, and work out what would happen.

Key Electrical Vocabulary

Switch	Bulb	Voltage	Motor	Battery	Buzzer	Cell	Voltmeter	Ammeter	Wire

DOHA BRITISH SCHOOL WAKRA

Science –

LIGHT KNOWLEDGE ORGANISER

Y6

What you should already know...

-Light is a form of energy that makes it possible to see.

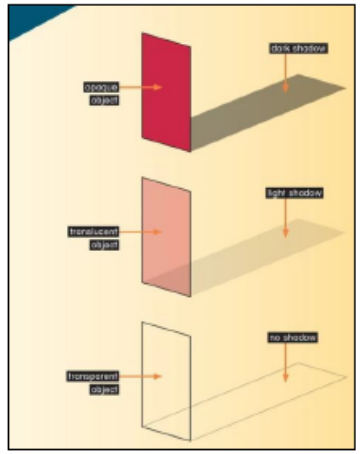
Light is given off some objects (for example the Sun). Darkness is the absence of light.

-Light can reflect off surfaces (e.g. mirrors). Light is absorbed by other materials.

-Objects can be labelled as transparent, translucent, or opaque, depending on the amount of light that they let through.

-Shadows are formed when light is blocked by an opaque object.

How Light Travels



-Light originates from light sources.

-Light sources can be natural (e.g. The Sun, the stars) or man-made (e.g. street lamp, Christmas tree lights, glow stick, mobile phone, TV).

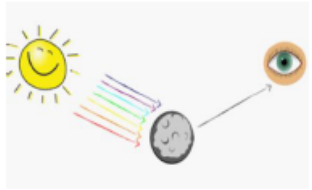
-Light travels in a straight line from light sources.

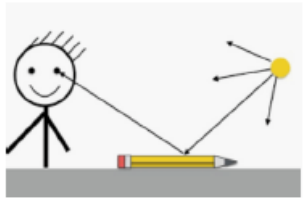
-We can see that light travels in straight lines when we shine a torch in a dark room, or when a ray of light comes through a window.

-When an object passes in front of a ray of light, the light can be blocked, creating a shadow.

-Opaque objects let no light through (creating the darkest shadows), translucent objects let some light through (creating fainter shadows), transparent objects let all light through (no shadow).

How We See Things





-We see things because...

a.) they are a light source, sending light into our eyes, or

b.) light is reflected from a light source off them and into our eyes.

When the light enters our eyes, we see the object!

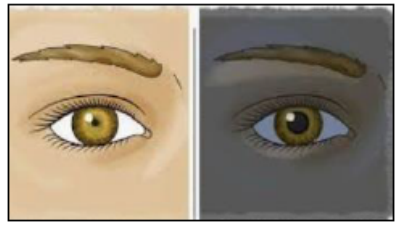
-For example, we see The Sun because it is a light source, sending light into our eyes.

-However, The Moon is not luminous (does not produce its own light). We see it because light from The Sun reflects off it into our eyes.

- After light reflects off objects, it continues to travel in a straight line, but in a new direction.

Our Eyes

Our eyes have a small window at the front called a pupil, through which light can enter. The pupil looks as though it is black because it is dark inside our eyes.



-When it is dark, our pupils go larger, in order to let more light in so that we can see better. In bright lights, our pupils go smaller.

-At the back of our eye is a sensitive sheet of nerves called a retina. They can detect light when it comes in through the pupil, and send messages to the brain about what we can see.

Light Spectrum

Red | Orange | Yellow | Green | Blue | Indigo | Violet

DOHA BRITISH SCHOOL WAKRA

History -

THE ATLANTIC SLAVE TRADE KNOWLEDGE ORGANISER

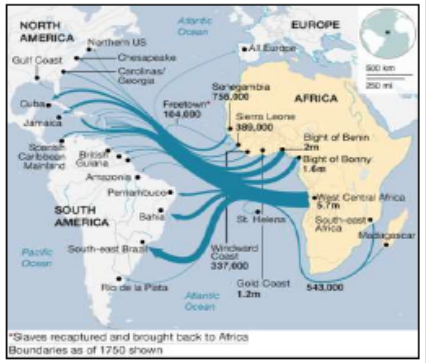
Summary

The Transatlantic Slave Trade involved the enforced enslavement of millions of Africans and their transport to the Americas.

