Curriculum Document

Folksworth Church of England Primary School

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

'A cord of three strands is not easily broken. ' Ecclesiastes 4:12

Inspiring a love of learning through the bonds of **family, faith** and **friendship.**

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Curriculum Design, Intent and Implementation

School Context

Folksworth Church of England Primary School is a small village school on the border between the Cambridgeshire and Peterborough Local Authorities. It is approximately seven miles from the centre of Peterborough. The school is a Church of England School and is part of the Diocese of Ely. It has close links with the local church.

The intake of the school is split with 50% of pupils being from the catchment area of Folksworth, Washingly and Morborne and 50% from further afield, usually Stilton, Yaxley and Hamptons. Whilst disadvantaged numbers are lower than average we have seen an increasing range of needs over time in terms of behaviour, emotional needs, social skills and varying starting points for learning.

We have low numbers of pupils from ethnic minorities and few pupils who speak English as an additional language. As a school we believe it is important that children show understanding and tolerance towards other cultures and beliefs. As the school is situated so closely to the culturally diverse City of Peterborough we include opportunities for learning about other cultural diversity wherever possible.

Curriculum Intent

- To encourage a love of learning. This should be evident in pupils' engagement throughout lessons and by additional child initiated learning that takes place outside of the school day.
- To foster a love of books and reading in a context where children often prefer to engage in other activities such as digital gaming and watching television outside of the school day.
- An immersive curriculum where children have opportunities to participate in real life experiences delivered through practical activities, visitors, and offsite visits and residentials.
- A curriculum which develops the character and skills needed for the next stages of education and beyond. Ensuring that children have collaboration and problem solving skills that can be applied to a range of situations. To have the technological understanding and skills for their futures.
- To develop tolerance and understanding of a range of cultures and beliefs in order to succeed as well rounded citizens in a diverse society.

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Implementation

- At Folksworth C of E Primary School we have chosen a knowledge-engaged approach to delivering our curriculum. This is a balance between delivering knowledge and developing the skills as we believe that knowledge and skills are intrinsically linked. Teaching is cross curricular in order to make the learning as relevant and meaningful as possible.
- Every half term the children read a whole text which becomes the class topic. Whilst there are relevant knowledge and skills that must be delivered through this topic it is up to the teacher to plan how and when this is taught. We follow a four step approach as set out in the diagram below.

READING THE WHOLE TEXT			
Hook/ Wow Get them excited about the new book Trip? (engaging)	Gaining knowledge and skills about the curriculum areas Trip? (Learning)	Independently attempting similar tasks where knowledge and skills are needed to be successful. (Applying)	Celebration of Learning/ Final Presentation in assembly/ Display (sharing)

- We are developing the use of technology for learning and collaboration through a range of Applications including Microsoft One Note and Teams to engage and equip learners to succeed in their next stage of education and beyond.
- We offer as many opportunities to increase cultural capital as possible through off site visits, residentials and experiences within school through outside agencies where appropriate.
- To support learning outside of the school day we have invested in specially designed Home Learning Journals to support and offer additional structures.
- We offer learning workshops throughout the year to support parents in their understanding of how curriculum areas are taught, for example, phonics and mathematical calculations.
- We teach knowledge and understanding of the key World Faiths supported by visits wherever possible.

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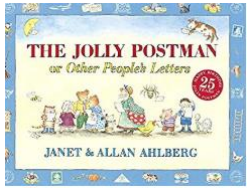
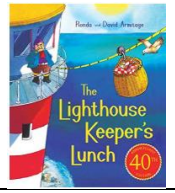
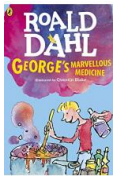
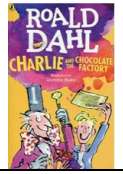
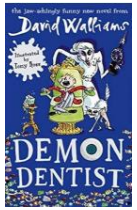
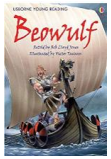
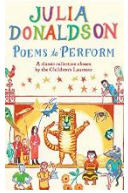
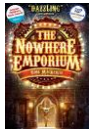
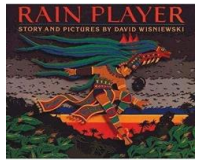
YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond* 	Toby and the Great Fire of London *Margaret Nash & Jane Cope* 	The Jolly Postman *Janet & Allan Ahlberg* 	The Magic Faraway Tree *Enid Blyton* 	The Lighthouse Keepers' Lunch *Ronda & David Armitage* 	George's Marvellous Medicine *Roald Dahl* 
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl* 	Demon Dentist *David Walliams* 	Beowulf *Rob Lloyd Jones and Victor Tavares* 	The Saga of Erik The Viking *Terry Jones* 	Poems to Perform *Julia Donaldson* 	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
Years 5 & 6	Cosmic *Frank Cottrell Boyce* 	The Nowhere Emporium *Ross MacKenzie* 	Private Peaceful *Michael Morpurgo* 	Goodnight Mister Tom *Michelle Magorian* 	Rain Player *David Wisniewski* 	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*

