

# **Knowledge Organisers**

## **2<sup>nd</sup> Summer Term**

**Science**  
**History**  
**Geography**  
**DT**  
**PSHE**  
**Latin**  
**Music**  
**R.E.**  
**P.E.**

## **Class 2 - Year 2**

## Knowledge Organiser- Magnetism – Science - Year 3

Key Vocabulary	Definition
attract	When magnets, or magnetic objects move towards each other
repel	When magnets, or magnetic objects move away from each other
exert	A show of force.
lodestone	A natural stone that is magnetic
contact force	A force that needs to touch something to work
non-contact force	A force that can work across a distance
Magnetic field	The invisible area around a magnet that creates the magnetic force of a magnet
Magnetic force	The force a magnet has to attract or repel an object
Magnetic poles	The two different ends of a magnet where the magnetic force is strongest
compass	A device that points to the North Pole and can be used to navigate
predict	To use your knowledge to think carefully about what will happen in the future
Fair test	To only change one variable in an experiment so you can find out if it makes a difference
variables	Parts of an experiment that you can change or vary
conclusion	What you have found out in your experiment
improvement	What could you do now or next time to make your work more accurate

### **Key Knowledge**

I know that magnets can be made or found naturally in the earth.

I know that opposite poles attract and the same poles repel.

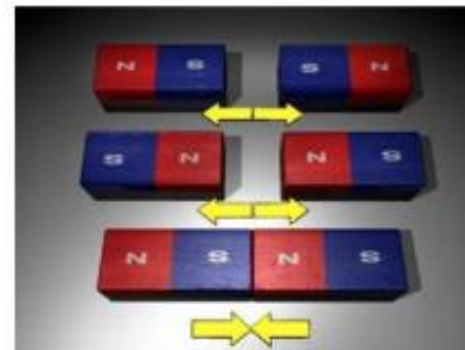
I know that a compass always points north.

I know that magnetic force can pass through some objects.

### Magnetism and magnetic forces

**Poles** of a magnet are the place where the magnetic force is the strongest.

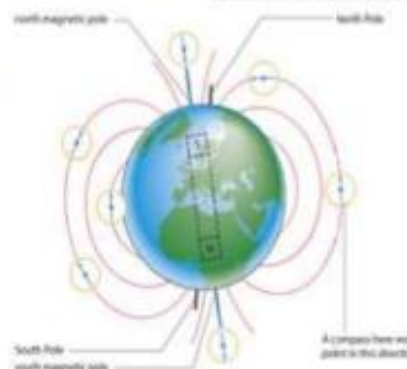
A bar magnet has a **north** pole and a **south** pole.



Like poles **repel**. Opposite poles **attract**.

A magnetic force is a non-contact force.

### The Earth's magnetic field



The Earth behaves as if there is a bar magnet inside it. The geographic north pole is a magnetic south pole. A compass will point towards geographical north and is the **north-seeking pole**.

## Year 2 - Knowledge Organiser- History- Powerful Voices

Key Vocabulary	Definition
Empire	A group of states or countries ruled over by a single person or ruling power
Protest	To complain and speak out against something they disagree with in an organised way
Boycott	When people refuse to buy, use, or go somewhere in protest to bring about change
Activist	A person who feels passionately about something and wants to make a change
Civil Rights	The rights that belong to every person. The American Civil Rights Movement that fought for equal rights for black people.
Campaign	Planned actions to achieve a goal
Climate Change	The process of our planet heating up.

### Key Knowledge:

I know that Gandhi is remembered as a significant person in History for his peaceful protests.
I know that Rosa Parks and Martin Luther King fought for equal rights for black people in America.
I know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so
I know that Greta Thunberg is a young, environmental activist.
I know David Attenborough is a British broadcaster who makes natural history documentaries and speaks out about taking care of our planet.

### Gandhi

Born in India in 1869. He fought for independence from British Rule.



### Rosa Parks

Born in the USA in 1913. Known as the "mother of the Civil Rights Movement" for refusing to give up her seat on a public bus.



### Martin Luther King

Born in the USA in 1929 and led the American Civil Rights Movement.



### Malala Yousafzai

Born in Pakistan in 1997 and stood up for a girls' right to attend school.



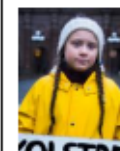
### David Attenborough

Born in the UK in 1926. A British broadcaster who speaks out about protecting the world.