Slaves were often made to work in **inhumane conditions with no wages.** Many were beaten or killed by brutal owners, and had no rights in their new countries. Many didn't survive **the journey.**

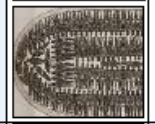
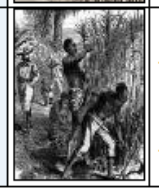
The trade had its roots as early as the 1500s, but was **at its height in the 18th Century,** under the operation of the imperial European nations (e.g. Britain, Portugal and Spain).

Countless **African communities were decimated,** whilst many European nations became extremely wealthy from the profits of the slave trade.



*Slaves recaptured and brought back to Africa
Boundaries as of 1750 shown

Features of the Slave Trade

THE TRIANGULAR TRADE		The trade in slaves was called the triangular trade, because it had trade in three stages, marking a rough triangle between Europe, Africa and the Americas: 1. Manufactured goods from Europe, e.g. textiles and weapons, were taken to Africa where they were exchanged for slaves; 2. The transport of slaves from Africa to the Americas was known as the 'Middle Passage.' 3. Materials produced as a result of slave labour in the Americas, e.g. sugar, cotton were brought back to Europe.
SLAVE SHIP CONDITIONS	 	-Enslaved people were captured in many different ways, including in battles, raids and kidnappings. -Others were sold into slavery in order to pay debts. -Once captured, slaves were often shackled together and made to walk to the coast in journeys that could last months, where they would be put aboard slave ships. -Slave ships were deliberately designed to fit as many slaves on board as possible (see bottom image on left). -Conditions were truly inhuman. Men, women and children were crammed on board with very little food or hygiene facilities. The average time to sail the Atlantic took 60-90 days, during which many died of illness, disease, hunger or injury. Of 12.5 million sent by slave ships between 1526 and 1867, only about 10.7 million arrived.
PLANTATIONS		-Upon arrival, most slaves were placed into forts owned by Europeans, where they could be bought by owners. -Many went to work in plantations, where conditions were exceptionally harsh. Slaves worked from dawn until dusk, with very little food, and were whipped for lack of effort. -Slaves who disobeyed even in small ways were severely punished. In some countries slaves could be killed legally. -Runaways could be hanged or maimed, whilst they could receive a set number of lashes for particular 'crimes.'

Key Vocabulary

Atlantic
Slave Trade
Africa
Europeans
Americas
Slavery
Plantations
Culture
Triangular Trade
Slaver
Caribbean

Major Events

Pre-European Involvement

-Prior to Europeans arriving in Africa, a slave trade within Africa was already established, particularly in west Africa. Kingdoms often enslaved members of neighbouring communities.
-Early explorers from Spain and Portugal kidnapped Africans to be used as slaves in Europe and on their Atlantic islands. Tribe and kingdom leaders in west Africa were often complicit with the trading.

Tacky's Rebellion (1760)

-Tacky's rebellion was an uprising of slaves on the Caribbean island of Jamaica from May to July of 1760. Tacky had previously been a king of an African village. He planned to overthrow the slavers and create his own nation. Whilst the rebellion had considerable success early on, militia were put in place to bring the rebellion down. Tacky was killed and his followers committed suicide.

The Zong Massacre (1781)

-The slave ship Zong was carrying 470 enslaved people – more than it could handle. Many began to get sick.
-The sickness was spreading to the crew. So, to save themselves, the remaining crew threw 132 sick or dying people into the ocean. Another 10 jumped in with them. No one was ever charged with murder.

Haitian Revolution (1791-1804)

-The Haitian Revolution was a slave revolt against French colonial rule in Haiti.
-One of the leaders of the uprising was former slave Toussaint L'Ouverture.
in 1804: the only slave uprising that led to the foundation of a state that was free from slavery and ruled by non-whites.

