KNOWLEDGE ORGANISER
Year 6

Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this within our curriculum.

'Learning is Remembering and Recalling...'

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

Curriculum Development - Intent

Laudato Si, National Curriculum and Gospel Values

Using our Secrets to Success…

Rosenshine's Principles of Instruction

Parents in Partnership and Knowledge Organisers

English
Reading
Writing
Phonics
Spelling
Punctuation
Grammar

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge & Understanding
Engagement & Response
Analysis & Evaluation

The Culture Team
History
Geography
French (MFL)

The Arts and Technology Team
Design Technology Art
Music
Computing

The Healthy Hearts and Minds Team
PE
Science
PSHE / RSHE

Being the 'Best we can be'

Our Laudato Si key question this half term…

What can we learn from Ancient Greek Civilizations to support the world today?

Our Focus Gospel Value this half term is…

How do you show courage in what you do?

School Mission Statement

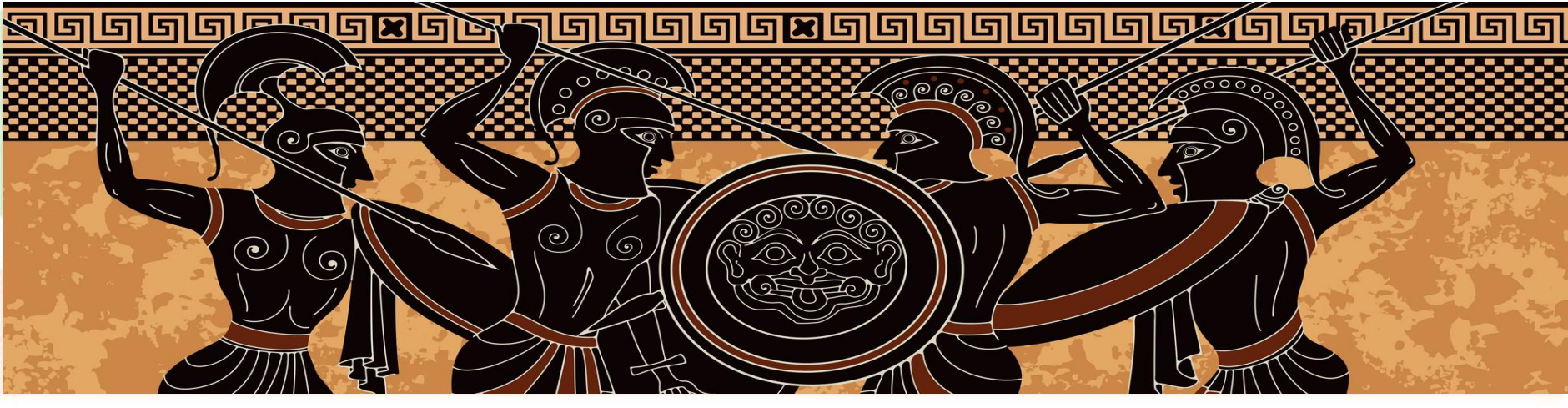
Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.

Amen

METROPOLIS

This half term, Year 6 are learning about Ancient Greece.
We have lots of exciting things planned, including:

- Writing our own Greek myths and fables
- Learning about Greek theatre and creating masks
- Learning about Greek sport including the origins of the modern marathon and the Olympic Games
- Designing and making our own Greek city-state flags



METROPOLIS

This half term, Year 6 are going to learn about the Ancient City states of Greece and in particular, Athens and Sparta. We will research and attempt to understand why these two states came to prominence and how their legacy and influence are still to be seen to this day.

How can I help my child with this topic:
Take part in some of the topic grid tasks – this can be found on Google Classrooms.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 6.

English - KEY VOCABULARY

Grammar Key Vocabulary – Sentence Level

Progressive tenses – showing a continuous action e.g. is clapping, was jumping (formed by adding –ing to the verb).

Present perfect tense – used for actions that started in the past and continue into the present e.g. I have lived in Weymouth for 10 years (formed using has/have + past tense verb).

