DOHA BRITISH SCHOOL WAKRA

Year 6 Knowledge Organiser

Autumn Term

2023

World War 2

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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

Timetable

6D - Starfish Class - Timetable 2023-24										
	Registration 7.00-7.10	Period 1 7.10 - 8.00	Period 2 8.00 - 8.50	Period 3 8.50 - 9.40	Break	Period 4 10.00 - 10.50	Period 5 10.50 - 11.40	Lunch	Period 6 12.20 - 13.10	Period 7 13.10 - 14.00
Sunday		Maths	English	Reading		PE	Foundation		Music	Spelling
Monday		Maths	Arabic/Spanish	English		Reading	Islamic/ Miss Brown		Science	Science
Tuesday		Maths	English	Reading		Library 10-10.25	Computing		Arabic/Spanish	Grammar
Wednesday		QH	Reading	Reading		Maths	Arabic/Mr Knox		PE	English
Thursday		Arithmetic	Arabic/Spanish	SPaG		Foundation	Islamic/Mr Evans		Science	Science

Year _6B___ Class ___WOLF____ Timetable 2023-24										
	Registration 7.00-7.10	Period 1 7.10 - 8.00	Period 2 8.00 - 8.50	Period 3 8.50 - 9.40	Break	Period 4 10.00 - 10.50	Period 5 10.50 - 11.40	Lunch	Period 6 12.20 - 13.10	Period 7 13.10 - 14.00
Sunday		Maths	English	Reading		PE	Music		Foundation	Spelling
Monday		Maths	Arabic/Spanish	English		Reading	Islamic/ Miss Brown	Duty 12 - 12:20 Y5 Canteen	Science	Science
Tuesday		Maths	English	Reading		Library 10:25 - 10:50	Computing		Arabic/Spanish	Grammar*
Wednesday		QH	Reading	Reading		Maths	Arabic/Mr Knox	Duty 11:40 - 12: Y6 in between classes	PE	English
Thursday		Arithmetic	Arabic/Spanish	Spelling Test		Foundation	Islamic/Mr Evans	Duty 12 - 12:20 Y5 Canteen	Science	Science

Year 6 - Class Elephant - Timetable 2023-24										
	Registration 7.00-7.10	Period 1 7.10 - 8.00	Period 2 8.00 - 8.50	Period 3 8.50 - 9.40	Break	Period 4 10.00 - 10.50	Period 5 10.50 - 11.40	Lunch	Period 6 12.20 - 13.10	Period 7 13.10 - 14.00
Sunday		Maths	English	Reading		PE	Foundation		Spelling	Music
Monday		Maths	Arabic/Spanish	English		Reading	Islamic Studies/ Miss Brown		Science	Science
Tuesday		Maths	English	Reading		Computing	Library		Arabic/Spanish	Grammar
Wednesday		QH	Reading	Reading		Maths	Arabic/Mr Knox		PE	English
Thursday		Arithmetic	Arabic/Spanish	SPaG		Foundation	Islamic Studies/ Mr Evans		Science	Science

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English - Grammar

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
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 –

