

Knowledge Organisers

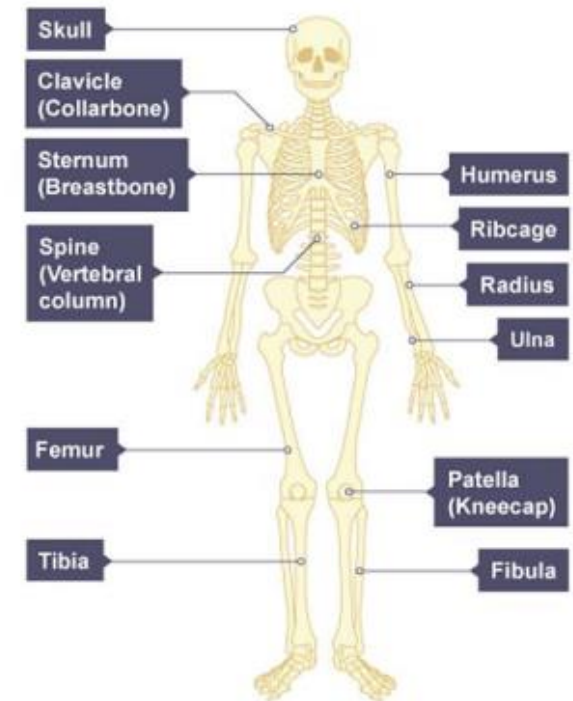
2nd Summer Term

Science
History
Geography
Art
PSHE
Latin
Music
R.E.
Swimming

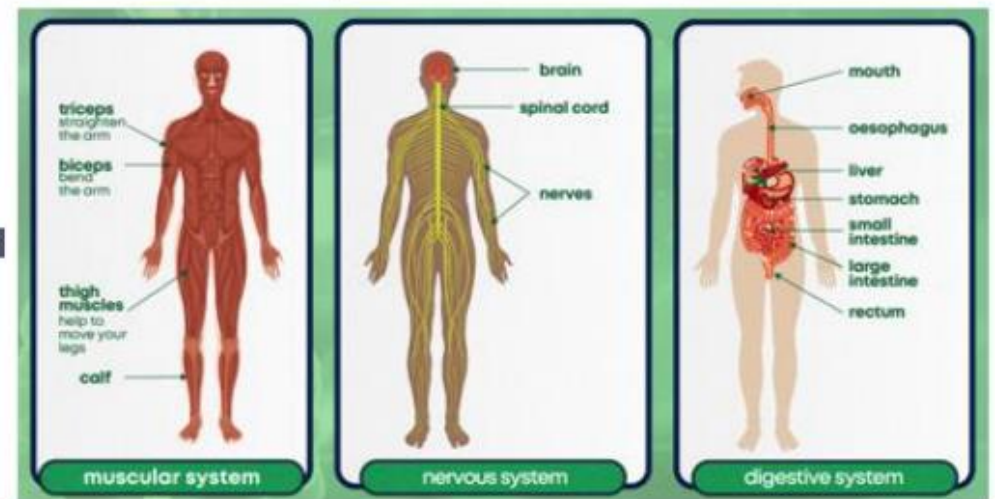
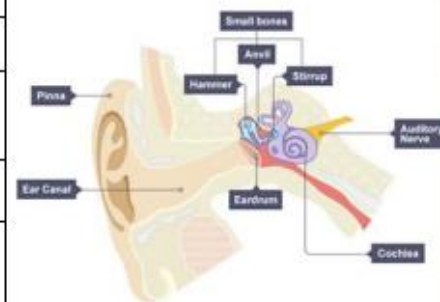
Class 3 - Year 5

Knowledge Organiser – The Human Body – Science - Year 4

| Key Vocabulary: | |
|-------------------------|---|
| skeleton | The bony system that gives us shape and protects out internal organs |
| cranium | The hard bone that protects our brain (skull) |
| vertebrae | The bones that make up our backbone |
| ligaments | Join bones to bones |
| tendons | Join muscles to bones |
| cartilage | Protects the ends of bones from damage and wearing out |
| joints | Where two bones meet to produce movement |
| marrow | The spongy substance inside bones |
| muscles | The system that helps us to operate our bones and also involuntarily operates our organs |
| voluntary | In our control |
| involuntary | Out of our control |
| nervous system | The network of nerve cells and fibres which transmit nerve impulse between parts of the body |
| digestive system | The organs that take in food and liquids and break them down into substances that the body can use for energy, growth, and tissue repair. |



| Key Knowledge: |
|---|
| I know what the role of the skeleton is. |
| I can identify some of the bones. |
| I can identify some muscles and explain how they work |
| I understand the role of the nervous system |
| I understand the role of the digestive system |
| I know how our ears work to help us hear |



Knowledge Organiser - Later Stuarts: Plague, Fire and Revolution History – Year 4

