



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic

Spanish – Tudors

Theme

Leadership

Year Group

6

### La casa Tudor

#### phonics

sound in:

- casa

sound in:

- tercer

sound in:

- palacio

&

#### accents

Accents indicate the vowel is stressed. As seen in the word ca-só.

#### stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like re-li-gio-sa.

As this is a unit that explores language learning strategies, there is more vocabulary than in other units. Not all will be learnt from memory but there will be core conjunctions revisited and a few key structures like :

y

and

pero

but

era

She was

#### vocabulary

To start to understand better the role of verbs, adjectives and nouns in a sentence.

**Catalina de Aragón era muy religiosa y católica.**

*Catherine of Aragon was very religious and Catholic.*

**Catalina de Aragón = noun**

**era = verb**

**religiosa/católica = adjectives**

#### grammar

### Prior Knowledge

I can recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and am beginning to grasp basic grammar concepts (gender, determiners, and plurality).

### What I will learn:

- Objective 1: I will listen attentively to a longer piece of Spanish text and learn how to decode language by looking out for cognates.
- Objective 2: I will learn to decode Spanish text by looking out for verbs, adjectives and nouns.
- Objective 3: I will learn to find particular words in a longer text based on the key facts of Henry VIII & his 6 wives in Spanish.
- Objective 4: I will revise and consolidate the language & text from last week, completing a true/false activity on Henry's wives.
- Objective 5: I will demonstrate my new knowledge with a storyboard and a presentation to the class.



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic: Music – Songs of World War II

Theme: Leadership

Year Group: 6

### Year 6: Songs of World War 2

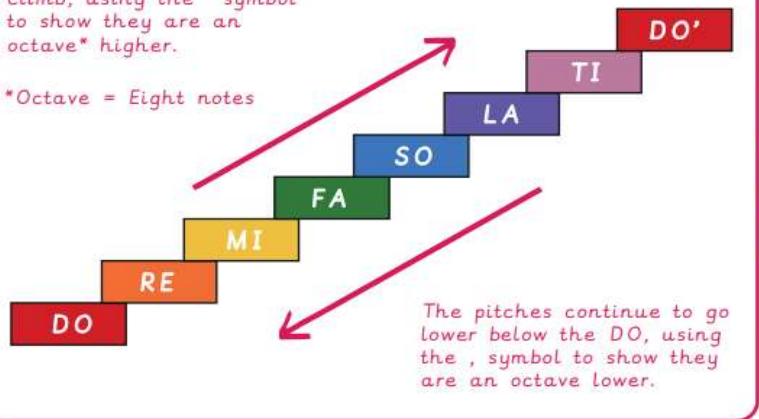
The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



### Solfa ladder pitches

The pitches continue to climb, using the ' symbol to show they are an octave\* higher.

\*Octave = Eight notes



The pitches continue to go lower below the DO, using the , symbol to show they are an octave lower.

### Vocabulary

**Expression** Playing or singing with a personal response to the music.

**Dynamics** The volume of the notes. This often changes throughout a piece of music.

#### Diaphragm

A dome shaped muscle, which we use to control our breath when singing.



**Melody** The combination of pitch and rhythm which forms a tune.

**Melody line** The notes that make a melody.

**Counter melody** A melody that can be sung to complement the existing melody. It uses harmony to make it sound good, but is different to harmony because it uses a different rhythm.

**Pitch** How high or low a note sounds.

**Score** A written form of a musical composition.

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



### Prior Knowledge

- Engage in discussion about the sounds of an orchestral piece.
- Have a selection of varied vocabulary in response to what they hear.
- Change dynamics and pitch, differentiating between the two.
- Take the role of conductor or follow a conductor.
- Change texture within their group improvisation and talk about its effect.
- Create a graphic score to represent sounds.
- Follow the conductor to show changes in pitch, dynamics and texture.



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	DT - Structures	Theme	Leadership	Year Group	6
Key Vocabulary		Prior Knowledge			
apparatus	Equipment designed for recreation and play, such as seesaws and swings.				
cladding	A covering or coating on a structure or material.				
dowel	Wood in the shape of a cylinder. Dowels come in all different sizes and thicknesses.				
Mark out	To measure and mark where a piece of material needs to be cut or shaped.				
modify	To change something to improve or fix it.				
Plan view	A two-dimensional diagram used to describe a place or object from above with annotations and other details such as measurements.				
playground	An outdoor area for children to play in. They usually have different apparatus to play on such as climbing frames and slides.				
reinforce	To make a structure or material stronger, especially by adding another material or element to it.				
prototype	A simple model that lets you test out your idea and how it will look and work.				
Intended Outcomes					
<ul style="list-style-type: none"><li>Create five apparatus designs, applying the design criteria to your work.</li><li>Make suitable changes to your work after peer evaluation.</li><li>Make roughly three different structures from your plans using the materials available.</li><li>Complete your structures, improving the quality of your rough versions and applying some cladding to a few areas.</li><li>Secure your apparatus to a base.</li><li>Make a range of landscape features using a variety of materials which will enhance your apparatus.</li></ul>					

**Key facts**

**Kapow Primary**



There are many types of **apparatus** in a **playground**, such as slides, swings, monkey bars, tunnels, see-saws and treehouses. Which do you like?