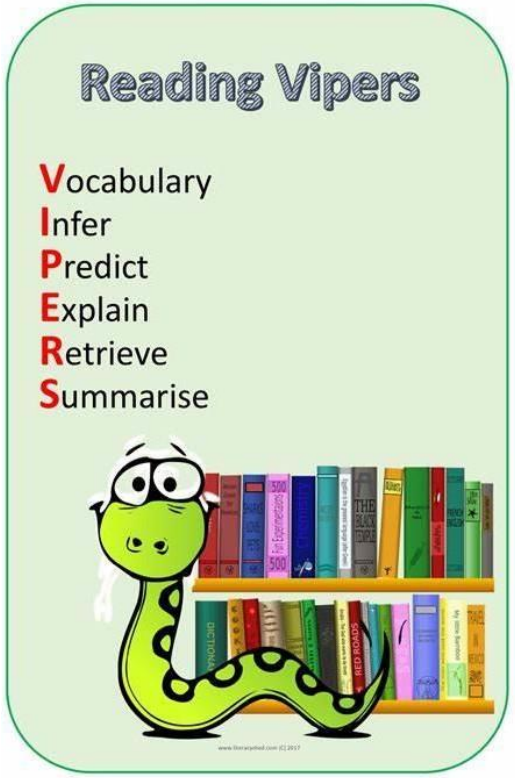
English – Spelling List for Year 6

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

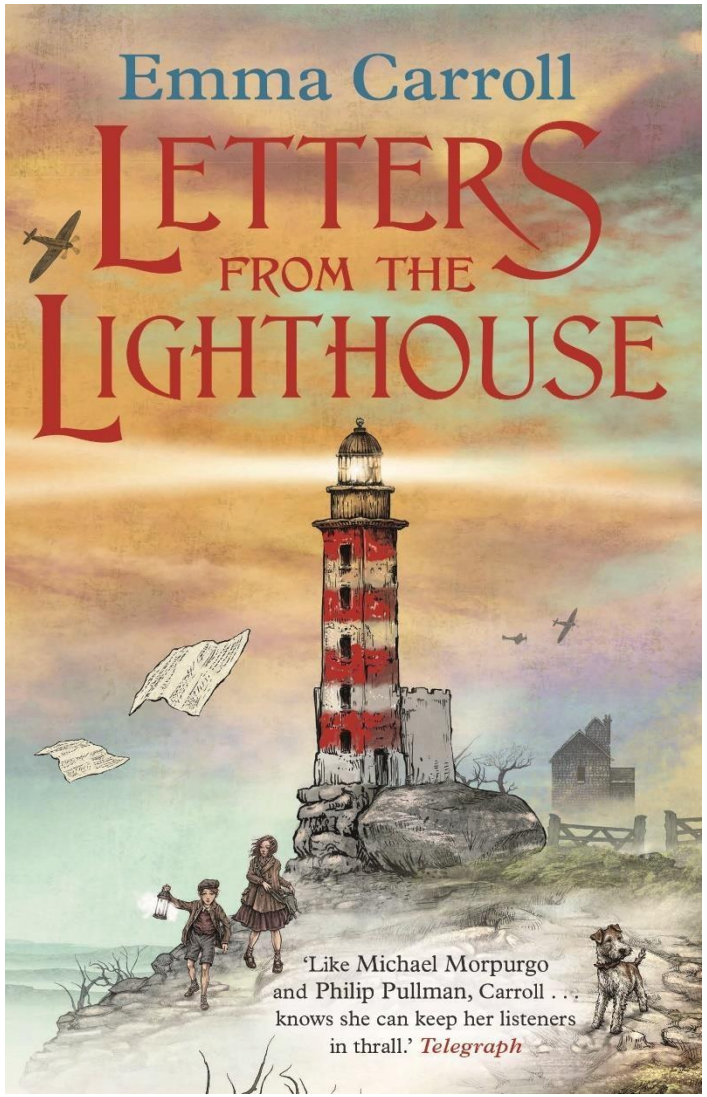
accurate	arguably	complex	crucial	eliminate
additionally	assert	condition	data	emphasise
address	available	contradiction	debate	encounter
advantage	citation	contrary	discriminate	establish
disadvantage	cite	coordinate	drawback	evaluate
analyse	complement	correspond	excessively	eventually

Reading



Questions you could ask at home:

- What happened in the last chapter you read?
- Who are the main characters?
- What is the plot of the story?
- Which character do you like the most and why?
- What do you predict will happen at the end of the story? Why?



Maths –

Number and Place Value — Knowledge Organiser

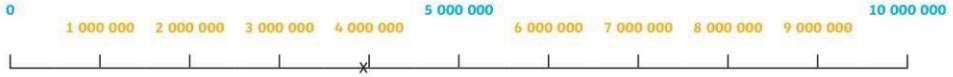
Numbers to Ten Million

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

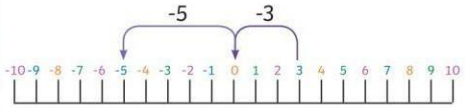
equals	greater than	less than
26 + 38 = 8 × 8	223 873 > 98 256	901 198 < 1 091 098
Both calculations have the value 64.	The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.	The number on the right has 1 million and the number on the left has 0 millions.

