

Knowledge Organisers

2nd Summer Term

Science

History

Geography

Art

PSHE

French

Music

R.E.

P.E.

Swimming

Class 3 – Year 4

Knowledge Organiser – Human Body – Science – Y5








Key Vocabulary:	
Circulation	The circulatory system is the system that moves blood around the body.
Respiration	The respiratory system is the set of organs that allows a person to breathe and exchange oxygen and carbon dioxide in the body.
Muscle	A band of tissue in the body that has the ability to contract, producing movement in parts of the body.
Oxygen	We breathe in oxygen which is then transported around the body by red blood cells. In the human body, the oxygen
Carbon dioxide	Your blood carries carbon dioxide to your lungs which is then breathed out.
Veins	Veins carry blood back towards the heart.
Arteries	Arteries carry blood away from the heart.
Capillaries	Tiny blood vessels that carry blood to the individual cells - they join the arteries to the veins
Pulse	The beating of the heart which can be felt by feeling the arteries of the wrist or neck.
Blood vessels	Arteries, veins and capillaries

Key Knowledge:
I know the main organs in the body.
I understand how the heart functions.
I understand the difference between the circulatory and respiratory systems.
I understand the importance of blood and can explain why we need it.
I understand the function of the lungs and the effects of smoking on the lungs.

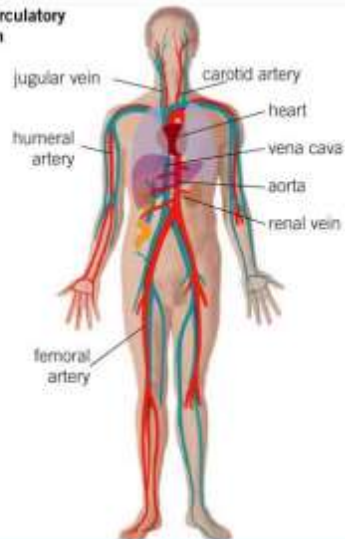
Diseases caused by Smoking

- Cancer e.g. throat, lungs or mouth cancer
- Emphysema
- Heart disease
- Asthma
- Bronchitis
- Heart failure
- Blockage in the arteries

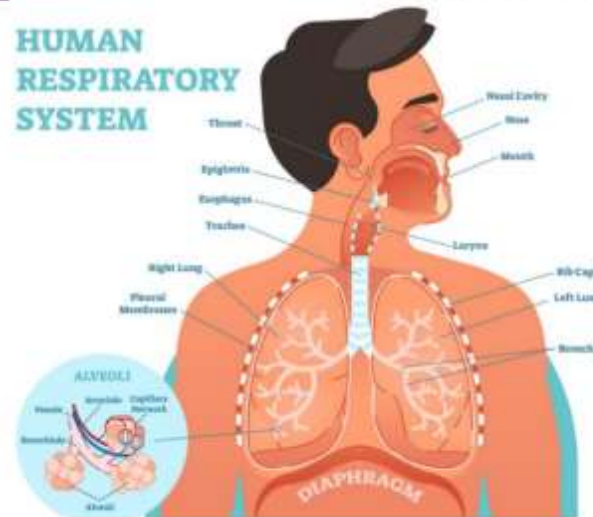


Liver	This organ removes toxins from the blood and makes blood	
Lungs	This is where oxygen gets into the blood. Carbon dioxide leaves the blood here.	
Small and large intestines	This is where the body absorbs food and water into the blood.	
Heart	This pumps blood to all parts of the body.	
Brain	This control most of the things your body can do.	
Kidneys	These help the body to get rid of waste and they make urine.	
Stomach	This mixes food with acid and gastric juices. It starts to break down food.	

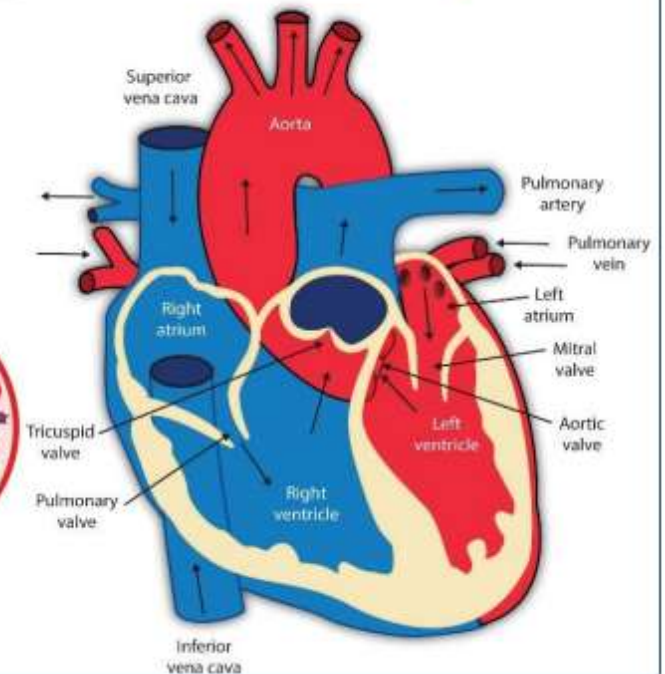
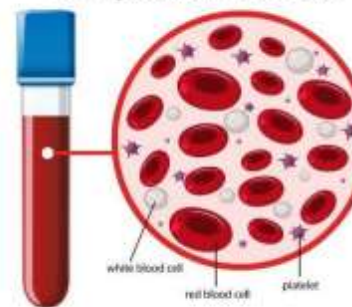
The circulatory system