Adverbial phrases – describe how, when, where or why the verb happens e.g. in the garden, before school, at the park (adverbials at the start of a sentence must be followed by a comma).

Subject – the noun that is doing the verb e.g. *The dog chased the ball.*
Object – the noun that is having the verb done to it e.g. *The dog chased the ball.*

Active voice – the subject comes before the verb in a sentence e.g. *The dog chased the ball.*

Passive voice – the object comes before the verb in a sentence e.g. *The ball was chased by the dog.*

Grammar Key Vocabulary – Word Level

Preposition – describes when or where something is in relation to something else (after, before, under, inside).

Determiner – introduces a noun:
- Articles (a, an, the)
- Demonstratives (this, that, these, those)
- Quantifiers (one, two, some, many, multiple)
- Possessive (his, her, their)

Subordinating conjunction – a word that connects an independent clause to a dependent clause (because, although, however).

Co-ordinating conjunction – a word that joins two elements of equal importance (FANBOYS – for, and, nor, but, or, yet, so).

Synonyms – a word that means the same as another e.g. old and ancient.
Antonyms - a word that means the opposition – e.g. old and young.

Punctuation Key Vocabulary

Ellipsis … omission of a word or phrase used to create tension or suspense.
Parenthesis ( ) , , - - additional information or an aside within a sentence. Punctuated with brackets (for short or formal information), dashes – for informal chatty – and commas for clauses.
Semi colon ; used to join independent clauses (clauses that make sense on their own) in the place of a conjunction.
Colon : used to introduce a list or to join two independent clauses when the second clause relates to the first.
Hyphens to avoid ambiguity used to avoid confusion between words which would otherwise have the same spelling but a different meaning.

English

WRITING – Greek Myths & Fables

AMPS descriptive techniques to describe setting, atmosphere and characters:
Alliteration – Most of the **initial letter sounds** of the words in each line are the same.
Metaphor – Saying an object **is** something.
Personification – A **human** quality is given to an object.
Simile - Comparison is used by using '**as a**' or '**like a**'.

Plot – developing problems and solutions within a story.

Dialogue – using the speech of characters to advance action in a story.

READING Key vocabulary

Word meaning - Explaining the meaning of words in context and explaining how word choice enhances meaning.

Retrieval - Finding details and information from a text.

Prediction - Saying what will happen next or as a result of something.

Comprehension – understanding the text and how content is related to the meaning as a whole.

Inference - reaching a conclusion which you can explain and justify with evidence from the text.

Deduction - Using evidence in a text to support an idea.

Summary – summarising main ideas from across paragraphs.

Don't forget the Vocabulary Challenge!

SPELLING

- Words ending **ough**
- Words ending **ant**, **ance, ancy**
- Words ending **ent, ence, ency**
- '**ie**' sound
- '**ei**' after c
- **Homophones** – words that sound the same but mean different

HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it moves a story on.
- Encourage your child to write as much as possible for as many different purposes as you can.

HOW TO HELP - Grammar

- Speak in grammatically accurate sentences.
- Spot grammar being taught at school when reading.
- Work together on your child's IXL homework.

HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

Spelling Y5 & 6 Curriculum words

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?

Maths – KEY VOCABULARY

Number and the 4 Operations
Divisor – the number you are dividing by
Quotient – the answer to a division calculation
Product – the answer to a multiplication question
Factors – numbers that go into a given number (come in pairs) **Multiples** – in the times table of - e.g. multiples of 12 are 12, 24, 36 etc.
Lowest Common Multiple – the lowest multiple of 2 or more numbers that are the same.
Highest Common Factor – the largest factor that is a factor of two or more other numbers
Integer – a whole number
Prime numbers – numbers that only have 2 factors, 1 and itself
Decimal – part of a whole where 1 is the whole
Percent – part of a whole where 100% represents the whole

