Ridgeway Farm CE Academy - Knowledge Organiser

Topic	French - French football champions	Theme	Diversity	Year Group	6

Colour key for gendered terms

Masculine	Feminine

Key vocabulary

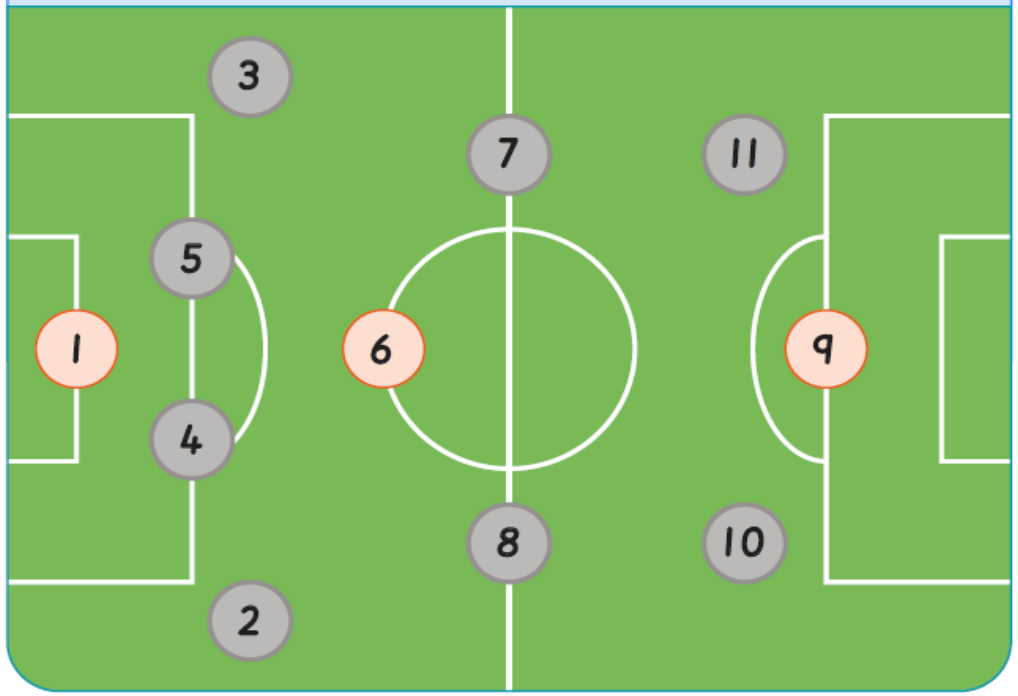
French	English
le ballon	the ball
le but	the goal
le terrain	the pitch
le sifflet	the whistle
un match de foot	a football match
mi-temps	half-time
une équipe	a team
un joueur de foot/ un footballeur	a footballer
une joueuse de foot/ une footballeuse	
un supporteur	a fan
une supportrice	

Key concepts

Je viens de...	I come from...
Il vient de...	He comes from...
Elle vient de...	She comes from...

Footballing positions

1	un gardien de but	un attaquant (9)
	a goalkeeper	a striker
	une guardienne de but	une attaquante
6	un milieu de terrain défensif	
	a defensive midfielder	



Prior Knowledge

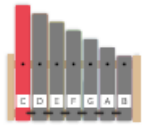
- I can say the names of different sports in French clearly.
- I can say which sports I like, dislike and play.
- I can recognise and locate some countries and use their French names.
- I can use aller correctly when talking about going to different countries.
- I can understand and use French words, phrases and action verbs linked to sport.

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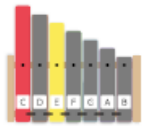
Topic	Music - Four Chord Pop: Playing in a band	Theme	Diversity	Year Group	6

chord sequence	The order of the chords, e.g. C, F, A, G.
non-verbal cue	Communicating without speaking.
rhythm	A pattern of long and/or short sounds.
stage awareness	How you present yourself on stage to engage the audience.
structure	How the piece is put together, e.g. verse, chorus.
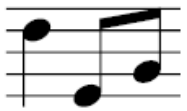
Four musical parts
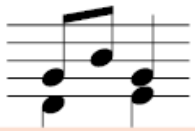


bass line
The lowest-pitched part of a song.



chords
Two or more notes played at the same time.



melody
A pattern of different pitches: the tune.



harmony
Different notes played or sung at the same time.

Playing in a band



Project your voice.



Listen to each other.



Stay in time.



Look at each other.

