





Topic	Spanish – Habitats	Theme	Children	Year Group	6
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phonics

sound in:

- arbustos 
- árboles 

sound in:

- parque

sound in:

- luz

accents Accents indicate the vowel is stressed. As seen in the words tiburón and árboles.

ñ tilde This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word mono araña.

vocabulary

5 different types of habitats.



5 different types of plants.



5 different types of animals.



Animal and plant adaptations

Los animales como el tiburón tienen ojos que pueden intensificar la luz en el fondo del mar donde está oscuro.



grammar

To begin to explore how verbs can be spelt differently depending on who is doing the action.

crecer  Las algas crecen en el océano.
to grow Seaweed grows in the ocean.

vivir  El oso polar vive en el Ártico.
to live The white polar bear lives in the Arctic.

Key Objectives

1. I will learn the essential things plants and animals need to survive in Spanish.
2. I will learn about 5 key habitats around the world in Spanish.
3. I will learn to use the verb 'crecer' (to grow) to express which plants grow in these habitats.
4. I will learn to use the verb 'vivir' (to live) to express which animals live in these habitats.
5. I will use all my new knowledge to prepare a presentation for the class.

Prior Knowledge

- I can link words, phrases and ideas in Spanish using the conjunction 'y' (and).
- I can use the conjunction 'porque' (because).
- I can ask people simple questions and have a conversation in Spanish.
- In Spanish, I know that they use the determiners el, la, las and los before nouns.



Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Music – Film Music	Theme	Children	Year Group	6
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Prior Knowledge

- I can use musical and comparative language in discussions with others.
- I can follow the melody line.
- I can follow the scores with a good sense of timing, showing that I understand which section of pitch I am singing.
- I can sing the correct words at the correct time.
- I can recall the counter-melody line.

In this unit we explore the music used in film to accompany the action and create atmosphere.

Examples of scenes and types of music



TENSE music

- Long notes followed by shorts notes or pauses.
- Melody switching between two notes (think of 'Jaws').
- Useful for making the viewer think something bad is going to happen.



PURPOSEFUL music

- Military drum sounds.
- A major key (happy sounding music).
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat the enemy, etc.



ROMANTIC music

- Slow, long notes.
- Sweeping melodies (getting higher and lower very smoothly and quickly).
- High, twinkly notes.
- Useful for showing which characters are the love interest.



DANGER music

- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.



Vocabulary

Chromatics Notes played from the chromatic scale which can make the music sound 'creepy'.

Composition A creative work, such as a piece of music.

Evoke To bring forth emotions.

Graphic score A way of writing down music on the page without using traditional stave notation, instead using images to represent the music.

Imagery Visually descriptive music.

Improvise Making up music as it is played or performed

Major key A tonality where the music sounds happy or bright.

Minor key A tonality where the music sounds sad or tense.

Modulates Changing from one key to another (eg major to minor key).

Notate To write symbols to represent music.

Pitch How high or low a note sounds.

Sound effects Effects made that imitate real sounds.

Soundtrack The background music, together with the main songs, create the soundtrack to a film.

Tremolo A trembling effect, achieved by creating a loud and then quiet sound with a single note.

Unison Playing or singing notes at the same pitch, at the same time.



Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Computing – Text Adventures	Theme	Children	Year Group	6
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Prior Knowledge

- A blog is an online vehicle for displaying thoughts and ideas in an informal style.
- It is important to plan out the theme and content of a blog before writing it.
- People can contribute to blogs by adding their own posts.
- Blog posts written by others can be commented on.

Key Objectives

To find out what a text adventure is. **A text adventure is a computer game that uses text instead of graphics.**

To use 2Connect to plan a story adventure.

To make a story-based adventure using 2Create a Story.

To read and understand given code for a text adventure game.

To debug and improve a text adventure game.

Key Vocabulary

Text-based adventure	A computer game that uses text instead of graphics.
debug	Fixing code that has errors so that the code will run the way it was designed to.
sprite	A computer graphic which may be programmed to move on-screen.
selection	When selection is used, a program will choose a different outcome depending on a condition.
function	In this context, a section of code that gets run when it is called from the main code. A function in a program is usually a piece of code that gets run lots of times.

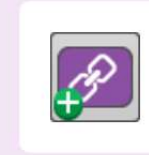
Key Images



Create an adventure story in 2Create a Story



Plan out your story



Add a button to the story



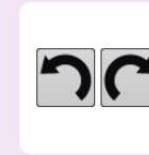
Add a sprite to the story



Add sound to the story



Choose a background



Undo or redo the last action



Play your text based adventure

Key Questions

What is a text based adventure?