Fractions
Equivalence – fractions that have the same value/are the same size
Numerator – the top number of a fraction (how many parts selected from the whole)
Denominator – the bottom number of a fraction (how many parts the whole is split into)
Simplify – giving a fraction in the simplest form using the smallest possible numerator and denominator (e.g. 50/100 = ½)
Common denominator – finding the lowest common multiple of two or more denominators to allow you to add or subtract them
Lowest common denominator – the lowest common multiple of two or more fractions' denominators used to add and subtract fractions
Mixed number – a whole (integer) and a fraction e.g. 1 ½
Improper fraction – where the numerator is larger than the denominator e.g. 3/2. Improper fractions can be converted into mixed numbers e.g. 3/2 = 1 ½

HOW TO HELP
Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12 x 12.

Use maths in daily life – cooking, measures, shopping etc.

Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

Fluency, Reasoning and Problem Solving Key Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently
Reasoning - Following a line of enquiry, justifying and proving their answers
Problem Solving - Solving real life and logical problems using mathematical understanding

Maths – Place Value & Problem Solving

Number and Place Value — Knowledge Organiser

Key Vocabulary

- ten million
- millions
- thousands
- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- round
- rounded
- negative number
- partition
- digit
- interval
- sequence
- linear sequence

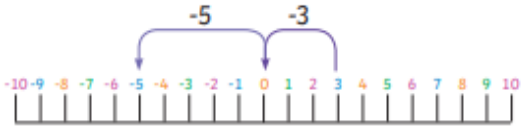
Compare and Order

equals	greater than	less than
26 + 38 = 8 × 8	223 873 > 98 256	901 198 < 1 091 098
Both calculations have the value 64.	The number on the left has 2 hundred thousands and the number on the right has 0 hundred thousands.	The number on the right has 1 million and the number on the left has 0 millions.

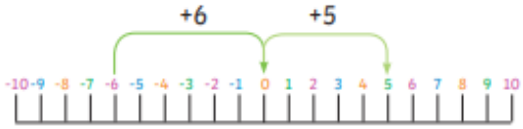
smallest — 81 782 — 127 352 — 127 835 — 137 019 — 200 002 — greatest

Negative Numbers

3 - 8 = -5



-6 + 11 = 5



This half term we are learning to :

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply 1-digit numbers with up to 2 decimal places by whole numbers.

Maths – Measures

-Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

-Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 dp.

-Convert between miles and kilometres

Converting Units — Knowledge Organiser

Key Vocabulary

- mass
- gram
- kilogram
- capacity
- volume
- millilitre
- litre
- millimetre
- centimetre
- kilometre
- foot
- inch
- ounce
- pound
- stone
- pint
- gallon

Converting Mass

1 tonne = 1000kg

1000g = 1kg

$\frac{1}{10}$ kg = 0.1kg = 100g

$\frac{1}{4}$ kg = 0.25kg = 250g

$\frac{1}{2}$ kg = 0.5kg = 500g

$\frac{3}{4}$ kg = 0.75 = 750g

÷ 1000 | ÷ 1000

grams (g) | kilograms (kg) | tonnes (t)

× 1000 | × 1000

Converting Capacity

1000ml = 1l

$\frac{1}{10}$ l = 0.1l = 100ml

$\frac{1}{4}$ l = 0.25l = 250ml

$\frac{1}{2}$ l = 0.5l = 500ml

$\frac{3}{4}$ l = 0.75l = 750ml

$\frac{1}{100}$ l = 0.01l = 10ml

÷ 1000

millilitre (ml) | litres (l)

× 1000

Converting Length

1000m = 1km

100cm = 1m

10mm = 1cm

$\frac{1}{2}$ m = 0.5m = 50cm

$\frac{1}{4}$ m = 0.25m = 25cm

$\frac{3}{4}$ m = 0.75m = 75cm

$\frac{1}{10}$ m = 0.1m = 10cm

÷ 10 | ÷ 100 | ÷ 1000

millimetres (mm) | centimetres (cm) | metres (m) | kilometres (km)

× 10 | × 100 | × 1000

Religious Education

Sources

The Bible, the special book for the Church

- Which book would you most like to own and why?
- Which kind of books are the most helpful to you and why?
- Which kind of book would you give a friend or a family member and why?
- Why should we treat books with care?
- If you wrote a book, what kind would it be and why?
- How would you feel if you had a book of your own printed?