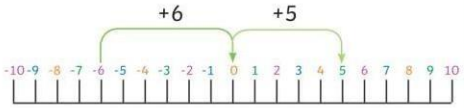
smallest | 81 782 | 127 352 | 127 835 | 137 019 | 200 002 | greatest

Negative Numbers

3 - 8 = -5

-6 + 11 = 5





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	$^{6}\cancel{7}$	$^{13}\cancel{4}$	$^{1}\cancel{2}$
-		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	$\cancel{3}$	$\cancel{2}$	
	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

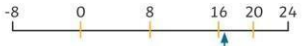
Order of calculations:

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

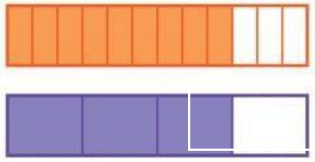
Simplify Fractions

$$\frac{9}{12}$$

Factors of 9:
1, 3, 9

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

$$\frac{9}{12} \overset{\div 3}{=} \frac{3}{4}$$



Compare and Order Fractions

Use the Common Denominator

Multiples of 5:
5, 10, 15

$$\frac{3}{5} \quad \square \quad \frac{2}{3}$$

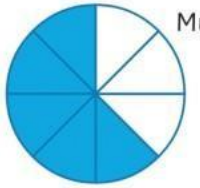
Multiples of 3:
3, 6, 9, 12, 15

$$\frac{3}{5} \overset{\times 3}{=} \frac{9}{15}$$

$$\frac{9}{15} < \frac{10}{15}$$

$$\frac{2}{3} \overset{\times 5}{=} \frac{10}{15}$$

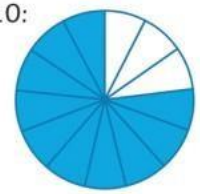
Use the Common Numerator

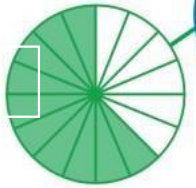


Multiples of 5:
5, 10, 15

$$\frac{5}{8} \quad \square \quad \frac{10}{13}$$

Multiples of 10:
10, 20

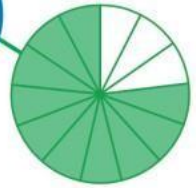




$$\frac{5}{8} \overset{\times 2}{=} \frac{10}{16}$$

$$\frac{10}{16} < \frac{10}{13}$$

$$\frac{10}{13} = \frac{10}{13}$$



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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

$\frac{2}{5}\times 3 \rightarrow$

$3=\frac{3}{1}$

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

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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.

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

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

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

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

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

$2\frac{1}{2}=\frac{5}{2}$ $\quad 1\frac{1}{4}=\frac{5}{4}$

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

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

Dividing Fractions by Whole Numbers

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

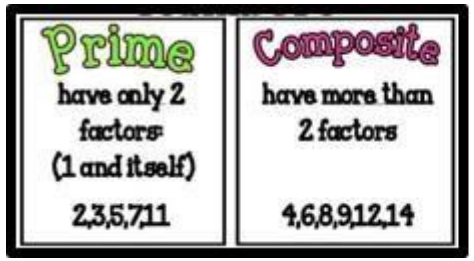
Multiplication and division are the inverse of one another so:

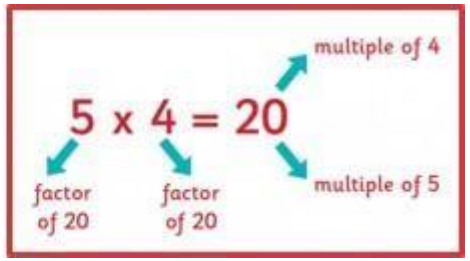
$\div$ 2 is the same as $\times \frac{1}{2}$

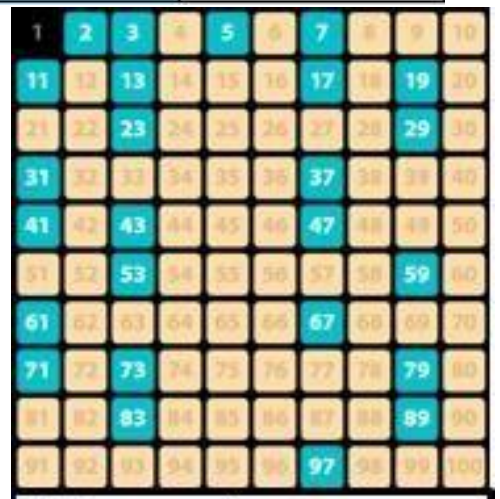
$$\frac{2}{5}\times\frac{1}{2}=\frac{2}{10}$$

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)







Prime numbers up to 100

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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;