The Fall of the Atlantic Slave Trade

-Throughout the 18th Century, opposition began to gather against the slave trade in Britain, America and parts of Europe.
-The Committee for the Abolition of the Slave trade was led by William Wilberforce, Granville Sharp and Thomas Clarkson. Whilst Britain became a leading force in abolishing slave trade, it cannot be forgotten that Britain had been one of the most active slave-trading nations of all.
-Denmark was the first country to ban the slave trade, in 1792, which took effect in 1803. Britain banned the slave trade in 1807. Slavery to the Spanish colonies continued until much later in the 19th Century.

Top 10 Facts!

1. The first country to ban the slave trade was Denmark, in 1792.
2. In the 18th Century, Britain was responsible for 2.5 million of the 6 million slaves transported.
3. Of the 3 million slaves that British slave traders bought or sold, around 300,000 did not survive the journey across the Atlantic.
4. The life expectancy for slaves living in Brazil was only around 23 years.
5. The five countries most active in slave trading were Portugal, UK, France, Netherlands & Spain.
6. The destination for most slaves was not actually the USA. Around 48% were sent to the Caribbean and 41% to Brazil.
7. Many slaves were expected to work for 48 hours at a time during harvest.
8. The last known Atlantic slave ship, carrying captives to Cuba, travelled in 1866.
9. A lady called Harriet Tubman is thought to have liberated over 300 slaves.
10. In total, the Atlantic Slave Trade lasted around four and a half centuries.

Timeline

- pre-1500CE – When Europeans arrived in Africa, they found an established slave trade.
- 1619 – The first shipload of Africans arrives in Virginia USA.
- 1672 - The Royal African Company is founded to provide slaves to British colonies.
- 1760 – First protest against the slave trade.
- 1772 – James Somerset escapes from his owners and is freed by a court.
- 1787 – First shipment of prisoners to Australia.
- 1787 – Committee for Abolition of Slave Trade formed in UK.
- 1789 – UK bans slave trading.
- 1791-1804: Haiti Slave Revolt led by Toussaint l'Ouverture.
- 1801-1853: Other countries gradually agree to ban slavery.

DOHA BRITISH SCHOOL WAKRA

History -

Civil Rights Movement during the 1950s

a. **Brown vs Board of Education 1954:** On May 17, 1954, the Supreme Court ruled that "separate but equal" public schools for different races were unconstitutional, following a legal challenge by the National Association for the Advancement of Colored People (NAACP).

b. **The murder of Emmett Till 1955:** Fourteen-year-old **Emmett Till** was visiting relatives in Money, Mississippi, on August 24, 1955, when he reportedly flirted with a white cashier at a grocery store. Four days later, two white men kidnapped **Till**, beat him and shot him in the head. The men were tried for **murder**, but an all-white, male jury acquitted them. The nation was shocked by these events.

c. **The Montgomery Bus Boycott 1955:** On December 1, 1955, four days before the boycott began, Rosa Parks, an African-American woman, refused to give up her seat to a white man on a Montgomery bus. She was arrested and fined. The boycott of public buses by African-Americans in Montgomery began on the day of Parks' court hearing and lasted 381 days. Montgomery's buses were then officially desegregated.

d. **Little Rock, Arkansas 1957:** Nine black students enrolled at formerly all-white Central High School in Little Rock, Arkansas, in September 1957, testing Brown vs Board of Education. On September 4, 1957, the first day of classes at Central High, Governor Orval Faubus of Arkansas called in the state National Guard to bar the black students' entry into the school. Later in the month, President Dwight D. Eisenhower sent in federal troops to escort the "Little Rock Nine" into the school, and they started their first full day of classes on September 25.