### Greta Thunberg

An environmental activist born in Sweden in 2003.





## Knowledge Organiser - Japan (Geography Year 3)

Key Vocabulary:	
Earthquake	A sudden violent shaking of the ground caused by movements within the earth's crust or volcanic action.
Monsoon	Wind that carries heavy rains to southern Asia.
Typhoon	A tropical storm.
Island	A piece of land surrounded by water.
Tokyo	The capital and largest city of Japan.
Trade	Buying and selling things, for example food, machines, books
Feudal system	A system in which people were given land and protection by people of higher rank, and worked and fought for them in return.
Shogun	The supreme military commander.
Daimyos	Major landholders who each had control over a part of country. The Shogun had power over the daimyo.
Culture	A pattern of behavior shared by a society, or group of people. These things include food, language, clothing etc.

Key Knowledge:
I know Japan is an island (a body of land entirely surrounded by water).
I know that Japan has four seasons but suffers from a range of natural disasters
I know some of the differences between rural and urban Japan
I know many global companies are based in Japan.
I know that Japan is rich in tradition and culture.

Flag of Japan



Mount Fuji



## Knowledge Organiser – Pop-Up Books - Design Technology - Year Three

### Key Vocabulary:

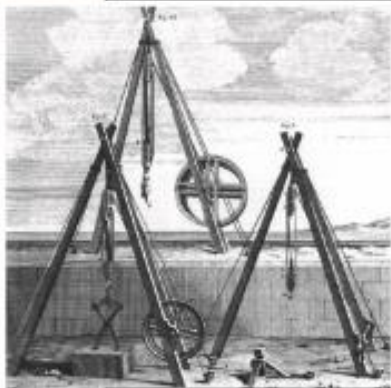
Shaduf	A machine to move water from a lower place to a higher place.
Mechanism	A device used to create movement in a product.
Lever	A rigid bar which moves around a pivot.
System	A set of related parts used to create an outcome. Systems have an input, process and an output.
Pivot	The central point, pin, or shaft on which a mechanism turns or oscillates.
Counterweight	A weight that, by exerting an opposite force, provides balance and stability of a mechanical system. Counterweights are often used in traction lifts, cranes and funfair rides.
Pulley	A small fixed wheel or a group of such wheels with a rope or chain in a grooved rim that is used to lift something up.
Catapult	A device used to launch a projectile a great distance.

### Key Knowledge:

- I understand ancient civilizations created different mechanisms.
- I know how to create a box cut and fold to create a pop-up mechanism.
- I know how to create a design plan.
- I know how to use different materials and tools to build a shaduf by following my plan and testing it.



Roman catapult (replica)

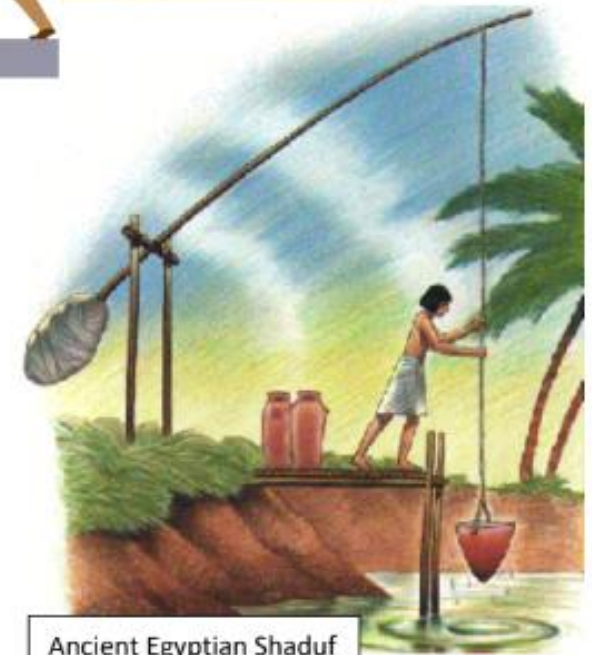
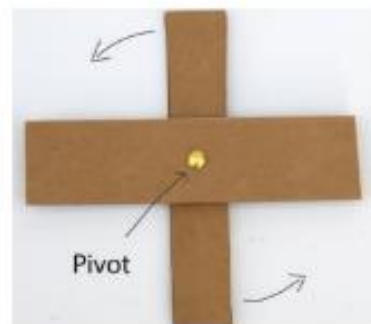
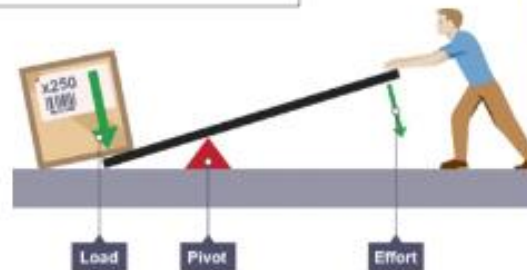


Ancient Greek pulley system

Oscillating— backwards and forwards in an arc e.g. a lever.