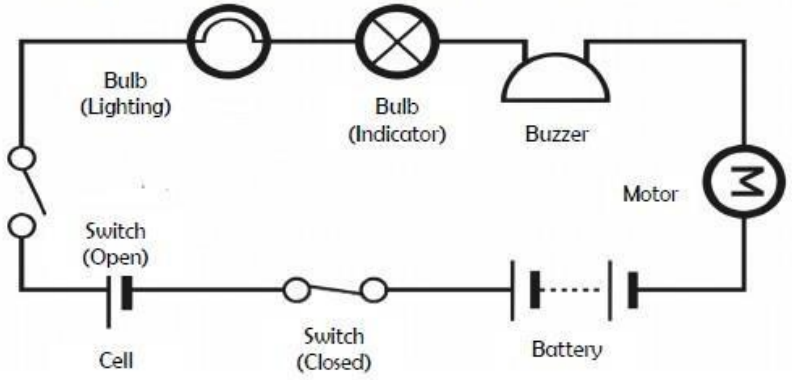
-Ensure that your hands are dry when you are near sockets/ electrical equipment;

-Do not overload a plug socket;

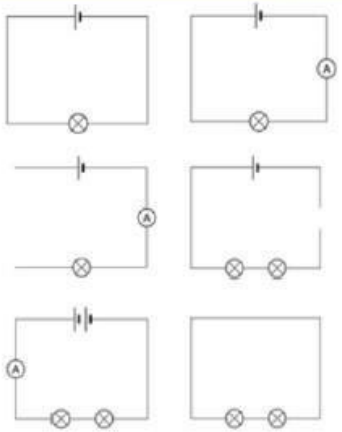
-Always get broken appliances and plugs fixed.

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.

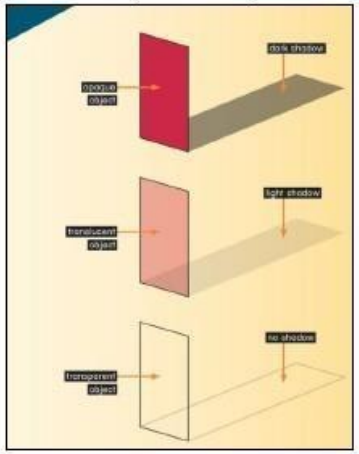
Light is given off some objects (for example the Sun). Darkness is the absence of light.

-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).

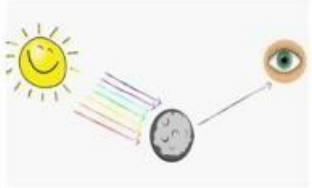
-Light travels in a straight line from light sources.

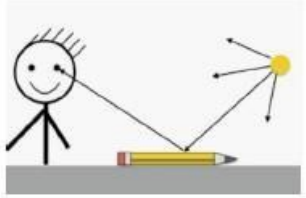
-We can see that light travels in straight lines when we shine a torch in a dark room, or when a ray of light comes through a window.

-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!

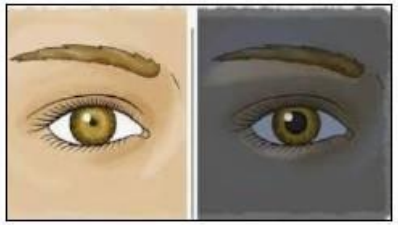
-For example, we see The Sun because it is a light source, sending light into our eyes.

-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

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History -

Key Vocabulary	
Allies	The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.
atomic bomb	A very high-energy bomb made of radioactive material.
Axis	The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later.
evacuation	When people have to leave a dangerous area and move to a safer place.
Nazi party	A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.
persecution	When a group of people are targeted and treated in a cruel or unfair way, such as changing laws to punish them or imprisoning them unfairly.
rationing	To limit how much of something people can have, such as food and fuel.

How Did the Second World War Begin?

The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 30th September 1938, British, French, German and Italian leaders signed a treaty which allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, Hitler broke the agreement, first invading the rest of Czechoslovakia and then Poland on 1st September. The Allies (Britain, France and Poland) had made a pact to support each other, so Britain and France declared war on Germany.

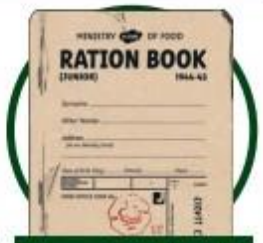
The Role of Women

Before the war, most women stayed at home and did not go out to work. Some women worked but their choice of job was limited, such as nursing or working as a shop assistant. However, when men went to war, women were needed to take on jobs such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves.

After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could continue to lead more independent lives.

Rationing

Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible.