Late News

SEGREGATION IN PUBLIC SCHOOLS ENDED BY COURT

Civil Rights Movement during the 1960s

a. **Sit-Ins 1960:** Began at a lunch counter in Woolworth's in Greensboro when four students refused to move from whites-only seats. The movement rapidly spread and led to the formation of SNCC. Much desegregation followed.

b. **Freedom Rides 1961:** Members of CORE rode the Greyhound bus route through the south to see if previously agreed desegregation was being followed. The bus was firebombed at Freedom Riders were viciously attacked at Birmingham.

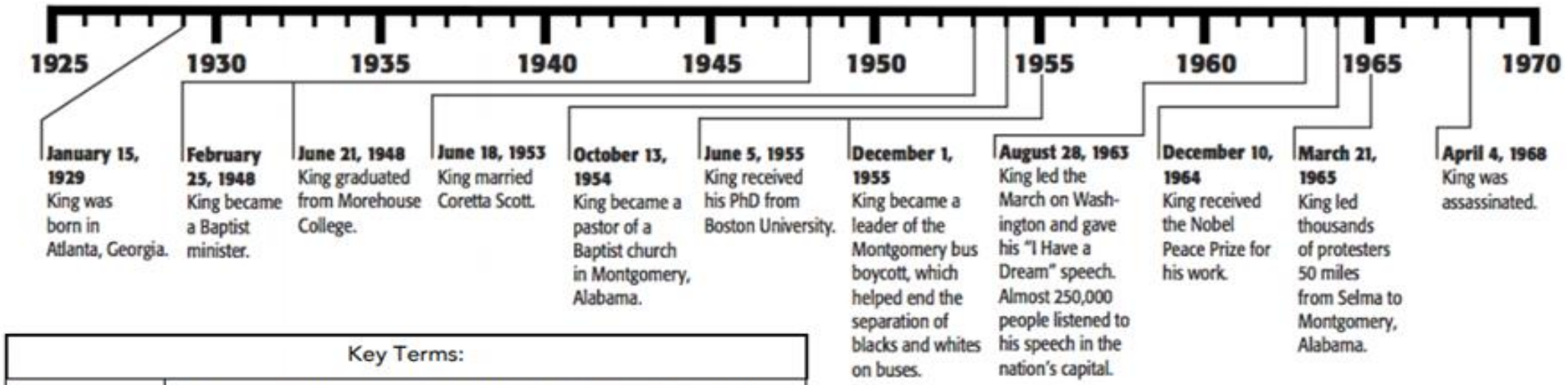
c. **Birmingham, Alabama 1963:** King and SCLC led a series of events in this highly-segregated city. Teenagers were used in some marches and were attacked by police using dogs and high-pressure fire hoses. King was arrested and locked up in prison. Contributed to passage of 1964 Civil Rights Act

d. **March on Washington 1963:** 250,000 people, about one-fifth of them white, came to listen to speakers, including King's famous 'I Have a Dream speech. Parts of the event were filmed live on TV.

e. **Freedom Summer 1964:** Civil Rights workers went to Mississippi to help African-Americans to register to vote. Three of them were murdered, leading to an FBI investigation.

f. **Selma 1965:** A march from Selma to Montgomery, led by King, to campaign for African-American voting rights. Stopped by police, who used great violence on protesters. Contributed to passage of 1965 Voting Rights Act.

DOHA BRITISH SCHOOL WAKRA



Key Terms:	
Jim Crow	Laws passed in the southern states of the USA, which allowed segregation in public places.
Segregation	Dividing people by race in schools, transport, cinemas or anywhere where people gather together.
Supreme Court	Highest court of law in the United States
Grandfather Clauses	Only if your grandfather was registered to vote, could you register. Used to block African-Americans.
Literacy Tests	Very complex tests which African-Americans were forced to pass in order to register to vote.
Lynching	Murder of African-Americans, sometimes in public, for violating racial codes operating in the southern states.
Sharecropper	Farmer who rented land and paid for it though a share of the crop—often cotton.