A text based adventure is a type of game that uses text rather than graphics to tell the story. The player normally selects the next move from a series of text based options.

Why is it important to plan a text based adventure?

Text based adventures can often be complicated and give the player lots of options about what to do next. Planning the game ensures the player doesn't make a decision that has no outcome.



Ridgeway Farm CE Academy – Knowledge Organiser

Topic	DT – Textiles: Waistcoats	Theme	Children	Year Group	6
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Prior Knowledge

- I can create an appropriate template for an end outcome.
- I can join two pieces of fabric using a blanket stitch.
- I can neatly cut out fabric using fabric scissors.
- I can use applique or decorative stitching to decorate an end outcome.
- I can use a blanket stitch to assemble an end outcome.

Intended Outcomes


- To consider a range of factors in my design criteria and use this to create a waistcoat design.
- To use a template to mark and cut out a design.
- To use a running stitch to join fabric to make a functional waistcoat.
- To attach a secure fastening, as well as decorative objects.
- To evaluate my final product.

Key facts




Think carefully about your **target audience** or **customer**.
 What do they like (colour, texture)?
 What material would be best?
 What type of **fastening** will you use?

Blanket stitch



RUNNING STITCH



Adapt	To change or alter something to fit a given purpose, or to improve it.
Annotate	To add notes which explain a plan or design.
Detail	The small features of an object.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	A closing and opening detail on clothing such as buttons, zips and press-studs.
Knot	A join made by tying two pieces of string or rope together.
Properties	The way in which we describe materials for their appearance, strengths and weaknesses. (e.g. absorbent, flexible, transparent).
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Seam	A line along the two edges of cloth that are joined or sewn together.
Sew	To join or fasten by stitches with thread and a needle.
Shape	The form of an object.
Target audience	A particular group of people who the product is aimed at.
Target customer	A particular type of person who the product is aimed at.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately. (e.g. biscuit cutter)
Thread	A thin string of cotton, wool or silk used when sewing.
Unique	One of a kind, original.
Waistcoat	A formal vest-type jacket with no arms, usually worn over a shirt and under a jacket. They sometimes have buttons or pocket detailing.
Waterproof	Material that does not allow water pass through it.



Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Science – Living Things and Their Habitats	Theme	Children	Year Group	6
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Prior Knowledge

- To know the differences between things that are living, dead and things that have never been alive.
- Most living things live in habitats to which they are suited and these habitats provide for the basic needs of different kinds of animals and plants.
- Living things can be grouped in a variety of ways.
- Classification keys are used to help group, identify and name a variety of living things.

Key Knowledge

- A living organism moves, reproduces (produces offspring), grows and excretes (removal of waste products).
- The stem of a plant moves towards the strongest light source and roots move away from the light.
- Plants can reproduce sexually and asexually.
- Vertebrates can be put into groups of mammals, birds, fish, amphibians and reptiles.
- Plants can be put into groups of flowering (can produce flowers and fruit) and non-flowering (does not produce flowers or fruit).
- Scientists group organisms based on their features. This can help them understand how organisms are related to each other.
- Trees can be classified as deciduous (a tree that loses its leaves in autumn), evergreen (a tree that keeps its leaves all year round) and coniferous (an evergreen tree that produces cones instead of flowers).
- Bacteria are simple organisms invisible to the naked eye. Some bacteria can cause disease and infections. Humans have good bacteria in their bodies to help digest food.
- Viruses are microorganisms that need a host and are invisible to the naked eye. They can cause diseases such as flu or a common cold.
- Fungi are microorganisms. Some can cause infections. Some can be used in bread making.
- Microorganisms (tiny organisms) can be classified. The classification is based on their features.
- Bacteria, viruses and fungi have different shapes.
- Carl Linnaeus was famous for developing the first system to classify animals and plants.

Key Vocabulary

arachnid	An invertebrate with two body parts and eight legs.
characteristics	A feature of an organism, used to identify individuals or a group.
classification	Method of arranging organisms into groups
invertebrate	Animals with no backbone.
microscope	A piece of equipment that uses lenses to magnify very small objects.
mollusc	A soft-bodied invertebrate.
non-living	An object that does not breathe, move, eat, grow, excrete or reproduce.
organism	A living thing such as a plant, animal, bacteria or fungi.
vertebrate	Animals with a backbone.

Mammals

Are warm-blooded.
Live on land and in water.
Have hair or fur.
Have skeletons on the inside of their bodies.
Give birth to live babies which drink their mother's milk.