Prior Knowledge

- I can play a repeating bass line by following a pattern.
- I can play a simple sequence of chords in time with the music.
- I can sing clearly and use good singing technique.
- I can practise my part so that I am ready to perform.
- I can perform in time with a backing track.
- I can change the energy of a performance by making it stronger, softer, calmer or more powerful.

Ridgeway Farm CE Academy - Knowledge Organiser

Topic	DT - Come Dine With Me	Theme	Diversity	Year Group	6

Food - Come dine with me

Accompaniment	Something which goes well together with other foods and drinks.
Cookbook	A book which contains recipes to make various dishes or foods.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Equipment	Items and objects which are needed to complete a task.
Farm	Land or water used to produce crops or raise animals for food.
Flavour	How food or drink tastes. (e.g. sour, sweet, bitter, salty)
Imperative verb	Also known as 'bossy verbs' because they tell you what to do. You put them at the beginning of a command or action. (e.g. bake, grill, add, heat).
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Method	A way of carrying out a certain process, following a list of instructions.
Nationality	Belonging to a certain group of people in a particular country.
Preparation	The process of getting ready to make something.
Processed	When foods are passed through multiple processes in a factory to change or preserve it so it keeps for longer.
Reared	To breed and raise livestock. e.g. cows.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A particular group or person who a product is aimed at.
Unit of measurement	The unit which you use to measure a quantity. (e.g. litres)

Did you know?

Hawaii produces about 1/3 of all pineapples in the world.



⚠ You cannot mix raw meat with other ingredients, it is not safe. Remember to also wash your hands after handling raw meat.

Key facts

The five different food groups are:
1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar





Many countries have traditional dishes. For example: India is known for hot curries, whilst England is known for the fish'n'chips which were historically served in newspaper.

Prior Knowledge

- I can research a traditional recipe and make changes to it.
- I can add nutritional value to a recipe by selecting ingredients.

Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Art - Expressing Ideas	Theme	Diversity	Year Group	6

depth	The feeling in a picture that some things are closer and others are farther away.
graffiti	Spray-painted words and images that appear on property without permission.
horizon	The horizontal line that separates the sky from the ground creating perspective.
mural	A painting made directly on a wall or other permanent structure.
proportion	How big one element of an artwork appears compared to the whole thing.
realism	A way of making art that looks as close to real life as possible.
street art	Artwork that is created in a public space, typically without official permission.
vanishing point	A spot on the horizon where things seem to disappear.

Artists:

- Sian Storey.
- Edgar Müller.
- Diego Rivera.

one point perspective
A drawing technique to give the illusion of depth by making objects look smaller.



scale
The size of an object or figure in relation to another object, figure or the overall composition.



Prior Knowledge

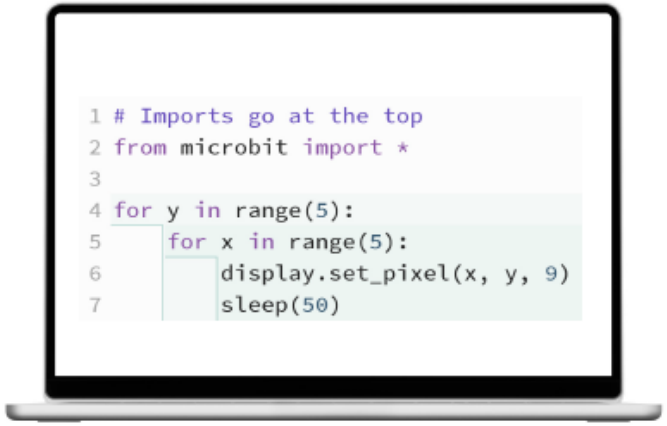
- Use various types of lines to emphasise emotion or draw attention.
- Describe how artists have shown emotion.
- Use colour and line to convey emotion or movement in their sketch.
- Use a combination of marks to create tone and depth.
- Describe how artists use tone to show depth in their artwork.
- Reflect and improve their sketchbook experiments and final work.

Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Computing - Exploring Python	Theme	Diversity	Year Group	6

What is Python?