HUMAN RESPIRATORY SYSTEM






Composition of Blood



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 2 nd September 1666  A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.	Monday 3 rd September 1666  The fire reached London Bridge, burning down about 300 houses on the way.	Monday 3 rd September 1666  The people of London started to run away from the city. They escaped on boats across the River Thames
 Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.	Tuesday 4 th September 1666  The fierce wind meant the fire was spreading further. St Paul's Cathedral went up in flames too.	Wednesday 5 th September 1666  The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.

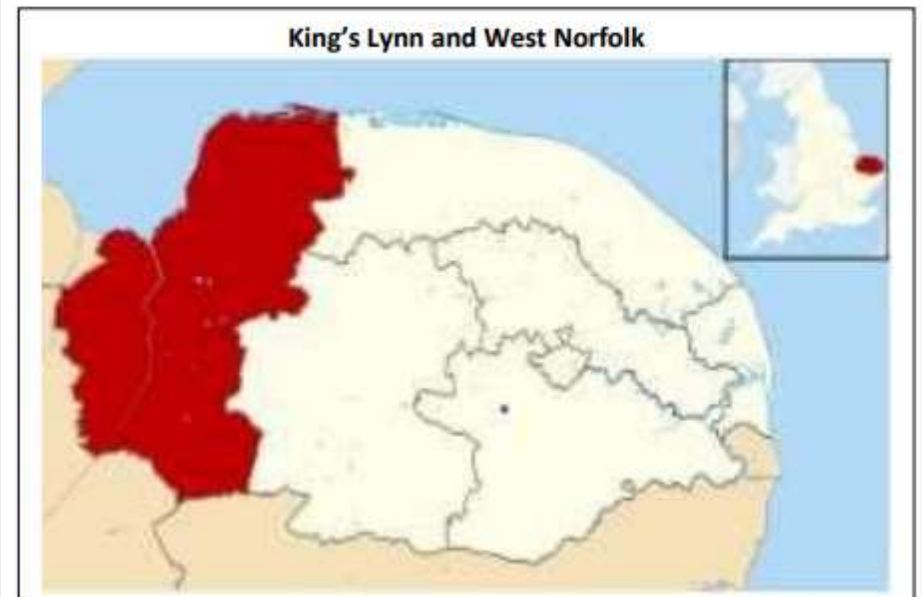
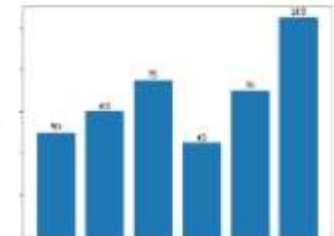
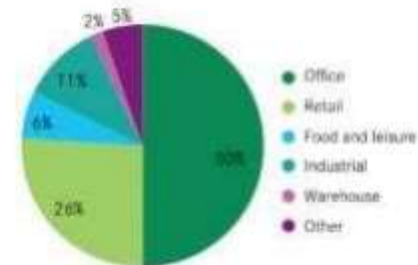
Key Knowledge:
I know in 1660, Parliament restored Charles II as King.
I understand how the bubonic plague spread.
I know that the Great Fire of London in 1666 spread quickly and destroyed much of the city.
I understand the events of the Monmouth Rebellion and why it happened
I know why the Bill of Rights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



Knowledge Organiser – Local Study – Geography – Year 5

Key Vocabulary	Definition
rural	Relating to the countryside
urban	Relating to a town or city
Land use	The management or modification of natural land by people
Secondary data	Information collected by other people and then used to answer questions
Primary Data	Information collected directly in response to answering a geographical question
Observational data	Information collected by watching events unfold
Aerial photograph	A photograph taken from a height – in mapping this is either by satellite or aircraft
Field work	Collecting information from a place to answer geographical questions

Key Knowledge
I know that there are different types of land use in West Norfolk
I can complete desk top fieldwork
I can complete field work into the local area
I can present the data that I collect
I can come to conclusions about the local area