Key Vocabulary:

| | |
|----------------|---|
| Restoration | The restoration of 1660 marked the return of Charles II to the throne after the Commonwealth (when England didn't have a king) |
| Parliament | In the UK: the highest legislature |
| Bubonic Plague | A disease which causes painful, swollen lumps, black hands and feet and flu-like symptoms. In 1665, fleas carried on rats spread the plague across London, resulting in the deaths of approximately 15% of the population |
| Plague Doctor | A doctor who was hired to treat victims of the plague |
| Fire hook | A hook used to pull down buildings to stop the fire from spreading |
| Protestant | A member or follower of any of the Western Christian Churches |
| Catholic | A member of the Roman Catholic Church |
| Bill of Rights | A set of laws written in 1689 to say what a king or queen could or could not do |
| Democracy | A form of government and people have a say about how it is run by voting |

Sunday 2nd September 1666



A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.



The fire reached London Bridge, burning down about 300 houses on the way.

Monday 3rd September 1666



The people of London started to run away from the city. They escaped on boats across the River Thames

Tuesday 4th September 1666



Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.



The fierce wind meant the fire was spreading further. St Paul's Cathedral went up in flames too.

Wednesday 5th September 1666



The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.

Key Knowledge:

| |
|---|
| I know in 1660, Parliament restored Charles II as King. |
| I understand how the bubonic plague spread. |
| I know that the Great Fire of London in 1666 spread quickly and destroyed much of the city. |
| I understand the events of the Monmouth Rebellion and why it happened |
| I know why the Bill of Rights was passed. |



Knowledge Organiser - Asia: India and China – Geography - Year 4

| Key Vocabulary | Definition |
|---------------------------|--|
| Taj Mahal | One of the most famous monuments in India. Built by Shah Jahan in 1653 as a tomb for his wife. |
| Indus River | One of the longest rivers in Asia. |
| Indus Valley Civilisation | An ancient civilisation that flourished in the Indus River valley, from about 2500 to 1500 B.C. |
| River Ganges | A river that runs through the north-east of India. The Ganges is a sacred river in the Hindu religion. |
| Shanghai | The largest city in China. |
| Great Wall of China | A defensive wall built through China to protect it from invaders. |
| Qin dynasty | The Chinese dynasty from 246 B.C. to 206 B.C., that created the first government and built much of the great wall. |

| Key Knowledge |
|--|
| I know that India and China are both countries in the continent of Asia. |
| I understand that India's landscape is diverse. |
| I know the Indus and Ganges Rivers are important Indian Rivers |
| I know the physical and human features of China. |
| I understand The Great Wall of China was built to defend China. |



The River Ganges



The Great Wall of China

| | India | China |
|----------------|---------------------------------------|--------------------|
| Population | 1.3 Billion | 1.4 Billion |
| Capital City | New Delhi | Beijing |
| Main Language | Hindi | Mandarin |
| Main Religions | Hinduism, Islam, Buddhism and Sikhism | Officially Atheist |



Knowledge Organiser - The Pre Raphaelite Brotherhood - Art – Year 6

Key Vocabulary:

| | |
|-----------------------------------|--|
| Pre Raphaelite Brotherhood | Members of an Art Society started in London 1848 |
| Blasphemous | Talk and imagery that is offensive against a god |
| Idealisation | Portraying something that is imperfect as perfect |
| Realism | Art style that represents people and objects as they actually are |
| Eminent | Famous person respected for their skills |
| Canvas | A strong, coarse unbleached cloth made from hemp or flax used to make items such as a surface for oil painting. |
| Oil Paint | a thick paint made with ground pigment and a drying oil such as linseed oil, used by artists. |
| Ophelia | Name of the unfortunate maiden who loved Hamlet in Shakespeare's play "Hamlet". |
| Royal Academy of the Arts | The Royal Academy of Arts (RA) is an art institution based in Burlington House on Piccadilly in London attended by eminent artists and architects . |
| Textiles | The branch of industry involved in the manufacture of cloth. |

Key Knowledge:

| |
|--|
| know the Pre Raphaelites were a group of artists known for oil paintings created using a study of nature at close hand |
| know Ophelia was by Millais and inspired by Hamlet. |
| know how to use sketching pencils to add detail, texture and tone. |
| understand how colour creates impact. |
| understand what proportion means and why it is important. |

William Morris

Wallpaper Design, 1858



Art of William Holman Hunt

"Our English Coasts" (the lost sheep) 1852



"The Light Of The World"
Keble College Oxford 1853



Oil Paintings by John Everett Millais

"Christ in the house of his parents" 1850



Ophelia" 1852



Knowledge Organiser – PSHE – Changing Me - Year Five

Key Vocabulary

| | |
|--------------------|--|
| Self-image | The opinion or idea you have of yourself, especially of your appearance or abilities |
| Self-esteem | A feeling of being happy with your own character and abilities |
| Puberty | The period of a person's life during which their sexual organs develop and they become capable of having children. |
| Oestrogen | A hormone produced in the ovaries which controls the reproductive cycle and prepares the body for pregnancy. |
| Conception | The fertilisation of an egg by sperm. |
| Embryo | The earliest stage in the development of a fertilised egg (the zygote). |
| Perception | The ability to become aware of or know through the senses. |
| Consent | To give permission or approval. |



Key Knowledge

I am aware of my own self-image and how my body image fits into that.