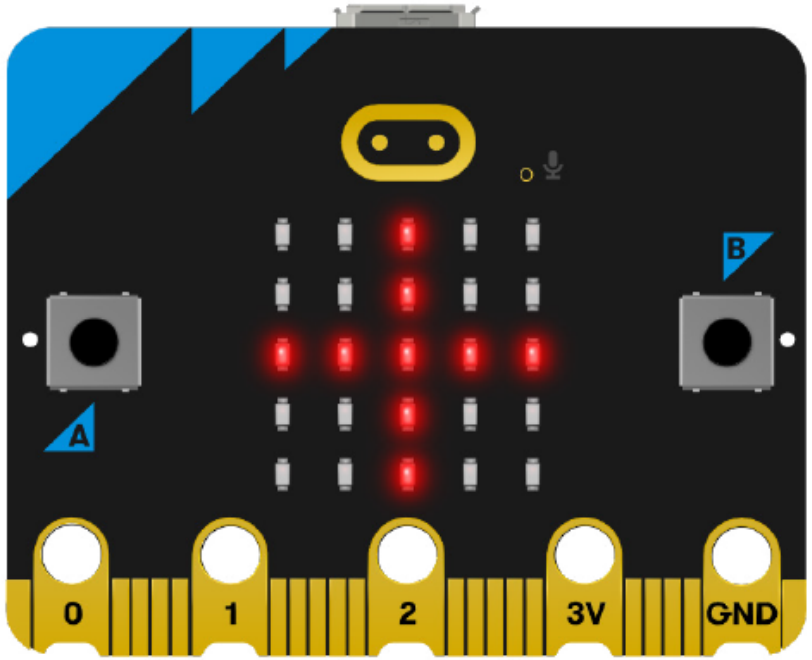
- Python is a text-based programming language.
- It uses typed code instead of blocks.
- Python tells computers exactly what to do.
- Syntax is the set of rules for how Python code must be written.



Python syntax includes:

- Correct spelling of words.
- Colons at the end of some lines.
- Correct indentation (spacing).
- Brackets used properly.

The micro:bit LED grid



The micro:bit has a 5 x 5 LED grid.

- Each LED has a position using x and y values.
- X moves across the grid (left to right).
- Y moves down the grid (top to bottom).
- Both values range from 0 to 4.
- Python uses x and y to control which LED lights up.

Prior Knowledge

- I can explore and test simple programs on a micro:bit.
- I can predict what I think my code will do before I run it.
- I can plan and create simple animations using the micro:bit's LED display.
- I can use inputs, variables and conditions to make my programs interactive.
- I can use sensors to make programs such as pedometers and weather checkers.
- I can make a program respond to live information from a sensor.
- I can test my programs, spot mistakes and fix them when something goes wrong.

Nested loops in Python

```
1 # Imports go at the top
2 from microbit import *
3
4 for y in range(5):
5     for x in range(5):
6         display.set_pixel(x, y, 9)
7         sleep(50)
```

The outer loop controls the rows (y values).

The inner loop controls the columns (x values).

How it works:

- The **inner loop** runs first and fills one row.
- The **outer loop** then moves to the next row.
- Together they create a full grid pattern.

Python is used in the real world by programmers, scientists and businesses to build apps, websites, games and analyse data.



Errors in Python

```
1 from microbit import *
2
3 for x in range(5)
4     for y in range(6):
5         display.set_pixel(0, 0, 9)
```

A syntax error is when the code breaks the rules of Python and will not run.

- A colon, bracket or keyword is missing.
- Indentation is incorrect.

A loop error happens when a loop repeats incorrectly.

- Runs too many or too few times.
- Uses values outside the 0 to 4 grid.

A logic error is when the code runs but does the wrong thing.

- X and y are not used so LEDs appear in the wrong place, such as (0, 0).
- The pattern moves the wrong direction or does not change.
- The screen stays blank or only one LED lights up.

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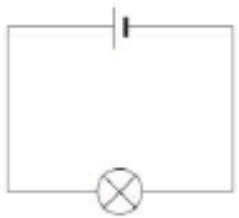
Topic	Science - Electricity	Theme	Diversity	Year Group	6

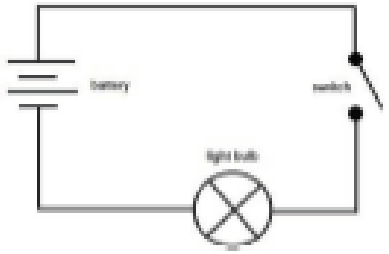
What should I already know?

- Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
- Sources of light and sound may need electricity to work.
- Where electricity comes from
- What a circuit is, the components of a circuit and how it works.
- What electrical conductors and insulators are.
- What happens when a switch is added to a circuit.
- What forces and resistance are.

Key Knowledge

- A series circuit is one in which all the components are connected in one continuous loop.
- Each component in a circuit diagram is represented by a circuit symbol.
- For a circuit to be complete, all the components, including a cell, must be connected by wires and the switch must be closed.
- An incomplete circuit may have a break in the wires, a switch may be open or the cell may be in the holder the wrong way.
- The current does not flow at all in an incomplete circuit.
- The more components there are in a circuit, the dimmer the bulbs and the quieter the buzzers.
- The more components there are in a circuit, the more difficult it is for current to flow.