Knowledge Organiser – William Morris (Visual Arts - Year Six)

Key Vocabulary:

designer	A person who plans the look of something before it is made.
decorative arts	The arts concerned with the production of objects which are both useful and beautiful. This is different to the "fine arts" which are usually viewed as painting, drawing, sculpture and photography.
Arts and Crafts movement	A trend in the decorative and fine arts which began in Britain in about 1880 where designers, craftsmen, artists and architects placed value on how things were made, using traditional craftsmanship, in small workshops. This was a reaction against mass industrialization in factories of the Victorian period.
stylized	To design something according to a particular style, rather than in accordance with nature or reality.
medieval	The period in European history from about 600 C.E. to 1500 C.E. Also known as the middle ages or dark ages. William Morris, the Pre-Raphaelites and the Arts and Crafts movement were interested in the designs and art from this time.
textiles	A cloth or fabric produced by, for example weaving or knitting.
woodblock printing	A print made from a design cut in a block of wood, and then printed onto paper or fabric.
block printing	To print from a hand-cut wooden block. Multiple separate blocks can be used to print onto the same design. This is how Morris' wallpaper designs were printed.
reduction printing	A multicoloured print where the separate colours are printed from the same block, which is reduced each time the block is used to print.
printing press	A machine that can print books, newspapers or magazines. Morris started his own press company in Hammersmith, called the Kelmscott Press.

Key Knowledge:

- I understand William Morris was a Victorian designer.
- I understand how William Morris' wallpapers were printed.
- I can create my own wallpaper design inspired by William Morris.
- I can create my own printing tile and use it to print my design in different layers.
- I understand that William Morris was a writer and created his own printing press and that he was a key figure in the Arts and Crafts movement.



Photographs:

'Have nothing in your houses that you do not know to be useful or believe to be beautiful.'
William Morris



The Morris Room at the Victoria and Albert Museum, London.



Designs:



Honeysuckle furnishing fabric 1876



Pink and Rose Wallpaper 1890



Strawberry Thief wallpaper 1883



Knowledge Organiser – PSHE – Changing Me - Year Four

Key Vocabulary

Unique	Being the only one of its kind.
Characteristics	A typical feature or quality that something/somebody has.
Reproduction	The act or process of producing babies, young animals or plants.
Menstruation	When a woman menstruates, there is a flow of blood from her womb, usually once a month.
Puberty	The period of a person's life during which their sexual organs develop and they become capable of having children.
Change	To become different.
Emotion	A strong feeling such as love, fear or anger; the part of a person's character that consists of feelings.
Anxious	Feeling worried or nervous.
Worry	To keep thinking about unpleasant things that might happen or about problems that you have.

Key Knowledge

I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.

I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.

I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that mensuration (having periods) is a natural part of this.



The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentially)



Reflective questions

Ask me this...

What are your unique characteristics?

Why do people choose to have babies?

What changes might my body go through?

Knowledge Organiser Year 6 French Unit 12: On va faire la fête!

Key Language	English
Où vas-tu?	Where are you going?
Je vais au café/à la piscine etc	I'm going to the café/pool
Comment vas-tu?	How are you travelling?
Je vais en voiture/à pied etc	I'm going by car/on foot
Qu'est-ce que tu vas faire?	what are you going to do?
Je vais/on va	I'm/we're going to
regarder un film / nager etc	watch a film/swim etc
IL/elle est/n'est pas	He/she is/isn't
grand(e)/petit(e)/sympa etc	tall/small/kind etc
Il/Elle aans	He/She isyears old.
Il /Elle a les yeux/les cheveux	He/she has...eyes/hair
Il/Elle porte un jean bleu etc	He/she is wearing....
J'aime/Je n'aime pas..	I like/I don't like ...
J'adore/Je déteste ...	I love/I hate
les frites/les gâteaux/les bonbons	chips/cakes/sweets etc
C'est délicieux!	It's delicious!
Qu'est-ce que tu veux/vous voulez manger/boire	what would you like to eat/drink?
Je voudrais ...	I would like
une limonade/ un coca	a lemonade/a coke
un jus de pomme/un jus d'orange	an apple/orange juice
un chocolat chaud/un café/ un thé	a hot chocolate/coffee/tea
s'il te plaît/s'il vous plaît	please
Voilà/merçi monsieur	there you are/thank you
C'est combien?	How much is it?
L'addition s'il vous plaît!	The bill please!

Je voudrais un café crème.



Je voudrais un chocolat chaud.



Je voudrais deux croissants.



Je voudrais un jus de pomme.



Je voudrais une limonade.

KEY QUESTIONS

Qu'est-ce que vous voulez boire/manger?