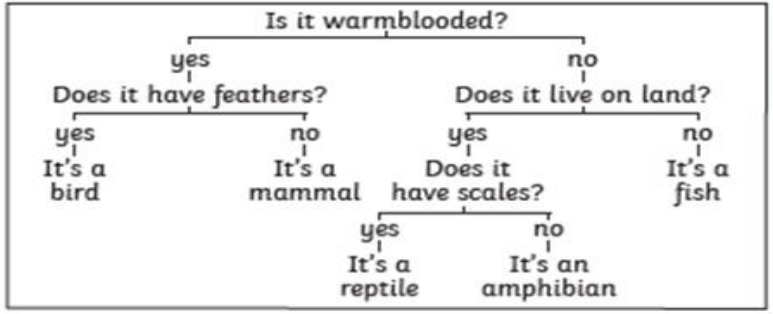
Science

- LH12 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- LH13 give reasons for classifying plants and animals based on specific characteristics

Living Things and Their Habitats — Year 6

Key Vocabulary	
characteristics	Special qualities or appearances that make an individual or group of things different to others.
classify	To sort things into different groups.
taxonomist	A scientist who classifies different living things into categories.
key	A **key** is a series of questions about the **characteristics** of living things. A **key** is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.

Scientists, called Taxonomists, sort and group living things according to their similarities and differences.

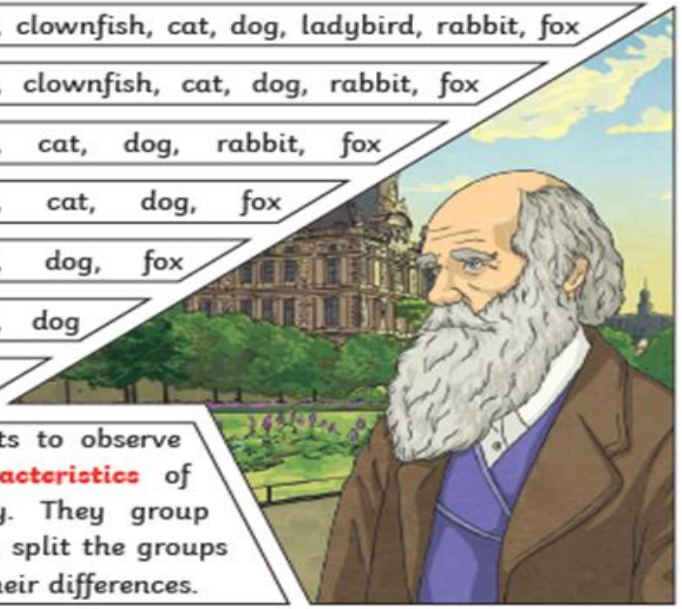


Classification

In 1735, Swedish Scientist Carl Linnaeus first published a system for **classifying** all living things. An adapted version of this system is still used today: The Linnaeus System.

Living things can be **classified** by these eight levels. The number of living things in each level gets smaller until the one animal is left in its species level. This is how a dog would be classified.

Domain: Eukarya	jackal, clownfish, cat, dog, ladybird, daisy, rabbit, fox
Kingdom: Animals	jackal, clownfish, cat, dog, ladybird, rabbit, fox
Phylum: Chorodata	jackal, clownfish, cat, dog, rabbit, fox
Class: Mammals	jackal, cat, dog, rabbit, fox
Order: Carnivore	jackal, cat, dog, fox
Family: Canidae	jackal, dog, fox
Genus: Canis	jackal, dog
Species: Lupus	dog