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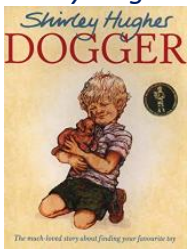
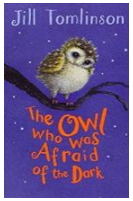
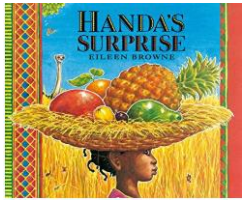
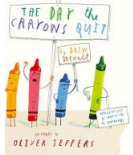
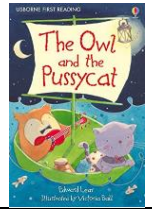
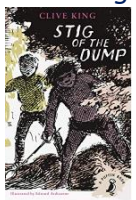
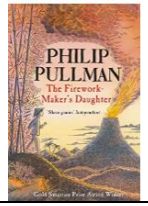
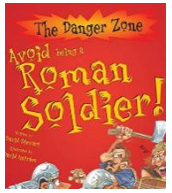
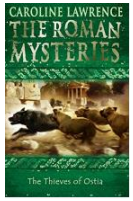
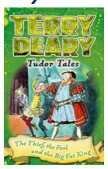
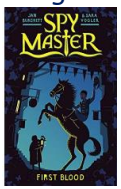
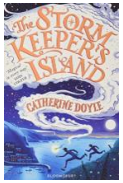
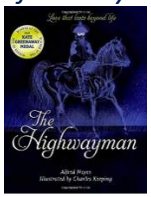
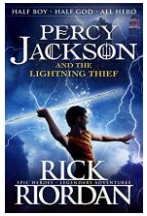
YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes* 	The Owl Who was Afraid of the Dark *Jill Tomlinson* 	The Tiger who came to tea *Judith Kerr* 	Handa's Surprise *Eileen Browne* 	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers* 	The Owl and the Pussycat *Edward Lear* 
Years 3 & 4	Stig of the Dump *Clive King* 	The Firework Makers Daughter *Philip Pullman* 	The Iron Man *Ted Hughes* 	Run Wild *Gill Lewis* 	Avoid Being a Roman Soldier *David Stewart* 	The Thieves of Ostia *Caroline Lawrence* 
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary* 	The Spy Master: First Blood *Jan Burchett & Sara Vogler* 	The Storm Keeper's Island *Catherine Doyle* 	The Highwayman *Alfred Noyes* 	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts 	Percy Jackson and the Lightning Thief *Rick Riordan* 

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Outdoor Education and Educational Visits

To be completed

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Careers and Employability

At Folksworth Church of England Primary School we aim to provide career-related learning opportunities for pupils to broaden and raise their aspirations for their futures. We do this through a range of planned opportunities for children to consider future careers and participate in a range of activities to develop employability skills during their time at our school. We aim to embed careers and employability education within our curriculum wherever possible.

Career and Employability activities are planned taking into account recommendations from the Gatsby Benchmarks for Good Career Guidance, our local labour market and job opportunities that are likely to exist when our pupils leave school. Our Careers and Employability education curriculum is designed to broaden pupils' considerations of a wider range of opportunities, not for them to decide what career path they wish to take as school leavers.