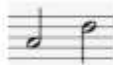
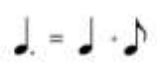


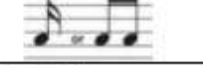
What would you like to drink/eat?

C'est tout? /Et avec ça?


Is that all?/Anything else?

C'est combien?

How much is that?

Key Vocabulary	Definition
Time signature	The rhythm following a clef 4/4 — there are four crotchet beats in a bar
Key signature	The key of a piece of music depends on the flats and sharps in the music. D major — there are two sharps in the key signature (#)
Tempo	The speed at which music is played Adagio — At a slow speed (68 bpm)
Rhythmic patterns using:	Minims:  Dotted crochets:  Crochets:  Quavers:  Semiquavers: 
Harmony	Music to support the melody


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



Key Signature: D minor — there is one flat in the key signature

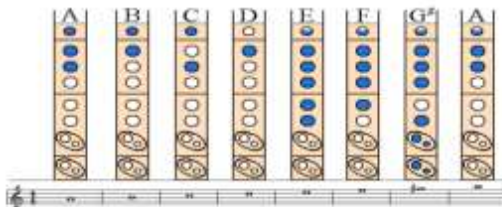


Key Signature: E b major — there are three flats in the key signature




Improvise Together

Recorder A Minor Scale and Finger Chart.



2/4 Time Signature




Top Number
2 beats every bar

Bottom Number
Quarter (crotchet) beat

Notes you composed with...

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



Songs Covered	
Disco Fever	Style: Disco
La Bamba	Style: Rock 'n' Roll
Change	Style: Pop

R.E. Year 5 Summer 2 Judaism Knowledge Organiser
Enquiry: How special is the relationship Jews have with God?

Key vocabulary	Definition
Relationship	The way in which two or more people or things are connected.
Abraham	The founder of Judaism. Abraham means 'father of many'.
Moses	The great leader, lawgiver, and prophet of the ancient Israelites (Jews)
Ten Commandments	Ten rules for Jewish people to follow, given by God.
The Mezuzah and the Shema	The mezuzah is found on doorposts in Jewish homes. It contains a scroll with Hebrew writing and is called the shema, an affirmation of Jewish faith.
Affirmation	A short, positive statement that is designed to be frequently repeated in order to enforce positive thinking.




Key Knowledge
I know why agreements are important and why they should be kept.
I know that God made a promise to Abraham to look after and protect him and his descendants.
I know the Ten Commandments are a promise between Jewish people and God to maintain a special relationship.
I know that Jewish practices such as the Torah Scroll and the Mezuzah help express their commitment to God.
I know that affirmations can help build and maintain relationships.



Knowledge Organiser – PE – Tennis – Year Five

Key Vocabulary	Definition
Ready position	The ready position is the position you take before your opponent hits the ball that allows you to move quickly around the court in any direction.
Rally	A sequence of shots back and forth between two players.
Serve	A serve is the shot used to start a rally when playing for a point. It should land in the diagonally opposite service box without hitting the net.
Placement	Strategically hitting the ball away from where your opponent is to help you win the point.
Recover	Move back to a central position during a game to make sure you can return the ball.
Volley	To hit the ball back to your opponent before it bounces.

Skill development	
Tennis	To be able to use the ready position in order to help to keep a rally going over a net, using both forehand and backhand (two-handed) shots.
	To be able to serve the ball from hand to racket to land 'in' on the other side of the court.

Skills	
Ready position	
Forehand position	
Backhand position	

Rules

Win a point if:

- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

Tactics


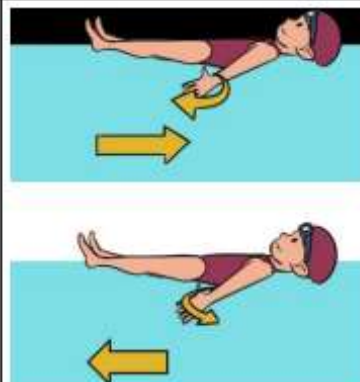
- Tactics are important because they help you to outwit an opponent.
- There are different tactics to use if you are defending or attacking.
- You might use different tactics depending on who you are playing against or the situation.

Serving rules:

- Ball must bounce over the net and before the service line. If playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net and bounces in, it is called a 'let' and they have their first serve again.
- If a pupil fails to hit their serve 'in' after second serve, the point is awarded to their opponent.

Key Vocabulary	Definition
Dolphin kick	A dolphin kick is usually used for the butterfly stroke. Created by whipping motion with both legs together.
Stroke	A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.
Inhale/Exhale	The acts of breathing in (inhale) and out (exhale).

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	
Front crawl arm action	
Sculling	
Breathing when swimming	