I can explain how my body changes during puberty and understand the importance of looking after yourself physically and emotionally.

I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.



Reflective questions

Ask me this...

How can I build my own self-esteem?

What changes happen to boys and girls during puberty?

How might you manage changes ahead?



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)

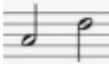





Actaeon and Diana





Understanding Music

| Key Vocabulary | Definition |
|--------------------------|--|
| Andante | At a walking pace |
| Key signature | The key of a piece of music depends on the flats and sharps in the music. C major — there are no sharps or flats in the key signature |
| Adagio | Slow tempo |
| Rhythmic patterns using: | <p>Minims: </p> <p>Crotchets: </p> <p>Quavers: </p> <p>Semiquavers: </p> |

Key Signature: C major — there are no sharps or flats in the key signature



Key Signature: G major — There is one sharp in the key signature

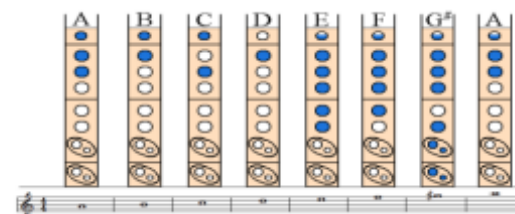


Key Signature: F major — There is one flat in the key signature

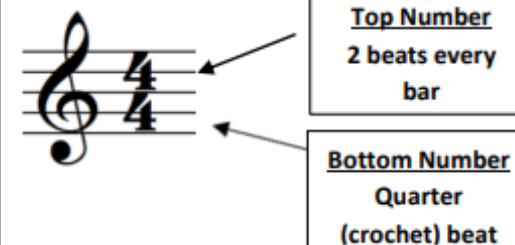


Improvise Together

Recorder A Minor Scale and Finger Chart.



2/4 Time Signature



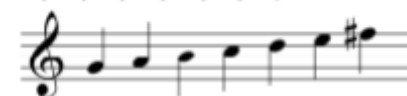
Listening and Responding

Songs Covered

| | |
|------------------|---------------|
| Heal The Earth | Style: Reggae |
| Let's Go Surfin' | Style: Pop |
| So Amazing | Style: Soul |

Notes you composed with...

G, A, B, C, D, E, F#



R.E. Year 6 Spring 1 Buddhism Knowledge Organiser

Enquiry: What does enlightenment mean to a Buddhist?

| Key vocabulary | Definition |
|----------------------|---|
| Nirvana | Leaving the cycle of birth and rebirth and going to a place of peace and happiness. |
| The Buddha | The Buddha was a man called Siddhartha Gautama. He was from a very rich family, but during his life, he learnt about what was really important in life. He then taught others about what he had learnt. Buddhists do not believe that the Buddha was a god but that he was a very wise teacher. |
| Middle Way | The Middle Way or Middle Path is a teaching about a way of looking at things in Buddhism. This teaching advises a path of moderation, taking a middle way between extremes. In particular, the Buddha advises against taking either an overly hard path or an overly easy path. |
| enlightenment | In Buddhism, enlightenment (called Bodhi in Indian Buddhism, or satori in Zen Buddhism) is when a Buddhist finds the truth about life and stops being reborn because they have reached Nirvana. |
| Lotus | The lotus flower (which looks like the lily shown on the right) is an important symbol in Buddhism. It represents spiritual growth and development and receptivity to the Buddha's teachings. It is said that shortly after the Buddha's enlightenment, he saw all human beings like lotuses. |

| Key Knowledge |
|--|
| To understand Buddha's quest to stop suffering. |
| To understand that the 'middle way' is a balance between two extremes. |
| To understand that Nirvana is a state of perfect peace. |
| To understand why the lotus is an important symbol in Buddhism. |
| To understand enlightenment and how it effects the lives of Buddhists. |



Buddha



Lotus Flower






Buddha under the Bodhi Tree



Third Eye

| Key Vocabulary | Definition |
|---------------------|---|
| Streamline | To ensure that the body travels through the water in as straight a line as possible so as not to create any more turbulence than necessary. |
| Synchronised | To do something together/at the same time. |
| Retrieve | To collect an object from the bottom of the swimming pool. |

| Skill development |
|---|
| Swim competently, confidently and proficiently over a distance of at least 25m. |
| Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). |
| Perform safe self-rescue in different water-based situations. |

| Skills | |
|-------------------------------|--|
| Breaststroke breathing |  |
| Streamline |  |
| H.E.L.P position |  |