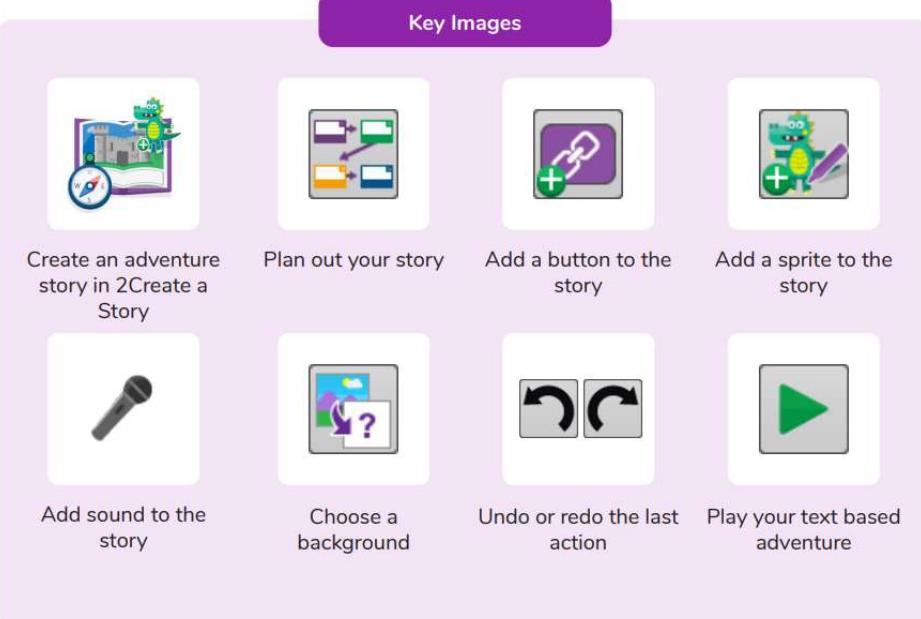
## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Art – Painting and Mixed Media	Theme	Leadership	Year Group	6
<b>Key Vocabulary</b>					
abstract	Art that doesn't necessarily look like it does in real life – it uses shapes, colours and gestural marks.				
analyse	To investigate something in detail to understand it.				
evaluate	To form an opinion about how good or useful something is.				
interpret	To understand and explain the meaning of something.				
Mixed-media	Art made from a combination of different materials.				
narrative	Is a story recalling events – whether fictitious or true.				
respond	To create ideas formed from experiencing art of others.				
 <p>Untitled, 1991 (oil on canvas) by Fiona Rae.</p> <p>© Bridgeman Images 2022</p> <div style="display: flex; justify-content: space-between; width: 100%;"><div style="width: 45%;"><p><b>Artist Study</b></p><ul style="list-style-type: none"><li>John Singer Sargent</li><li>Fiona Rae</li><li>Lubaina Himid</li></ul></div><div style="width: 55%;"><p><b>Prior Knowledge</b></p><ul style="list-style-type: none"><li>Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li><li>Try a variety of materials and compositions for the backgrounds of their drawings.</li><li>Communicate to their partner what kind of photo portrait they want.</li><li>Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li><li>Create a successful print.</li><li>Use some Art vocabulary to talk about and compare portraits.</li><li>Identify key facts using a website as a reference.</li><li>Explain their opinion of an artwork.</li><li>Experiment with materials and techniques when adapting their photo portraits.</li><li>Create a self-portrait that aims to represent something about them.</li><li>Show they have considered the effect created by their choice of materials and composition in their final piece.</li></ul></div></div>					





## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Computing – Text Adventures	Theme	Leadership	Year Group	6
Key Objectives		Key Images			
To find out what a text adventure is. <b>A text adventure is a computer game that uses text instead of graphics.</b>					
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		Key Questions			
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.				
Prior Knowledge					
Coding					
• Familiarity with the functionality of 2Code					
• Planning and designing for a logical outcome.					
• Debugging					