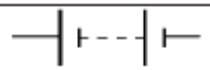


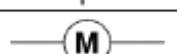
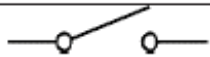


Vocabulary

battery	Small devices that provide the power for electrical items such as torches.
bulb	A component that produces light.
buzzer	A component that makes a buzzing or beeping sound.
cell	A portable store of energy
complete circuit	A circuit that does not have a break in it.
controlled variables	The thing(s) that are kept the same in an investigation.
current	A flow of electricity through a wire or circuit.
dependent variable	The thing that will be measured in an investigation.
incomplete circuit	A circuit that has a break in it.
independent variable	The thing that will change in an investigation.
repeatability	The likelihood of getting similar results if the experiment is carried out again.
series circuit	A circuit where all the components are connected in one single loop.
switch	A component that allows a current in a circuit to be turned on and off.
voltage	Causes the current to flow (measured in Volts).

Circuit Symbols

Symbol	Component
	ammeter
	battery
	bulb
	buzzer

	cell
	motor
	resistor
	switch (open)
	switch (closed)

Ridgeway Farm CE Academy - Knowledge Organiser

Topic	History - The Maya Civilisation	Theme	Diversity	Year Group	6
Key Question	How did the Maya Civilisation compare to the Anglo Saxons?				

What should I already know?

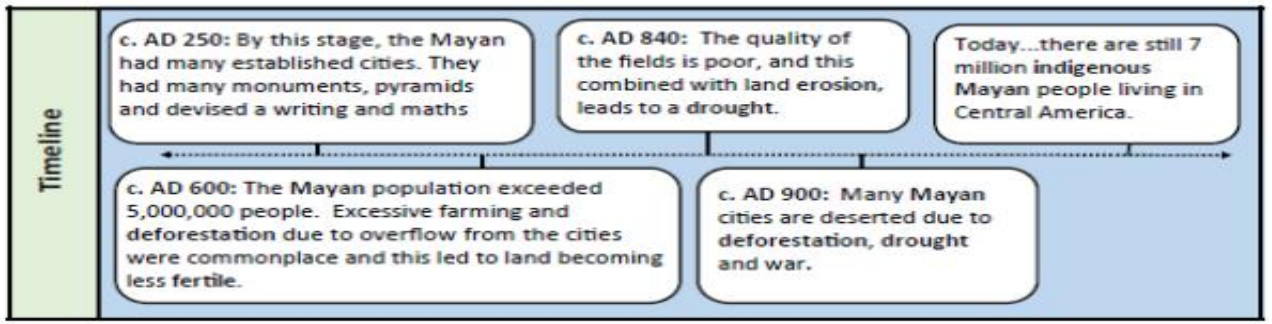
- The Anglo-Saxons were a group of people who lived in what is now England from the 5th to the 11th centuries. They came from three groups in Germany: the Saxons, the Angles, and the Jutes.
- The Anglo-Saxons were skilled farmers, warriors, and craftsmen. They also had a rich culture and tradition, including their own system of government and laws.
- The Anglo-Saxons lived mainly in villages; they cut down trees and grew crops in fields and 10% of the population lived in towns.
- The Anglo-Saxons played a significant role in the history and development of England.
- Anglo-Saxon houses were rectangular, wooden structures. They used cauldrons and fire for cooking, light and heating. They had thatched rooves that were made of straw.
- Anglo-Saxons were Christians and believed in one God.

Key Knowledge

- The Maya people lived in what is now Mexico, Belize, Guatemala, Honduras and El Salvador.
- They were around from 2000BC - 1697. Although there are still Maya tribes living in rainforests today.
- The Maya were organised into independent city-states ruled by kings rather than one country. This is similar to Anglo-Saxon England as they were organised into 7 kingdoms ruled by kings.
- The 'Maya civilisation' is split into four periods: the Preclassic period, the Classic period, the Postclassic period and the Contact and Spanish Conquest period.
- The Maya civilisation settled in the rainforest whereas the Anglo-Saxons settled on farmland.
- There were many challenges for the Maya when settling in the rainforest: dense, shady vegetation made it hard to grow crops or rear animals; there was no stone or rock to build with or make tools; it was difficult to travel or create paths through the forest,; dangerous animals threatened safety; it was hard to know which crops to plant and when and there was no easy way to store water.
- Maya houses were rectangular, wooden structures that had separate areas for sleeping, eating and living. There was a garden area outside the house. Daub - which was used to fill in the structure - was made from clay. The Maya would bury their relatives under their houses.
- The Maya Civilisation were polytheists. They believed that the Earth was created by 6 deities. They also believed that the King was the head priest and spoke directly to the gods.
- Maya city-states were surrounded by rainforests, swamps, quicksand pits and bodies of water. This provided them with a level of protection.
- The collapse of the Classic Maya cities remains a mystery. There are over 88 different theories explaining the decline of the cities in the Southern Lowlands. The main ones include: deforestation, overpopulation, drought, war between Maya kingdoms, changing trading routes and water supply.