Important Civil Rights Groups:	
NAACP	National Association for the Advancement of Colored People
SCLC	Southern Christian Leadership Conference
CORE	Congress on Racial Equality
SNCC	Student Non-Violent Coordinating Committee

Civil Rights Movement during the 1960s

TIMELINE

1960s Civil Rights

By: Mr Parkinson

1960 Sit-Ins

1961 Freedom Rides

1963 Birmingham Alabama

1963 March on Washington

1964 Freedom Summer

1964 Civil Rights Act

1965 Selma

1965 Voting Rights Act

1965 Malcolm X Killed

1968 King killed

Activities

Draw a storyboard that shows the key events during the 'Civil Rights Movement'.

Find out other significant events that occurred on the Key Dates mentioned.

Write a letter to Abraham Lincoln. What would you like to say to him?

Create a poster that could be used during the 'Civil- War' marches.

Research the assassination of Abraham Lincoln. What happened to him? Why? What happened after?

Find out about Vermont. Why were they the first state to abolish slavery?

Write a News Report about one of the marches that took place during the civil war.

DOHA BRITISH SCHOOL WAKRA

PE

Swimming

Rules: Swimming has some very simple rules. You must complete only the stroke stated for the event. E.g you could not do front crawl in a back stroke race. Races begin with the athletes diving into the water. When they reach the other side they perform a tumble turn.

Positions: The different strokes for swimming are the front crawl, breast stroke, back stroke and butterfly. However you can also be a diver. When swimming it is important no matter what the stroke to concentrate on breathing. Once you have mastered the strokes mastering your breathing will help you to improve your swimming.

Key Words

Cup hand, bicep to ear, flutter kicks, dolphin kick. Kick, hips up, body tension, elbow tucked, Glide, ankles wide, small circle

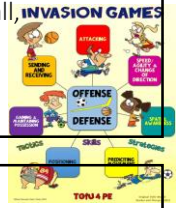
Football

An invasion game involving two teams of 7 players. Each team can only use their feet to touch the ball (apart from the goalkeeper). All players should try and be a defender, midfielder and striker!

Positions: In football there are four main positions; goalkeeper, defender, midfielder and striker. However everyone should try each position and all positions should still try and keep possession as much as possible.

Key Words:

Inside of the foot, outside of the foot, head up, cushion control, push control, laces, power, free kick, foul, dribble, head over ball, Outwit, space, attack, defend, possession .

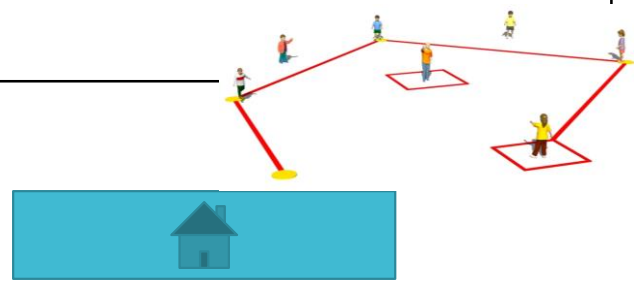


Rounders

Rules: Rounders is a game that involves 9 people on each team, including a fielding team and a batting team. There are 4 'bases' in rounders positioned in a diamond shape. If the batter runs to 2nd base, they gain 1/2 a rounder and if they reach 4th base, they gain 1 rounder. When the bowler is bowling to the batter, the ball has to be above the head and below the knee. If they bowl incorrectly 3 times, the opposite team gains 1/2 rounder.

Positions: The 4 positions for rounders are batter, bowler, base player and deep fielder.

Key Words: Bowl, bat, accuracy, power, stance, field, back-up, ready position.

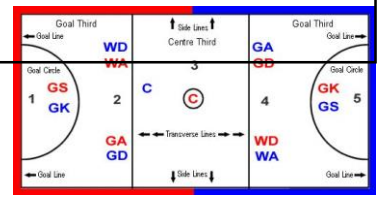


Netball

Rules: Netball has 7 players on each team. A footwork rule means that players are not allowed to move with the ball, although they can pivot. They can also move the second leg that touches the floor. Each player starts the game in a set place and is restricted to certain areas of the netball court and they each have different roles to play. There are 3 types of passes –chest pass, bounce pass, overhead pass.