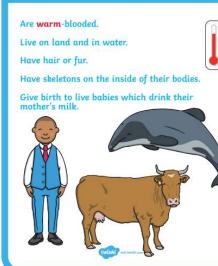
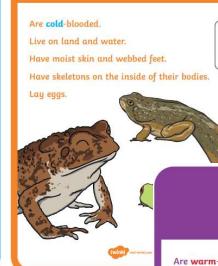
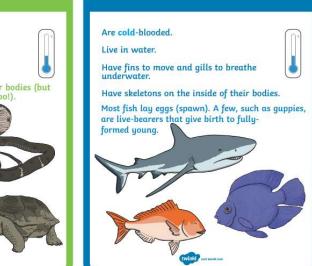
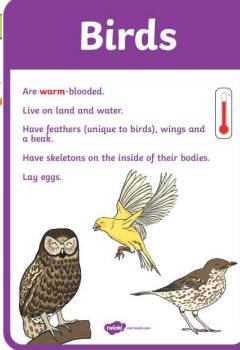


## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Computing – Blogging	Theme	Diversity	Year Group	6
<b>Key Learning</b>					
<ul style="list-style-type: none"><li>• To identify the purpose of writing a blog.</li><li>• To identify the features of a successful blog.</li><li>• To plan the theme and content for a blog.</li><li>• To understand how to write a blog and a blog post.</li><li>• To consider the effect upon the audience of changing the visual properties of the blog.</li><li>• To understand how to contribute to an existing blog.</li><li>• To understand how and why blog posts are approved by the teacher.</li><li>• To understand the importance of commenting on blogs.</li></ul>					
<b>Key Questions</b>					
<p><b>What is a blog?</b> A blog is a website or webpage that is regularly updated by the author. A blog also allows the reader to post comments or opinion based on what is written.</p> <p><b>What can a blog be about?</b> A blog can be written about any subject. You could write a blog about school such as information about the subject you are studying. Alternatively, you could write a blog about your favourite team or movie.</p> <p><b>How are the audience involved in a blog?</b> A key feature of blogs is that the audience can leave a comment or opinion about what they have read on the blog.</p>					
<b>Key Vocabulary</b>					
<p><b>Approval</b> The act of acknowledging something is appropriate.</p> <p><b>Blog post</b> A piece of writing or other item of content published on a blog.</p>					
<p><b>Archive</b> In this case, where older blog or vlog posts are stored.</p> <p><b>Collaborate</b> Work jointly on an activity or project.</p>					
<p><b>Vlog</b> A personal website or social media account where a person regularly posts short videos.</p> <p><b>Commenting</b> To express an opinion or reaction in speech or writing.</p>					
<b>Key Resources</b>					
<p><b>purple mash</b></p>    2Blog 2Connect					
<b>Prior Knowledge</b>					
<p><b>Online Safety</b></p> <ul style="list-style-type: none"><li>• Responsibility to others when sharing</li><li>• Sources of support</li><li>• Screen time</li><li>• Being a bystander</li></ul>					



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Science – Living Things and Their Habitats	Theme	Leadership	Year Group	6
Prior Knowledge			Key Vocabulary		
<ul style="list-style-type: none"> <li>To know the differences between things that are living, dead and things that have never been alive.</li> <li>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.</li> <li>Living things can be grouped in a variety of ways.</li> <li>Classification keys are used to help group, identify and name a variety of living things.</li> </ul>			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.	
Key Knowledge			<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Mammals</b></p>  <p>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.</p> </div> <div style="text-align: center;"> <p><b>Amphibians</b></p>  <p>Are cold-blooded. Live on land and water. Have moist skin and webbed feet. Have skeletons on the inside of their bodies. Lay eggs.</p> </div> <div style="text-align: center;"> <p><b>Reptiles</b></p>  <p>Are cold-blooded. Live on land and 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.</p> </div> <div style="text-align: center;"> <p><b>Fish</b></p>  <p>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.</p> </div> </div>		
<ul style="list-style-type: none"> <li>A living organism moves, reproduces (produces offspring), grows and excretes (removal of waste products).</li> <li>The stem of a plant moves towards the strongest light source and roots move away from the light.</li> <li>Plants can reproduce sexually and asexually.</li> <li>Vertebrates can be put into groups of mammals, birds, fish, amphibians and reptiles.</li> <li>Plants can be put into groups of flowering (can produce flowers and fruit) and non-flowering (does not produce flowers or fruit).</li> <li>Scientists group organisms based on their features. This can help them understand how organisms are related to each other.</li> <li>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).</li> <li>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.</li> <li>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.</li> <li>Fungi are microorganisms. Some can cause infections. Some can be used in break making.</li> <li>Microorganisms (tiny organisms) can be classified. The classification is based on their features.</li> <li>Bacteria, viruses and fungi have different shapes.</li> <li>Carl Linnaeus was famous for developing the first system to classify animals and plants.</li> </ul>			<div style="text-align: center;"> <p><b>Birds</b></p>  <p>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.</p> </div>		