Vocabulary

archaeologist	Someone who studies the past by exploring old remains.
chronology	The order of events in time.
circa	Latin meaning 'around'.
civilisation	A human society with its own social organisation and culture.
culture	Activities such as the arts and philosophy, which are considered to be important for the development of civilisation.
deities	A god or goddess
demise	Something or someone is at their end or death
hierarchy	A system of organising people into different ranks or levels of importance.
Mesoamerica	Central America - the countries consist of Mexico, Guatemala, Belize and El Salvador.
nah	The name given to Maya houses.
polytheists	The worship of or belief in more than one god.

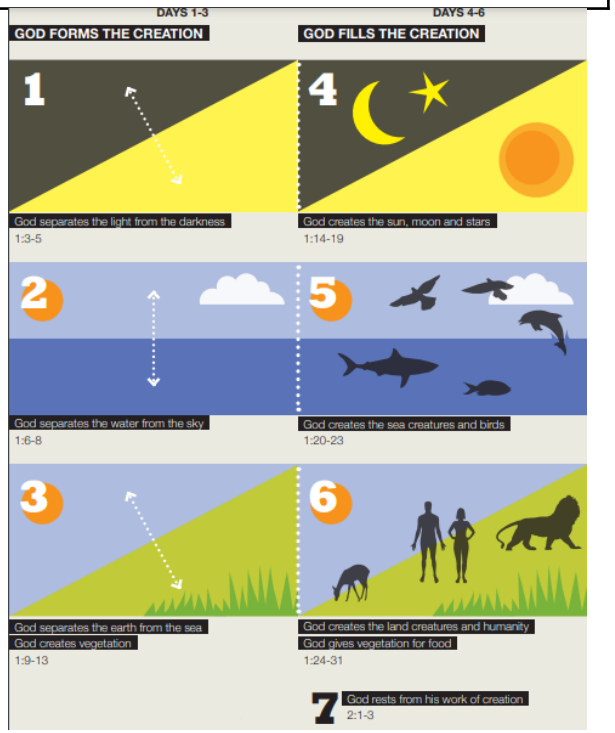


Ridgeway Farm CE Academy - Knowledge Organiser

Topic	RE - Creation	Theme	Diversity	Year Group	6
Key Question	Creation and Science: Conflicting or Complementary?				

Key Knowledge

- Christians believe that God was the Creator of the world. They believe he created Earth in 6 days and rested on the 7th day.
- There are two stories of how God created it which are found at the beginning of the book of Genesis in the Bible. Some Christians regard Genesis 1 and Genesis 2 as two totally separate stories that have a similar meaning. Others see the two chapters as part of one continuous story.
- Psalm 8 is about the greatness of God, and the privileged role given to humans by God.
- Christians might show that Psalm 8 is true by volunteering for charities, becoming scientists, going to places of worship or becoming architects to build places of worship and raise money for charity.
- Some Christians believe that the Scientific explanations for how Earth was created explains the 'how' whereas God explains the 'why' it happened.
- Scientists believe that the Big Bang created the Earth millions of years ago.
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?



Key Vocabulary

Christians	People that believe in God.
complementary	If ideas or people agree with each other.
Conflicting	When ideas or people disagree or are different.
Creation	The making of the world.
Genesis	The first book of the Old Testament; its first words are "In the beginning".
Majesty	Impressive beauty, scale, or stateliness.
Psalm	A sacred song or hymn.
scientists	A person who is studying or has expert knowledge of Science.

Prior Knowledge

- Christians believe that God created the Earth in 6 days.
- The story of creation can be found in Genesis 1 in the Bible.
- Some people believe that the Big Bang created the Earth.
- Christians believe that God is all-powerful and majestic.

What accounts of the origins of the universe are given by science?