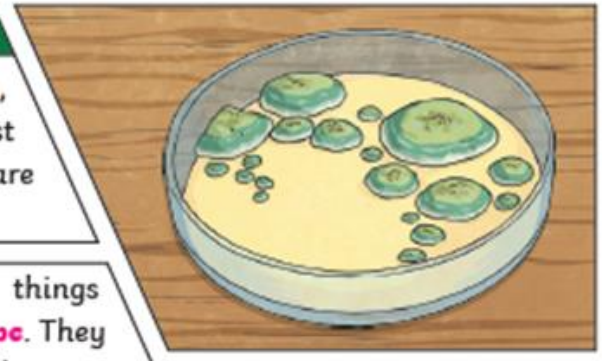
Each group allows scientists to observe and understand the **characteristics** of living things more clearly. They group similar things together then split the groups again and again based on their differences.

Key Vocabulary	
bacteria	A single-celled microorganism.
microorganism	An organism that can only be seen using a microscope, e.g. bacteria, mould and yeast.
microscope	A piece of equipment that is used to view very tiny (microscopic) things by magnifying their appearance.
species	A group of animals that can reproduce to produce fertile offspring.

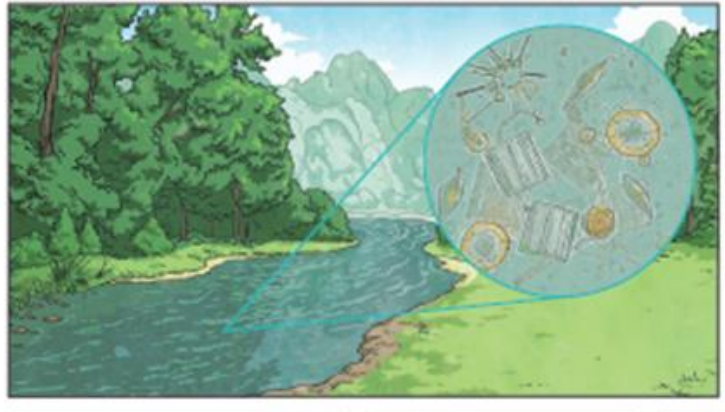
Helpful Microbes	Harmful Microbes
Bacteria – cheese	Bacteria – salmonella is a bacterium that can lead to food poisoning
Yeast – wine	Virus – chicken pox and flu are examples of viral diseases
Bacteria – yoghurt	Fungi – athlete's foot
Yeast – bread dough	Bacteria – plaque
Penicillium fungi - antibiotics	Fungi - mould

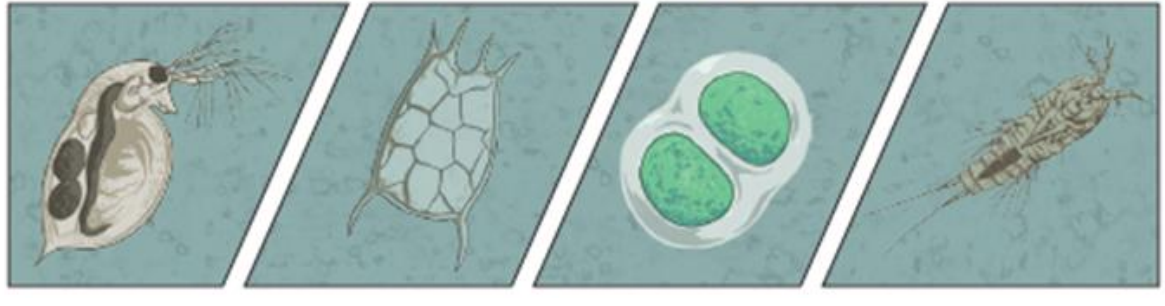
Microorganisms

Microorganisms are viruses, bacteria, moulds and yeast. Some animals (dust mites) and plants (phytoplankton) are also microorganisms.



Microorganisms are very tiny living things that can only be seen using a microscope. They can be found in and on our bodies, in the air, in water and on objects around us.