During their time at Folksworth Church of England Primary School our pupils will access the following opportunities and experiences:

- Considering careers opportunities and challenging stereotypes, including planned aspiration afternoons.
- Embedding the 5Rs for Effective Learning which support the development children's personal and employability skills for the future.
- Applying for positions of responsibility within the school, such as becoming a School Council representative or Digital Leader.
- Valuing education and linking the curriculum to future careers wherever possible.
- Developing independence, organisation and a positive work ethic through home-learning tasks.
- Financial planning, including a 'Young Enterprise' project in Years 5 and 6 and units within the PSHCE curriculum.
- Learning about a range of jobs from members of our local community.
- Inviting employers or business representatives into school.
- Off-site visits to locations which support careers and employability education, for example, the Big Bang Fair (science and engineering) and KidZania.

The 5Rs for Effective Learning

Folksworth C of E Primary School

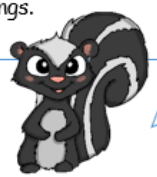
The 5Rs for Effective Learning

REFLECTION

- ✓ I look back at my work and events and can think about what went well and how to improve.
- ✓ I always ask myself if this is the best work I can do.
- ✓ I always consider the thoughts and feelings of others.

RESOURCEFULNESS

- ✓ I am independent and look for solutions to problems.
- ✓ I use the three B's before asking the teacher: I use my Brain, Book or a Buddy.
- ✓ Thinking outside the box will help me achieve greater things.



RESILIENCE

- ✓ I believe in myself; when things are hard I try even harder.
- ✓ I don't get upset about mistakes. They are a starting point for my learning.
- ✓ I push myself out of my comfort zone in order to be successful.

RESPECT

- ✓ I have respect for myself; members of staff and my community.
- ✓ I create a good environment for learning. I use appropriate language, keep the school clean and tidy and wear the correct uniform.
- ✓ I show that I am listening to staff and support other students as they learn.

RESPONSIBILITY

- ✓ I am responsible for my own behaviour, my work and my future.
- ✓ I push myself to complete work as carefully and thoughtfully as possible.
- ✓ I complete and hand in homework on time.

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Topic Overviews

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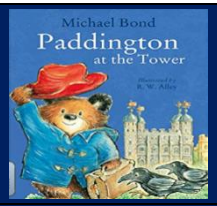
Year 1/2
Paddington at the Tower

	The irresistible, classic bear from Darkest Peru, who was found on Paddington station, causes havoc while out sight-seeing! When Paddington visits the Tower of London he makes sure he has enough marmalade sandwiches to sustain him - a whole suitcase in fact! Unfortunately, it is not only bears who like sandwiches as Paddington is soon to discover…
Text Types	Non-Chronological Report Narrative
Science	Working Scientifically Earth and Space Motion and Forces
History	Significant Individuals: Guy Fawkes and the Houses of Parliament
Geography	Location and Places Physical and Human Processes Interpreting Geographical Information
Art	Textiles (make bunting)
DT	Design, Make and Evaluate Process Structures (Make London souvenir)
Residential/ Trips	Visit the Tower of London and Pudding Lane
Outdoor Education Ideas	Hold a garden party, plot geographic landmarks, outdoor observations of nature (linked to RE)
PE	Outdoor and Adventurous
Music	Charanga: Your Imagination
Computing	Text
RE	Special People
PSHCE	Rights, Rules and Responsibilities Cit5 RR12
Careers and Employability	What would I like to be when I am older? (aspirations)

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Year 1/2
Toby and the Great Fire of London

	Toby has forgotten a delivery for Mr Pepys, but as he sets out across London he sees the sky is full of flames!
Text Type	Historical Recount Diary writing
Science	Working Scientifically Earth and Space Motion and Forces
History	The Great Fire of London
Art	Sculpture (rolled paper)
DT	Design, Make and Evaluate Process Structures
Outdoor Education Ideas	Visit from Fire Service Set fire to houses made to observe how fire can spread. Compare the speed water travels through a hose pipe to how quickly buckets can be filled to put out a fire.
PE	Invasion Games
Music	Christmas
Computing	Internet Research Online Safety Presentation (PowerPoint)
RE	Understanding Christianity: What is the good news Jesus brings?
PSHCE	My Emotions MMR ME12 Anti-Bullying MMR7 AB12

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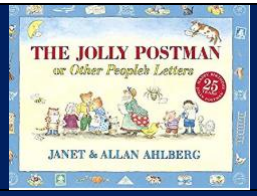
Year 1/2
The Jolly Postman