A ration book

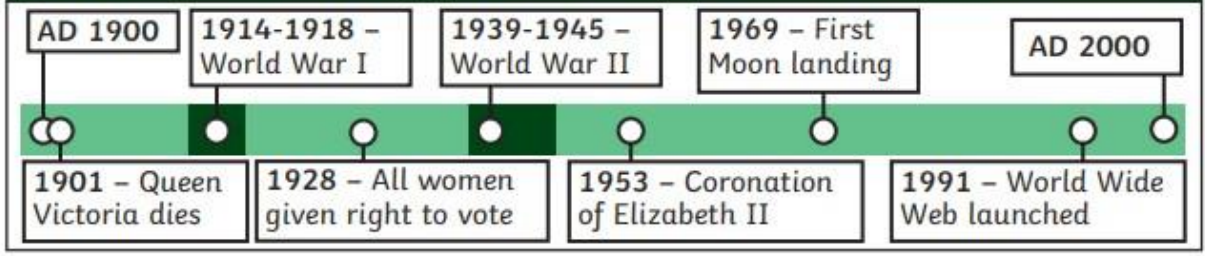
Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used.

History -

Key Events

1939	1st September	German troops invade Poland.
	3rd September	Britain and France declare war on Germany.
1940	10th May	The Battle of France begins.
	26th May	Allied forces are evacuated from Dunkirk in France.
	10th July	The Battle of Britain begins.
	7th September	The Blitz begins.
1941	22nd June	Germany invades the USSR (Soviet Union).
	7th December	Japan bombs Pearl Harbor in the US.
1943	16th and 17th May	The Dambusters bombing raid is carried out.
1944	6th June	The D-Day landings.
1945	7th May	Germany surrenders to the Allies.
	6th and 9th August	The US drops atomic bombs on two cities in Japan.

Timeline



Evacuation

During the Second World War, over 3.5 million children, some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities were evacuated from the cities to the countryside. It was believed they would be safer here from bombing as cities were more likely to be bombed during the Blitz.

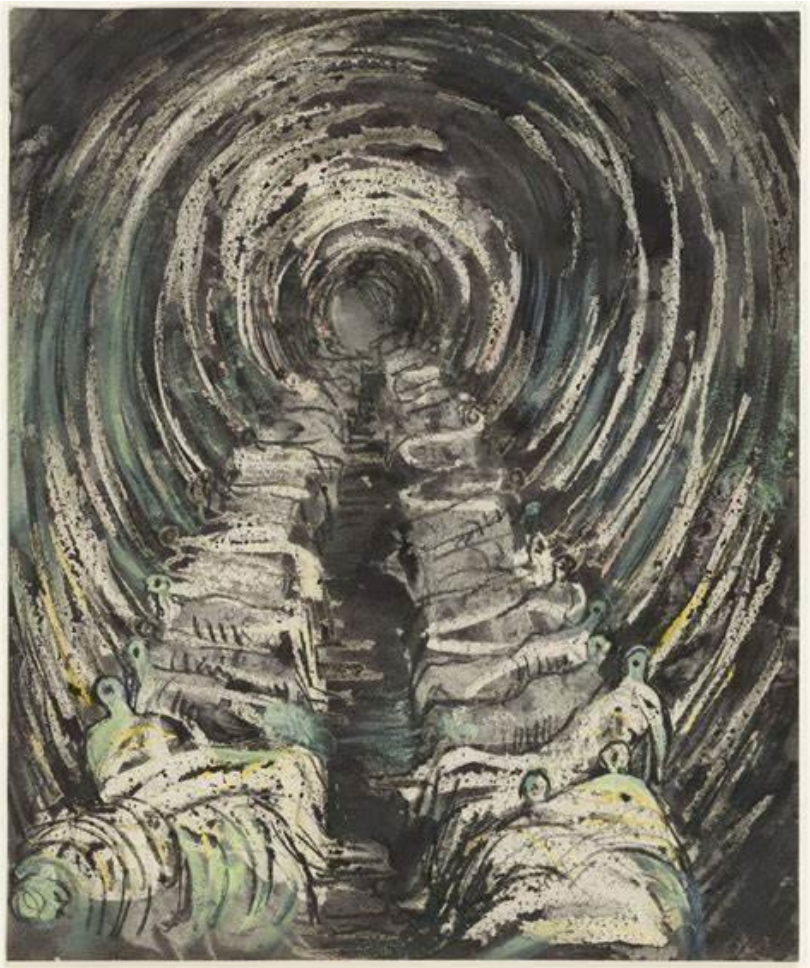
The Holocaust

The Holocaust was a period of time during the Second World War when millions of people were persecuted and killed in Europe. The majority of the people who suffered during the Holocaust were of Jewish heritage and faith. Other groups were targeted too, including members of the LGBTQ+ community and disabled people. It is thought that over 10 million people died during the Holocaust. This is known as genocide.