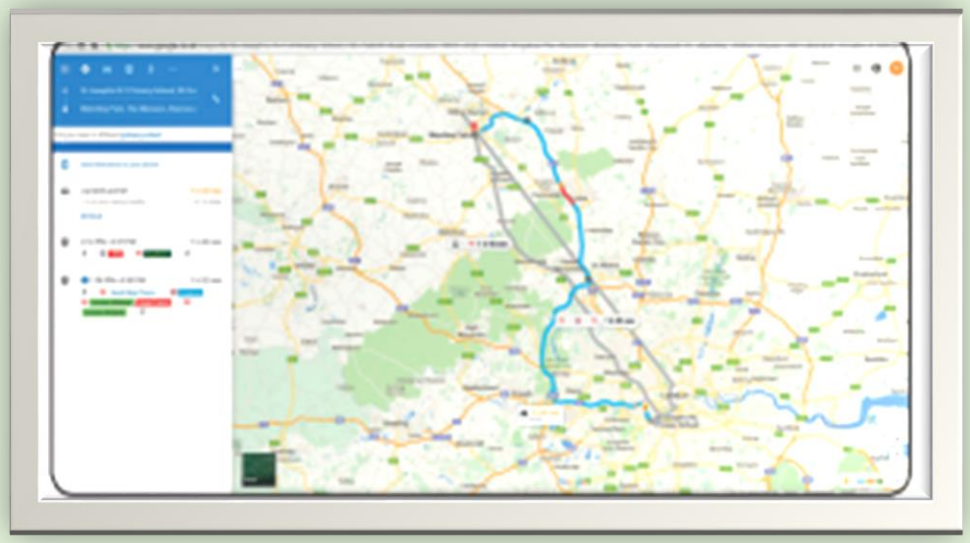
Computing

UNIT 6.5

We are travel writers

Using media and mapping to document a trip

In this unit, the pupils document an educational visit. They research their destination and explore different routes. While there, they capture photographs, audio and video. On return they add this content to a digital map.



CURRICULUM LINKS

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly identify a range of ways to report concerns about content and contact.

Knowledge Organiser: Athens vs Sparta: Can brains beat brawn?

The geographical features of Greece played an important part in the life of Ancient Greece. They became expert boatbuilders and sailors, due to the coastline and having so many islands. Them became great at searching for new lands.

Athens was the most important city, as many great thinkers, artist and writers lived there.

Aristotle was a Greek philosopher during the Classical period in Ancient Greece.

Ancient Greece was not a united country. It was made up from lots of independent city-states. Spartans were serious soldiers. Delphi was one of the holiest city-states. Corinth was well-placed for trade.

Olympia was home to the original Olympic Games. Only men could compete and winners were treated as real heroes.

Studying Ancient Greek pottery, we can learn about their myths, their clothing, their industries and sports.

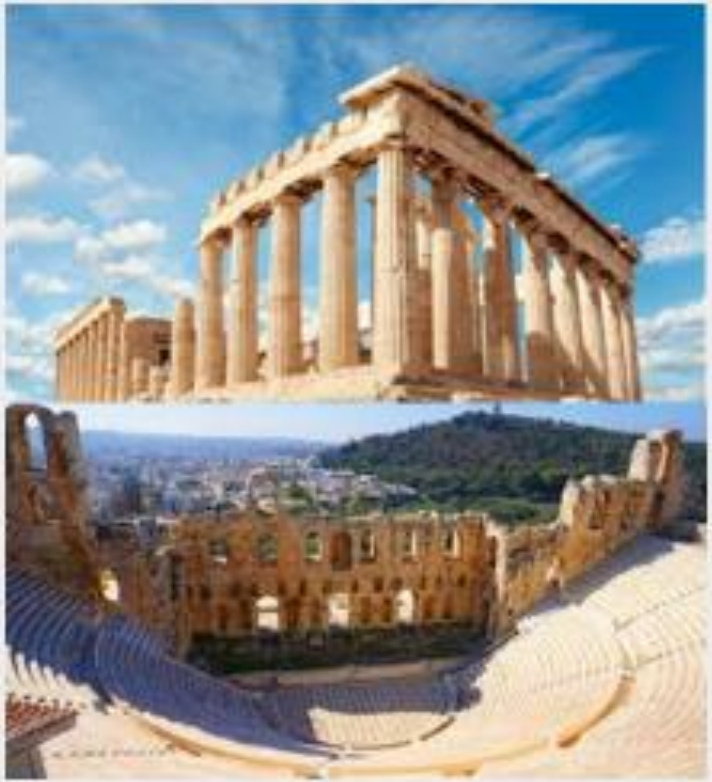
The Ancient Greek market place was called the agora. As well as buying goods, people met friends and discussed ideas there.