	Join the Jolly Postman on his rounds as he delivers cards and letters to various fairy-tale characters. He has a letter of apology for the three bears from Goldilocks, a postcard from Jack for the giant, a solicitor's letter on behalf of Little Red Riding-Hood for the wolf who ate grandma, and more! This classic and innovate story includes six envelopes with pull-out letters and cards
Text Types	Fairy Tales Letter Writing (informal)
Science	Working Scientifically Materials
Geography	Physical and Human Processes Interpreting Geographical Information Fieldwork Communicating Geographically
PE	Gymnastics
Music	Charanga: Zootime
Computing	Email Online Safety Programming
RE	Special Symbols and Objects
PSHCE	Diversity and Communities Cit4 DC12
Outdoor Education Ideas	Write and post letters to relatives. Post them at the post box. Map out where replies come from. Village walk looking at the geography of Folksworth. Look at post boxes in Folksworth and the collection times. Plan a route for the postman.

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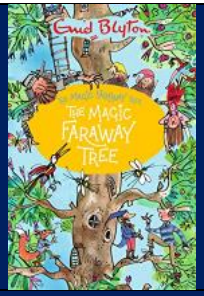
Year 1/2

The Magic Faraway Tree

	Join Joe, Beth and Frannie as they take their cousin Rick on a an adventure he'll never forget – up the Magic Faraway Tree! Along with their friends Moon-Face, Saucepan Man and Silky the fairy, the children tumble from the fun of the Land of Toys to the thrill of trying to escape the Land of Dreams. Will they ever make it home for tea? *Anything's possible in THE MAGIC FARAWAY TREE!*
Text Types	Fantasy stories (settings) Instructions
Science	Working Scientifically Materials
Art	Printing
Outdoor Education Ideas	Woodland Walk Role play the lands at the top of the Faraway Tree.
Computing	Text
PE	Dance
Music	Charanga: Hey You!
RE	Special Symbols and Objects
PSHCE	Drug Education HSL8 DE12

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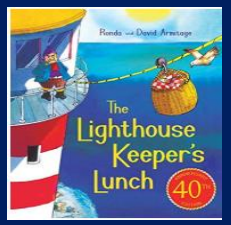
Year 1/2
The Lighthouse Keeper's Lunch

	Once there was a lighthouse keeper called Mr. Grinling. At night time he lived in a small white cottage perched high on the cliffs, and in the daytime he rowed out to his lighthouse to clean and polish the light. Every day Mr Grinling tucks into delicious lunch, prepared by his wife, Mrs Grinling. But Mr Grinling isn't the only one who enjoys the tasty food, so Mrs Grinling has to think of a way to stop the greedy seagulls from stealing the lighthouse keeper's lunch.
Text Types	Historical Fiction Biography of Grace Darling
Science	Working Scientifically Plants
History	Significant Individuals: Grace Darling
Geography	Physical and Human Processes Communicate Geographically
Art	Textiles (plaiting)
DT	Design, Make and Evaluate Process Cooking and Nutrition Mechanisms
Computing	Text
PE	Athletics
Music	Charanga: Hands, Feet, Heart
RE	Understanding Christianity: Who made the world?
PSHCE	Personal Safety HSL9 PS12
Outdoor Education Ideas	Find ways to communicate standing long distances apart – signs/ codes Measuring distances and comparing to lighthouse – how far can you see into the distance? How tall is a lighthouse compared to a tree?

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Year 1/2
George's Marvellous Medicine

	George Kranky's Grandma is a miserable grouch. George really hates that horrid old witchy woman. One Saturday morning, George is in charge of giving Grandma her medicine. *So-ho! Ah-ha! Ho-hum!* George knows exactly what to do. A magic medicine* it will be. One that will either cure her completely . . . or blow off the top of her head.
Text Types	Explanation Instructions
Science	Working Scientifically Living Things and Their Habitats
History	Significant Individuals: Florence Nightingale
PE	Striking and Fielding Games
Music	Charanga: Round and Round
Computing	Sound Recording
RE	Special Ways of Living
PSHCE	Managing Change MMR8 MC12
Careers and Employability	Aspirations Afternoon (investigating careers)
Outdoor Education Ideas	Mixing potions

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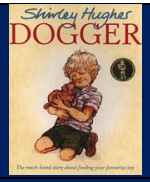
Year 1/2
Dogger