Reciprocating— backwards and forwards in a straight line e.g. a slider.



Ancient Egyptian Shaduf



# Latin Knowledge Organiser - Unit 6: Off to Town

## Key Vocabulary

Latin	English
vādō	I go/I am going
Eborācum	to York or in York
ibi	there
arma	weapons
lūdus	game
lūdī	games
pilulae	beads
variae	colourful (pl)
stilus	pen
stilī	pens
gladius	sword
cēra	wax tablet
cērae	wax tablets
frāctus/frācta	broken
obēsus/obēsa	fat
dūrus/dūra	tough
acūtus/acūta	sharp
callidus/callida	clever

## Key Knowledge

- To investigate Romano-British settlements (York/Eboracum).
- To translate sentences with plural forms.
- To translate simple sentences using our prior knowledge and some imperative forms.
- To create simple plural nouns.
- To explore and translate ancient mythology (Acteon and Diana).
- To explore how art depicts ancient mythology.

## Unit Motto

**audentes fortuna iuvat = fortune favours the bold**

## Grammar

Words we use to talk about actions are called verbs. For example, Flavius **is travelling**. In Latin, we show who is doing the verb (the subject) by changing the ending of the verb.

Words we use to describe a noun are called adjectives. In Latin, you must change the ending of the adjective to agree with the noun.

- If the noun is feminine, the adjective ending must be feminine, e.g. ancilla benigna est (the slave girl is kind)
- If the noun is masculine, the adjective ending must be masculine, e.g. gladius maximus est (the sword is very big)
- If the noun is plural, the adjective ending must be plural, e.g. pilulae pulchrae sunt (the beads are beautiful)



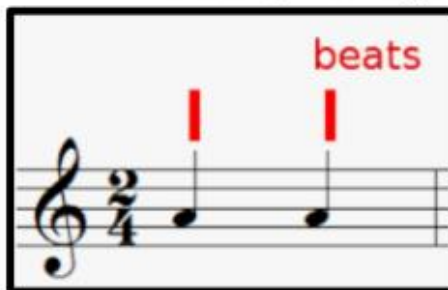
## Actaceon and Diana



Key Vocabulary	Definition
Pulse/Beat	A musical pulse
Rhythm	Music as it unfolds in time
Pitch	Highness or lowness of a sound
Tempo	The speed of the music
Dynamics	Loudness or quietness of a sound
Forte	Loud sound
Piano	Quiet sound
Improvise	To create with without preparation
Notation	Musical notes on a stave

### Songs covered

- I Wanna Sing In A Band
- Music Is All Around
- Saying Sorry



### Listen & Respond



Did you like the songs?  
Did you dance to any of the songs?  
How did the songs make you feel?

### Finding The Pulse

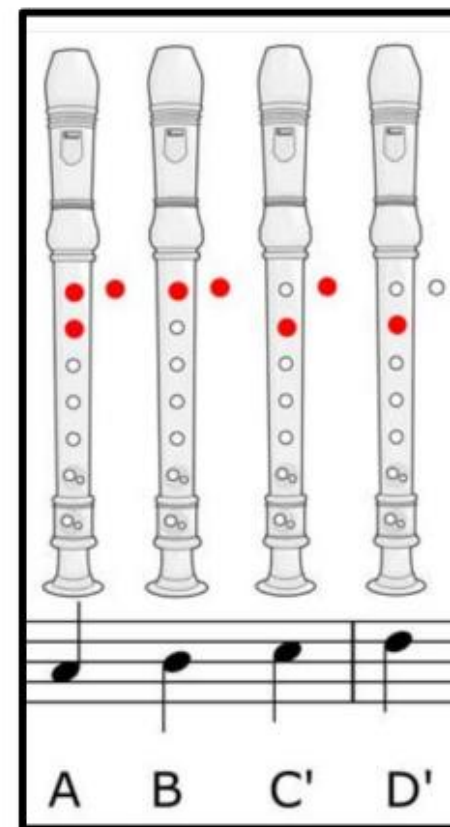
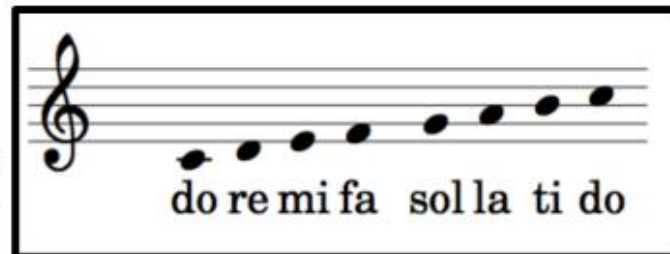