On 27th January each year, the Holocaust is commemorated on Holocaust Memorial Day.

Art

Henry Moore was a sculptor and draughtsman. It's important to remember the fact that he was a sculptor – his drawings have a characteristic "sculptural" feel. Moore made his shelter drawings after taking shelter one night in 1940 in Belsize underground station, when Moore was fascinated by the families camping out underground.



KEY VOCABULARY

The Blitz
Underground Shelters
Mood
Tone
Shadow
Sculptures
Drawing
Claustrophobia
Movement
Light
Disturbing
Sketch
Line
Mark making
Technique
Perspective
Chiaroscuro
Light
Heavy

Movement
Freehand
Controlled
Shape
Form
Contrast
Shadow
Light
Deep
Flat
Freehand
Controlled
Storytelling
Modify

Activities we will complete in school!

Produce a timeline of events leading up to the Second World War.

Researching key leaders during World War 2

Analyse Anne Frank's diary

Analysing primary and secondary sources

Locating the countries involved on a map

Have a class debate whether it was better to be evacuated or not during WW2.

What led to the outbreak of WW2 and what impact did it have on Britain and the wider world?

Locating the countries involved on a map

Design a poster advising people on how they can stay safe during an air raid

Compare two jobs women had during WW2.

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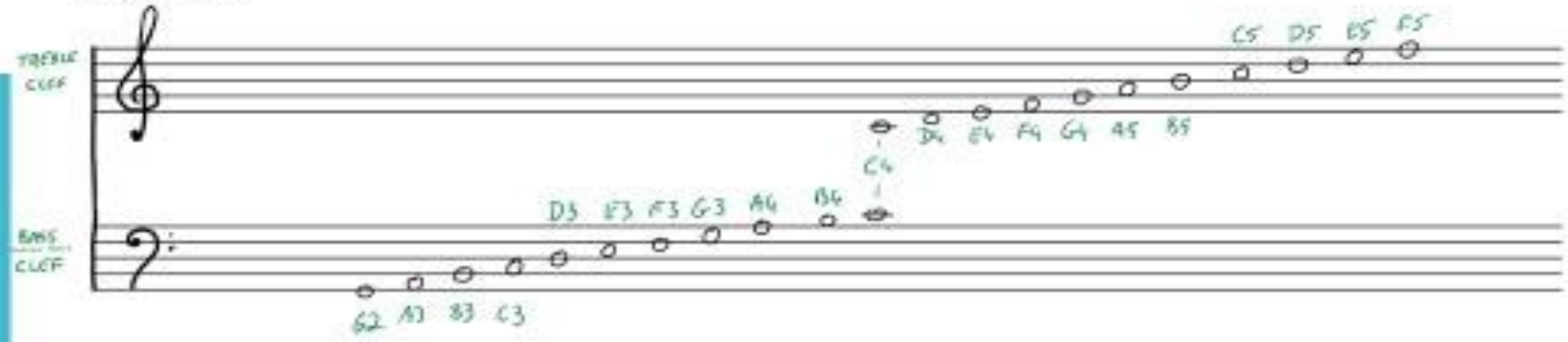
Music

Notation



𝅝 = SEMIBREVE – 4 BEATS

𝅗𝅥 = MINIM – 2 BEATS

♩ = CROTCHET – 1 BEAT

♪ ♫ = QUAVER – ½ BEAT (FLAGS ARE ATTACHED IF IN GROUPS)