Positions: On each team in netball there is a centre, goal attack, wing attack, goal shooter, goal defence, wing defence and goal keeper.

Key Words: Pivot, chest pass, bounce pass, shoot, time, rebound, footwork.



DOHA BRITISH SCHOOL WAKRA

Spanish

Spanish Knowledge Organiser for Year 6 Term 1 Autumn 1

Key vocabulary

*Números del 1-1000

0 cero	21-29 Veinti_(1-9)
1 uno	30 treinta
2 dos	40 cuarenta
3 tres	50 cincuenta
4 cuatro	60 sesenta
5 cinco	70 setenta
6 seis	80 ochenta
7 siete	90 noventa
8 ocho	31 - 99 Tens y Units
9 nueve	100 cien
10 diez	101 -199 ciento
11 once	200 doscientos
12 doce	300 trescientos
13 trece	400 cuatrociento
14 catorce	500 quinientos
15 quince	600 seiscientos
16 dieciséis	700 setecientos
17 diecisiete	800 Ochocientos
18 dieciocho	900 Novecientos
19 diecinueve	1000 Mil
20 veinte	

*In addition to this topic " Números del 1-1000" we will be looking at spelling.

**Paises Europeos y Nacionalidades

Suecia	Sueco/a
España	Español/a
Reino Unido	Inglés/a
Francia	Francés/a
Portugal	Portugés/a
Polonia	Polaco/a
Alemania	Alemán/a
Holanda	Holandés/a
Italia	Italiano/a
Finlandia	Finlandés/a
Grecia	Griego/a
Bulgaria	Búlgaro/a
Bélgica	Belga
Austria	Austriaco/a

**VERBO SER - TO BE

yo	soy	nosotros	somos
tú	eres	vosotros	sois
él/ella Ud	es	ellos/ellas /Uds	son

**Para preguntar por la nacionalidad:

¿De dónde + Verbo SER = ¿De dónde eres?

Decir la nacionalidad:

SER + Nacionalidad = Soy Español.

SER + de + PAIS = Soy de España

Masculino - o	Femenino - a
Italiano	Italiana
Peruano	Peruana
Chino	China
Masculino - consonante	**Femenino - consonante + a**
Francés	Francesa
Japonés	Japonesa
Inglés	Inglesa

When the masculine ends in -a, -e, -i The femenine will not change. (belga - belga, Canadiense - Canandiense, Marroquí - Marroquí)

Conjugación de los verbos regulares

Present Tense - TAKE OFF THE ENDING

Los números ordinales

Escritura de números ordinales

1° primero	11° décimo primero
2° segundo	12° décimo segundo
3° tercero	13° décimo tercero
4° cuarto	14° décimo cuarto
5° quinto	15° décimo quinto
6° sexto	16° décimo sexto
7° séptimo	17° décimo séptimo
8° octavo	18° décimo octavo
9° noveno	19° décimo noveno
10° décimo	20° vigésimo

Normas de Clase - Class commands

Silencio, por favor! - Silence please	Escuchad - Listen	Parad - Stop
Levantaos - Stand up	Sentaos - Sit down	Mirad la pizarra - Look at the board
Levantad la mano - Put you hand up	Abrid los libros - Open the books	Cerrad los libros - Close the books
Escribid - Write	Aplaudid - Clap your hands	Leer - Read
Cortad el papel - Cut the paper	A la fila - line up	Recoged - Tidy up

Países hispano-parlantes/Spanish Speaking Countries

España	Spanin	Chile	Chile
Guinea Ecuatorial	Equatorial Guinea	Argentina	Argentina
México	Mexico	Uruguay	Uruguay
Guatemala	Guatemala	Paraguay	Paraguay
El Salvador	El Salvador	Ecuador	Ecuador
Honduras	Honduras	Colombia	Colombia
Nicaragua	Nicaragua	Venezuela	Venezuela
Costa Rica	Costa Rica	Puerto Rico	Puerto Rico
Panamá	Panama	República Dominic	Dominican Republic
Perú	Peru	Cuba	Cuba
Bolivia	Bolivia		