Find and keep a steady beat  
Move, dance and perform actions  
along to music

### Clapping Rhythms



Copy and clap back rhythms  
Clap the rhythm of your name  
Create rhythms of long and short





## Knowledge Organiser – PSHE – Changing Me - Year Two

Key Vocabulary	
<b>Life cycle</b>	The series of forms into which a living thing changes as it develops.
<b>Growing up</b>	A typical feature or quality that something/somebody has.
<b>Baby</b>	A very young child or animal.
<b>Adult</b>	A fully-grown person who is legally responsible for their actions.
<b>Change</b>	To become different.
<b>Independent</b>	Not being controlled or ruled by another.
<b>Private</b>	Something you do not want other people to know about or see.
<b>Touch</b>	To put your hand or another part of your body onto somebody/something.
<b>Worry</b>	To keep thinking about unpleasant things that might happen or about problems that you have.

Key Knowledge
I can recognise cycles of life in nature.
I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.
I understand there are different types of touch and can tell you which ones I like and don't like.



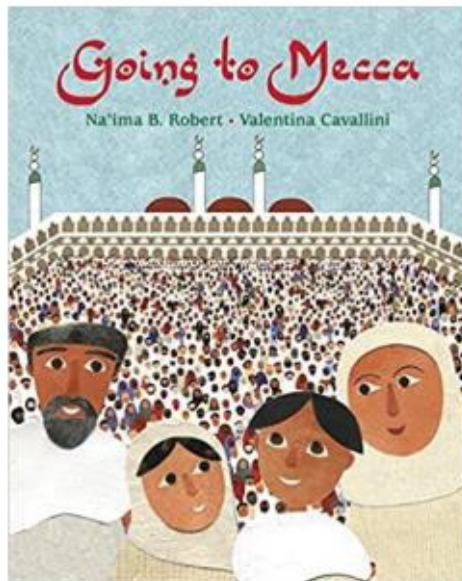
Reflective questions
Ask me this...
How have you changed since you were a baby?
Can you remember the names of the body parts that make girls and boys different?
What would you do if someone was touching you and you didn't like it?



**R.E. Year 2 – Summer 2 Knowledge Organiser**  
**Enquiry: Does completing Hajj make a person a better Muslim?**

Key vocabulary	Definition
<b>Hajj</b>	An Islamic pilgrimage – one of the 5 Pillars of Islam.
<b>Mecca / Makkah</b>	The prophet Muhammad (PBUH) was born in Makkah in Saudi Arabia.
<b>Grand Mosque</b>	The Mosque in Makkah that pilgrims visit on the Hajj
<b>pilgrimage</b>	A journey to a sacred place
<b>Ka'bah</b>	The Ka'bah is a cube-shaped black box. It marks the centre of the Muslim world

Key Knowledge
I know how going on a special journey can make me feel
I can explain what the Hajj is and how it started.
I know what happens during Hajj and some of the rituals that Muslims completed
I can say why Hajj is important to Muslims
I can talk about a journey that is important to me and explain why.



Grand mosque





Ka'bah



Key Vocabulary	Definition
<b>Jumping</b>	Using your arms and legs to push yourself off the ground.
<b>Landing</b>	After jumping, landing with two feet on the floor or a mat in a controlled way.
<b>Sprint</b>	Running as fast as you can.

Skill Development
<p>To develop the sprinting action.</p> <p>To develop jumping for distance and technique when jumping for height.</p> <p>To develop throwing for distance and for accuracy.</p> <p>To select and apply knowledge and technique in an athletics carousel.</p>

Skills	
<b>Landing</b>	
<b>Sprinting</b>	
<b>Jumping</b>	