Amphibians

Are cold-blooded.
Live on land and water.
Have moist skin and webbed feet.
Have skeletons on the inside of their bodies.
Lay eggs.

Reptiles

Are cold-blooded.
Live on land and in water.
Have scales, ear holes and dry skin.
Have skeletons on the inside of their bodies (but tortoises have one on the outside, too).
Lay eggs.

Fish

Are cold-blooded.
Live in water.
Have fins to move and gills to breathe underwater.
Have skeletons on the inside of their bodies.
Most fish lay eggs (spawn). A few, such as guppies, are live-bearers that give birth to fully-formed young.

Birds

Are warm-blooded.
Live on land and water.
Have feathers (unique to birds), wings and a beak.
Have skeletons on the inside of their bodies.
Lay eggs.



Ridgeway Farm CE Academy – Knowledge Organiser



Topic	RE - Salvation	Theme	Children	Year Group	6
Key Question	What do Christians believe Jesus did to 'save' people?				

Prior Knowledge

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

Key Knowledge

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).

Vocabulary

Communion	It is an important part of worshipping God and remembering Jesus' sacrifice.
Messiah	Meaning the 'anointed one' or 'chosen one'.
Prophecy	A prediction of what will happen in the future.
Resurrection	A return to life after death.
Sacrifice	An act of giving up something valued for the sake of something else regarded as more important or worthy:
Salvation	Being saved from sin





Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Geography – The Amazon Rainforest	Theme	Children	Year Group	6
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Key Question	How are rainforests important to us?				
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What should I already know?	Vocabulary	
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- The seven continents and five oceans.
- The climate of South America and how it differs to the UK.
- Human and physical features are things that you can see all around you. Physical features like seas, mountains and rivers are natural. Human features are things that have been built by people.
- Seas and oceans are vast bodies of saltwater. Oceans are the largest, deepest and most open bodies of water whereas seas are smaller and often enclosed by land.

biome	A natural area of the living world which has its own climate, vegetation and animals.
buttress roots	Also known as plank roots, these are large, wide roots on all sides of a shallowly rooted trees. They are found in tropical forest soils that may not be very deep and stabilise the tree.
climate	The general weather conditions that are typical of a place.
deforestation	The action of clearing a wide area of trees.
economic activity	Refers to any action that involves producing, distributing or consuming products or services. It includes earning money and purchasing products.
equator	An imaginary line around the middle of the Earth at an equal distance from the North and South Pole.
export	Selling products or raw materials to another country.
global warming	It is the unusually fast increase in the Earth's average temperature and is caused by greenhouse gases being released into the atmosphere.
greenhouse gas	Gases in Earth's atmosphere that trap heat. They let sunlight pass through the atmosphere but stop the heat that the sunlight brings from leaving the atmosphere. They include carbon dioxide, methane and nitrous oxide.
hemisphere	The word used to describe one half of Earth.
indigenous	Being the people or animals that originally lived and may continue to live in a particular country or region.
savannah	A flat plain covered with grass that also has scattered trees. They are found in Africa and other tropical regions.
sustainability	The idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations
tropical	A characteristic of or happening near the equator.

Key Knowledge

- The equator is an imaginary circle around Earth. It divides Earth into two equal parts: the Northern Hemisphere and the Southern Hemisphere.
- A lot of places near the equator have a tropical climate which means it's very hot and wet. This is because the sun remains almost directly overhead everyday.
- The Tropic of Cancer is also called the northern tropic. It is the furthest north you can go and still have the sun directly overhead. This happens once a year in June (the Summer Solstice). The Tropic of Capricorn is the furthest south you can go and still have the sun directly overhead. This happens once a year in December (the Winter Solstice).
- There are 6 types of biomes: rainforests, deserts, savannah, woodlands, grasslands and tundra.
- Brazil is a country in South America.
- The Amazon Rainforest is the largest rainforest in the world and covers large parts of Brazil. It also spreads across other South American countries such as Columbia, Bolivia and Peru.
- Rainforests are typically made up of 4 different layers: emergent, canopy, understory and forest floor. Depending on the layer of the rainforest, different vegetation and animal life can be found.
- Rainforests are of great importance because the vegetation takes in carbon dioxide and gives out breathable oxygen and they provide food, water and medicines.
- Trees take in carbon dioxide and reduce the effects of global warming.
- Deforestation is a huge threat to our rainforests. It is estimated an area of rainforest about the size of a football pitch is destroyed each second. This is reducing the variety of species found in the rainforest and contributing to global warming and climate change.
- The creation of mines, farms and roads – which caused deforestation – has also led to economic development (people and countries earning money).

Where can rainforests be located?