	When Dave loses his favourite toy, Dogger, he is desolate. But then Dogger turns up at the school summer fair, and everything seems all right - until someone else buys him before Dave can get the money!
Text Types	Stories with familiar settings (narrative)
Science	Working Scientifically Motion and Forces
History	Toys Past and Present
Art	Drawing
DT	Design, Make and Evaluate Process Mechanisms
Residential/ Trips	Walk around local area Visit from people who help us e.g. school nurse, emergency services Church Visit
PE	Outdoor and Adventurous
Music	Charanga: Friendship Song
Computing	Graphics
RE	Special Places (including Church visit)
PSHCE	Beginning and Belonging MMR4 BB12
Careers and Employability	What would I like to be when I am older? (aspirations)
Outdoor Education Ideas	Exploring motion and forces using outdoor toys and equipment. Outdoor sketching in the natural environment. Exploring the emergency services vehicles when visiting. Walk around the village – number hunt / maths hunt

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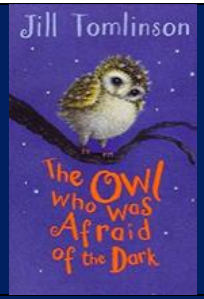
The Owl Who Was Afraid of the Dark

	Plop, the Baby Barn Owl, is like every Barn Owl there ever was, except for one thing – he is afraid of the dark. "Dark is nasty" he says and so he won't go hunting with his parents. Mrs Barn Owl sends him down from his nest-hole to ask about the dark and he meets a little boy waiting for the fireworks to begin, an old lady, a scout out camping, a girl who tells him about Father Christmas, a man with a telescope and a black cat who takes him exploring. He realizes that through these encounters that dark is super after all.
Text Types	Explanation Narrative (description)
Science	Working Scientifically Waves: Light and Sound
Geography	Physical and Human Processes (weather patterns)
Art	Sculpture (clay)
Computing	Text
Residential/ Trips	Ramsey Raptor Centre
PE	Invasion Games
Music	Christmas
RE	Understanding Christianity: Why does Christmas matter to Christians?
PSHCE	Family and Friends MMR6 FF12 Anti Bullying MMR 7 AB12
Outdoor Education Ideas	Exploring different weather and creating a weather chart. Sound walk Talking telephones Exploring light and shadows Investigating microhabitats

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Year 1/2
The Tiger Who Came to Tea

	The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger!
Text Types	Narrative Non-chronological Report (animal fact file)
Science	Working Scientifically Animals including Humans
Geography	Physical and Human Processes (hot and cold areas of the world)
Residential/ Trips	Animal experience in school/ Hammerton Zoo
PE	Gymnastics
Music	Charanga: Rhythm in the Way We Walk
Computing	Video
RE	Special Words and Stories
PSHCE	Working Together Cit3 WT12 Financial Capability EW1 FC12
Outdoor Education Ideas	Creating outdoor videos Teamwork activities (PSHCE) The bigger the animal the further it can jump. True or false? Walk around village – Maths concept hunt

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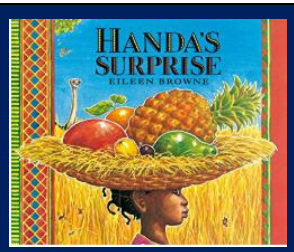
Year 1/2
Handa's Surprise

	A modern classic named one of the best culturally diverse picture books in the UK, this is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Akeyo wonders, *I wonder what fruit Akeyo will like best?,* a series of sneaky animals steal something from Handa's basket, which she's carrying on her head... When Handa reaches Akeyo, will she have anything left to offer her friend?
Text Types	Fables Instructions
Science	Working Scientifically Animals including Humans
History	Significant Individuals: Nelson Mandela
Geography	Location and Places Interpreting Geographical Information
Art	Textiles (weaving and dip dye)
DT	Design, Make and Evaluate Process Cooking and Nutrition
PE	Dance
Music	Charanga: I Wanna Play in a Band
Computing	Data
RE	Special Words and Stories
PSHCE	Relationships and Sex Education HSL6 SR1/ HSL 10 SR2
Outdoor Education Ideas	Following instructions – treasure hunt. Outdoor data collection Picnic with the food made in DT. Dip dying outside in art

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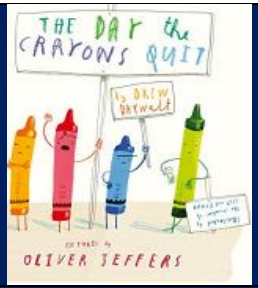
Year 1/2