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	History - Tudors		Theme	Leadership		Year Group	6
Key Question	How has the power of the monarchy changed over time?						
Tudor Monarchs—date of reign, biography, spouse info and key facts				Vocabulary			
Henry VII 1485-1509	Henry VII started the Tudor dynasty when he defeated Richard III in the Battle of Bosworth in 1485. He was known as a serious man. He faced several challenges to his throne but married Elizabeth of York to end the War of the Roses. When he died, England was a rich and prosperous nation, and his son's succession to the throne was not challenged.		Elizabeth of York	In total, Henry had 9 children with his wife, including Henry VIII.		Monarch—kings or queens	Catholic—Catholics base their beliefs on the Christian Bible.
				Dynasty—a series of rulers of a country who all belong to the same family.		Protestantism—Protestantism is a form of Christian faith and practice.	
Henry VIII 1509–1547	Henry was the second son of Henry VII and became king after his brother (Arthur) died. A keen sportsman, Henry was known for his athleticism in his youth. He married his brother's widow, Catherine of Aragon, but divorced her when she didn't produce a male heir. To do so, he broke with Catholicism and formed the Church of England. He went on to marry another five times. Some Historians see Henry VIII as a tyrant.		Henry had 6 wives	As many as 72,000 people were executed through his reign.		Succession—the pre-planned process through which a future leader takes over from another because of death.	Dissenters—people who say that they do not agree with something that other people agree with or that is official policy.
				Act of Supremacy – These acts established the English King or Queen as the 'Supreme Head of the Church of England'.		Reign – To hold royal office or rule as monarch.	
Edward VI 1547-1553	Edward VI came to the throne at only 9 years of age. Therefore, the country was run by his protectors, firstly the Duke of Somerset (his mother's brother) and then the Duke of Northumberland. Edward died aged 15 in 1553. Lady Jane Grey was chosen as queen by the Duke, but the public did not approve. She lasted 9 days, before being removed and executed.		Did not marry	There is evidence to suggest that Edward was tall and healthy as a child.			
Lady Jane Grey 1553							
Mary I 1553–1558	Mary I was the daughter of Henry VIII and Catherine of Aragon and was a committed Catholic. She vowed to return England to Rome and Catholicism. These attempts were mightily aggressive, as she had over 280 religious dissenters burnt at the stake. Mary's popularity decreased because of this.		Phillip II of Spain	Mary was the first queen to rule England in her own right.			
Elizabeth I 1558–1603	Elizabeth I became Queen after her sister Mary died without an heir. The daughter of Henry VIII and Anne Boleyn, she reversed Mary's re-establishment of Catholicism and upheld Protestantism. She had a long and successful reign including the defeat of the Spanish Armada in 1588. She did not marry or have children, thus ending the Tudor line.		Did not marry	She may have owned as many as 2000 sets of gloves!			
				1485 – Battle of Bosworth	1491 – Henry VIII born	1534 – 'Act of Supremacy'	1553 – Mary takes the throne
						1588 – England defeats the Spanish Armada	1603 – Elizabeth I dies – end of Tudor line





## Ridgeway Farm CE Academy – Knowledge Organiser

Topic	RE	Theme	Leadership	Year Group	6
Key Question	What can be done to reduce racism? Can religion help?				
Prior Knowledge		Vocabulary			
- To understand the terms racism, stereotype and prejudice. - Christian traditions include important stories about human unity. - To know what Hindus, Buddhists and Muslims believe.		discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.		
		Golden Rule	When someone thinks about how they would like it if the same was done to them.		
		prejudice	Judging people without knowing them individually, in a bad way.		
		racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority.		
		scripture	The sacred writings of religions.		
		stereotyping	Looking at everyone in a large group and saying 'they are all the same'.		
Key Knowledge					
- Racism is when people are treated unfairly because of their skin colour or background. It is a kind of discrimination that causes harm to people. - Racism includes racial prejudice, which means having a negative or hostile view of people simply because they are of a particular race. - Buddhist scripture says 'May all beings live in safety with hearts full of joy. Whether weak or strong, great or small, seen or unseen, far or near, born or yet to be born, may all beings be full of joy.' - Christian scripture says, 'Blessed are the peacemakers. They will be called the Children of God.' - Hindu scripture says, 'I look upon all creatures equally; none are less dear to me and none more dear.' - Muslim scripture says, 'For the white to lord it over the black, the Arab over the non-Arab, the rich over the poor, the strong over the weak or men over women is out of place and wrong.' - Protestors threw the statue of Edward Colston – a slave trader – into Bristol docks in 2020 during the 'Black Lives Matter' protests. Colston was responsible for about 20,000 enslaved people being 'buried at sea'. - The story of Peter at Joppa (Acts Chapter 10) explains how Peter - through a dream - came to understand that God has no favourites. - The Golden rule is a moral principle that states that you should treat others as you would wish to be treated yourself. - The Silver rule is the negative form of the Golden Rule: Don't do to others what you don't want done to you.					