The Ancient Greek gods lived on Mount Olympus. Zeus was king of all the gods. The sea-god Poseidon and god of the Underworld Hades were his brothers. Athena, goddess of war and wisdom, was Zeus' daughter. Her temple, the Parthenon, lies in Athens on the Acropolis.

Year 6 History Skills:

- Place current study on time-line in relation to other studies
- Confidently use the library and internet for research
- Provide a reasoned argument as to why people acted as they did in the past
- Recognise primary and secondary sources
- Link sources and work out how conclusions were arrived at
- Evaluate the most reliable interpretation of an event
- Be aware that different evidence will lead to different conclusions
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

History Knowledge
The Groovy Greeks



Knowledge Organiser: METROPOLIS...

Vocabulary

Acropolis: fortified hill-sides in Ancient Greece; generally refers to the example in Athens where the Parthenon was built.

Agora: the Ancient Greek market place, where intellectual debate and the selling of goods both occurred.

Amphitheatre: open-air theatre which surrounds the stage.

Athens: the largest city in Greece and the capital.

City-states: powerful cities that ruled the surrounding lands and area. Ancient Greece was not a unified country.

Hoplite: citizen-soldiers of the city-states.

Labyrinth: an elaborate and confusing set of underground passages in which the Minotaur lived.

Mediterranean: the sea that surrounds the Greek islands.

Minotaur: the half-man half-bull monster son of the King of the Greek island of Crete.

Olympics: the name given to the games competition founded in Olympia honour of Zeus.

Parthenon: the name given to Athena's temple in Athens.

Sparta: a prominent city-state in Ancient Greece, until 192 BC when it was dissolved.

Trireme: a boat powered by three rows of oars.

Zeus: the king of the Ancient Greek gods.

Art/DT

DT -Textiles:

Designing and making a flag for a Greek city-state.

Key Vocabulary :
Print, Batik
Stitch, Printing
Running, Layering, Contrast

Music

PSHE/RHE

To recognise there are human rights, that are there to protect everyone.

Children will be able to:

•Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.

•Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital.

Through exploring pressures that they may experience, children will develop ideas on how to build resilience through thankfulness

PE

Dance

Pupils should:

continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

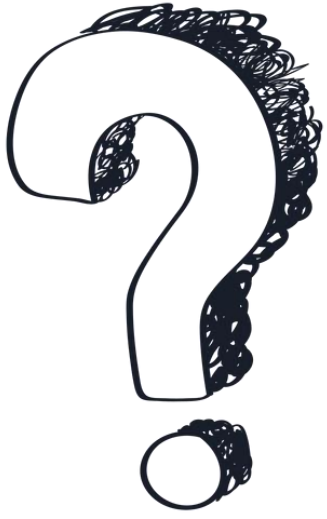
They should enjoy communicating, collaborating and competing with each other.

They should perform dances using a range of movement patterns

Foundation Subject
IMPACT QUESTIONS

History
Why were the city states Of Ancient Greece so Important to the development of Western Democracy?

PE
HOW CAN I SEQUENCE A SERIES OF MOVEMENT PATTERNS?



Science
How can we classify the different Animals on earth?

Music
How can I use the rhythm of a piece of music to aid my performance?

Computing
How do I know what to trust on the internet?

PSHE
How can I learn to build resilience as I experience peer pressure?

Art/DT
How can I apply a pattern to a piece of material?