The Day the Crayons Quit

	Poor Duncan just wants to colour in. But when he opens his box of crayons, he only finds letters, all saying the same thing: We quit. Beige is tired of playing second fiddle to Brown, Blue needs a break from colouring in all that water, while Pink just wants to be used. Green has no complaints, but Orange and Yellow are no longer speaking to each other. The battle lines have been drawn. What is Duncan to do?
Text Types	Discussion Persuasive Letter writing (informal)
Science	Working Scientifically Plants
Art	Painting Inspiration from the Greats Digital Media
Residential/ Trips	Burghley Sculpture Park
PE	Athletics
Music	Instruments: Ocarina/ Recorders
Computing	Graphics
RE	Understanding Christianity: What do Christians believe God is like?
PSHCE	Managing Risk HSL4 MR12 Safety Contexts HSL5 SC12
Outdoor Education Ideas	Crayon scavenger hunt Walk around village – Identifying plants Exploring colour in the environment Posting letters for the art gallery

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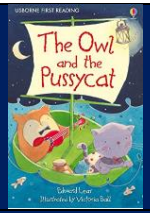
Year 1/2
The Owl and the Pussycat

	Join the Owl and the Pussy Cat on a magical adventure as they go to sea in a beautiful pea green boat. Edward Lear's much-loved nonsense rhyme is wonderfully brought to life by Victoria Ball's charming illustration.
Text Types	Poetry – free verse/ nonsense poems Biography of Christopher Columbus
Science	Working Scientifically Plants
History	Significant Individuals: Christopher Columbus
Geography	Location and Places Interpreting Geographical Information (compass points)
Art	Collage
DT	Design, Make and Evaluate Process Structures
PE	Striking and Fielding
Music	Instruments: Ocarina/ Recorders
Computing	Text
RE	Special Things in Nature
PSHCE	Healthy Lifestyles HSL7 HL12
Careers and Employability	Aspirations Afternoon (investigating careers)
Outdoor Education Ideas	Outside poetry performances Sharing poetry in fire pit area with hot chocolate and toasted marshmallows! Exploring floating and sinking – testing their boats. Exploring texture for art project

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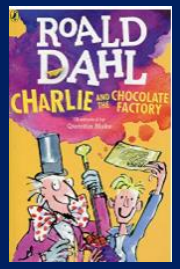
Year 3/4

Charlie and the Chocolate Factory

	Mr Willy Wonka is the most extraordinary chocolate maker in the world. And do you know who Charlie is? Charlie Bucket is the hero. The other children in this book are nasty little beasts, called: Augustus Gloop - a great big greedy nincompoop; Veruca Salt - a spoiled brat; Violet Beauregarde - a repulsive little gum-chewer; Mike Teavee - a boy who only watches television. Clutching their Golden Tickets, they arrive at Wonka's chocolate factory. But what mysterious secrets will they discover? Our tour is about to begin. Please don't wander off. Mr Wonka wouldn't like to lose any of you at this stage of the proceedings...
Text Types	Non-Chronological Reports Adventure Stories Persuasion
Science	Working Scientifically Magnetism
Geography	Interpreting Geographical Information
Art	Painting Take inspiration from the greats: Pop Art
Residential/ Trips	Cadburys World/ Chocolate Making Workshop/ Roald Dahl's House
Outdoor Education Ideas	Compass work, mapping, temperature recording
PE	Outdoor and Adventurous
Music	Charanga: Dragon Song
Computing	Presentation Blogging
French	Y3: Numbers and Greetings Y4: Parts of the Body/ Zoo Animals
RE	Understanding Christianity: What is it like to follow God?
PSHCE	Rights, Rules and Responsibilities Cit8 RR34
Careers and Employability	What would I like to be when I am older? (aspirations)

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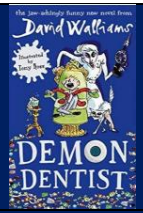
Year 3/4
Demon Dentist