𝄽 = CROTCHET/1 BEAT REST

𝄼 = MINIM/2 BEAT REST

𝄻 = FULL BAR REST

𝄾 = QUAVER/½ BEAT REST

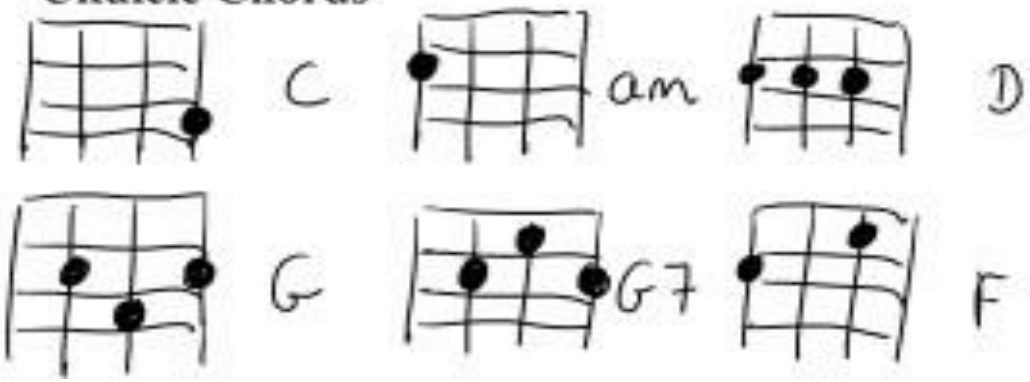
𝅝. / 𝅗𝅥. / ♩. / ♪. – A DOT AFTER A NOTE INCREASES IT BY HALF ITS VALUE

Time Signatures

NUMBER OF BEATS PER BAR → 4 3 2

TYPE OF BEAT BEING COUNTED → 4 4 4

Ukulele Chords



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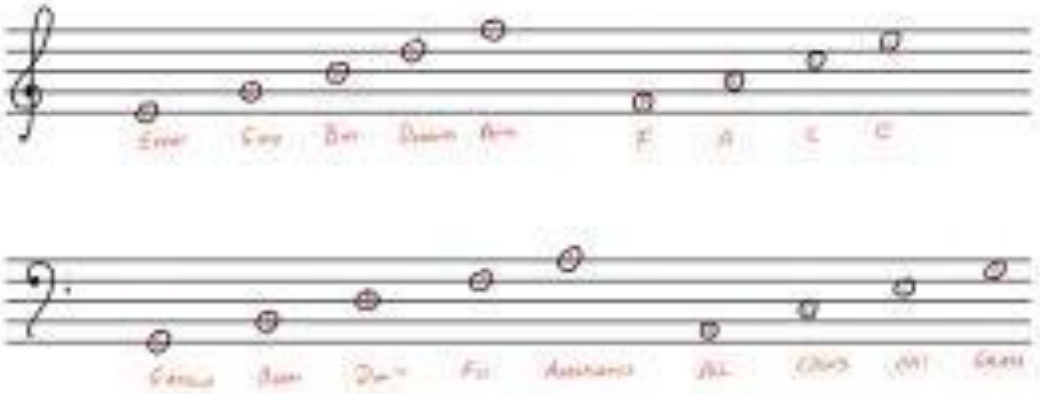
Music

Mnemonics



Instrument Families

Key Terms

Composer - A person who writes music

Tempo - The speed of the music

- **Allegro** - Fast
- **Andante** - A walking speed
- **Lentos** - Slow
- **Presto/Vivace** - Very fast

Dynamics - The volume of the music

ff	- Fortissimo	- Very loud
f	- Forte	- Loud
mf	- Mezzo forte	- Medium loud
mp	- Mezzo piano	- Medium soft
p	- Piano	- Soft
pp	- Pianissimo	- Very soft

Orchestra - A large group of musicians who play together

Conductor - The leader of the orchestra

PE

Gymnastics

Gymnastics is a sport that includes physical exercises which requires a combination of strength, balance, flexibility, coordination and much more.

Positions:
Forward rolls, Tuck rolls, teddy bear rolls, log rolls, cartwheels, supporting positions, jumps, balances and a combination of different forms of travelling . These are some of the positions needed as part of a sequence.

Key Words
Starting position, finish position, control, balance, pointed toes, tight core, strength, straight legs.

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.

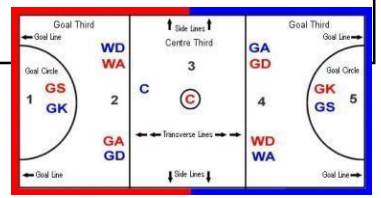
Key Words: Bowl, bat, accuracy, power, stance, field, back-up, ready position.

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.



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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

tps://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
Read Theory	https://readtheory.org/
Get Epic	https://www.getepic.com/sign-in
Sora	https://soraapp.com/welcome/login/130243/ils/dohabs/form/Doha%20British%20School