Spanish

Spanish Knowledge Organiser for Year 6 Term 1 Autumn 2

Key vocabulary

*La hora - Time

En punto =	O'clock
Y cuarto =	Quarter past
Y media =	Half past
Menos cuarto =	Quarter to
Medio dia =	Midday
Media noche =	Midnight

* In spanish when the time is related to **"1"** i.e. **one o'clock or quarter past 1** etc... we say: Es la **una en punto** / Es la **una y media** / es la **una menos diez** etc... When the time is related from 2 to 12 we say: Son las **dos y media** / Son las **seis menos cuarto** / Son las **doce y veinticinco** etc... From minute 1 to 29 we say (Y) i.e y cinco, y veintidos, y doce etc... From minute 31 to 59 se say (menos) i.e menos once, menos veiticuatro, menos dos etc.

**La rutina diaria - Daily

Me levanto	I wake up
Desayuno	I have breakfast
Me lavo las manos	I wash my hands
Me voy a casa	I go home
Leo	I read
Me ducho	I have a shower
Me cepillo los dientes	I brush my teeth
Como	I eat lunch
Estudio	I study
Me acuesto	I go to sleep
Me visto	I get dress
Juego con mis amigos	I play with my
Me voy a dormir	I go to bed
Ceno	I have dinner
Duermo	I sleep

**During this topic we will link the topic about time and daily routines for the students to be able to write full sentences i.e. Yo me levanto a las seis y media. Yo me ducho a las siete y cuarto etc.. We will also learn some time connectives such as luego - later on / mas tarde - later on / despues - later on.

El Día de los Muertos - The Day of the Dead

Cementerio	Cementery	Recordar	To remember
Lápida	Stone	Referirse	To refert to
Flores	Flowers	Rima	Rhyme
Velas	Candles	Instalar	To put up
Calaveras	Skulls	Agrado	Likes
Muerto	Dead	Puesto de poder	Position of power
Foto	Photo	Parodiar	To make fun of
Altar	Altar	Regalo	Present
Ofrenda	Offering	Esqueleto	Skeleton
Comida	Food	Huesos	Bones
Papel picado	Perforated paper	Grupo mariachi	Mariachi group
Alfeñiques	Sugared Skulls	Grupo solemne	Solemn group
Pan de muerto	Dead bread	Alegría	Joy
Bromear	To joke	Tristeza	Sadness

Research the Mexican festival

This topic is a comparison between The Day of the Dead in Mexico and in Spain.

Preposiciones - Prepositions

encima	on top
debajo	under
delante	in front
detrás	behind
al lado	to one side
al otro lado	to the other side
enfrente	in front of
entre	between
cerca	close
lejos	far
a la derecha	to the right
a la izquierda	to the left
dentro	in
fuera	out
en	on
através	through
alrededor	around

https://rockalingua.com/videos/prepositions-pla

***La familia - family members

Padre	Father
Madre	Mother
Hermano	Brother
Hermana	Sister
Bebé	Baby
Abuelo	Grandpa
Abuela	Grandma
Tío	Uncle
Tía	Aunt
Primo	Cousin (male)
Prima	Cousin (female)
Hijo	Son
Hija	Daughter
Sobrino	Nephew
Sobrina	Niece
Cuñado	Brother-in-law
Cuñada	Sister-in-law
Marido	Husband
Mujer	Wife

*** During this topic (**La Familia**) we will learn how to itroduce the family. In Spanish we use the words Este for **this is** (if the person is male). Esta for **this is** (if the person is female) él / ella = **he /she** depending if the person is male or female. Ellos / ellas or aquellos / aquellas = **They are** depending if the person is male or female.

Resources

Quiz – Kahoot	https://kahoot.it/
English – Century	https://www.century.tech/
Maths – Century - TT Rockstars	https://ttrockstars.com/
Vocabulary Flash Cards	https://www.scholastic.com/parents/games/flash-card-maker.html