	Darkness had come to the town. Strange things were happening in the dead of night. Children would put a tooth under their pillow for the tooth fairy, but in the morning they would wake up to find… a dead slug; a live spider; hundreds of earwigs creeping and crawling beneath their pillow. Evil was at work. But who or what was behind it…?
Text Types	Film narrative Fantasy Discussion
Science	Working Scientifically Magnetism
Art	Digital Media
DT	Design, Make and Evaluate Process Structures
Residential/ Trips	Visit from a Dentist
Outdoor Education Ideas	Mini beast survey Travel times Lines of latitude Scale drawing of outdoor environment
PE	Invasion Games
Music	Charanga: Blackbird
Computing	Video
French	Y3: Numbers and Greetings Y4: Parts of the Body/ Zoo Animals
RE	Understanding Christianity: What sort of world did Jesus want?
PSHCE	My Emotions MMR10 ME34 Anti Bullying MMR12 AB34

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Year 3/4
Beowulf

	The classic story written over a thousand years ago retold for children ready to tackle longer and more complex stories. Fearsome monsters stalk the moors of ancient Denmark, murdering anyone they catch. But then a warrior comes from overseas. His name is Beowulf. He kills monsters... Each scene is atmospherically brought to life with Victor Tavares illustrations.
Text Types	Historical Fiction Fantasy
Science	Working Scientifically Materials The Earth (Rocks and Atmosphere)
History	Anglo-Saxons
Geography	Location and Places (European Countries) Communicating Geographically
Art	Textiles
Residential/ Trips	Norwich Museum
Outdoor Education Ideas	Lines of latitude and longitude Sound exploration
PE	Gymnastics
Music	Charanga: Three Little Birds
Computing	Online Safety
French	Y3: Colours and Fruit Names Y4: Members of the Family and Pets
RE	Sikhism, The Gurus and the Khalsa
PSHCE	Diversity and Communities Cit7 DC34

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Year 3/4

The Saga of Erik the Viking

	This is the tale of a Viking warrior by the name of Erik. But Erik is no ordinary Viking. With his trusty band of men he sets sail in search of the land where the sun goes at night – but he finds much more! The Sea Dragon, Dogfighters and giants combine to make his voyage a great saga of thrilling adventures.
Text Types	Historical Fiction Myths Recounts
Science	Working Scientifically Materials The Earth (Rocks and Atmosphere)
History	Vikings
Geography	Location and Places Interpreting Geographical Information
DT	Design, Make and Evaluate Process Electrical Systems
Residential/ Trips	Sikh Gurdwara
Outdoor Education Ideas	Exploring electricity – human modelling
PE	Dance
Music	Charanga: Lean On Me
Computing	Internet research
French	Y3: Colours and Fruit Names Y4: Members of the Family and Pets
RE	Sikhism, The Gurus and the Khalsa (including Gurdwara visit)
PSHCE	Drug Education HSL DE34

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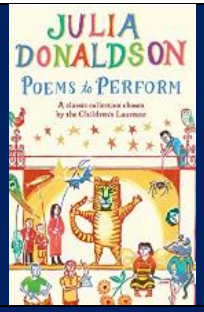
Year 3/4

Poems to Perform

	From the author of *The Gruffalo*, Julia's passionate belief that performance can help children enjoy reading and grow in confidence is informed by her own experience both as a child and now, working with groups of children to bring stories, poems and songs to life. The poems range from classics by Edward Lear, W H Auden and Eleanor Farjeon to contemporary work by Michael Rosen, John Agard and Clare Bevan. Illustrated throughout with exquisite, expressive lino-cuts by Clare Melinsky, this is a book for teachers, parents, children: anyone who loves great poetry.
Text Types	Visual poetry Performance Poetry Discussion
Science	Working Scientifically Plants
Geography	Physical and Human Processes Fieldwork Communicating Geographically
Art	Printing
Outdoor Education Ideas	Measuring water/ puddles, filtering water, solar kettle, water cycle. Performing poems in context
PE	Athletics
Music	Charanga: Bringing Us Together
Computing	Emails
French	Y3: Days of the Week and Months of the Year Y4: Hobbies and Leisure/ The Weather
RE	The Five Pillars of Islam
PSHCE	Personal Safety HSL16 PS34

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Year 3/4

The Time Travelling Cat and the Egyptian Goddess

	Topher and his father are trying to get over the death of Topher's mother, an Egyptologist, when they take in a stray cat. This cat bears an uncanny resemblance to a cat ornament given to Topher by his mother and so they name it 'Ka', meaning 'double'. Topher becomes very attached to Ka and is puzzled by her mysterious absences. One day when he is playing a computer game with an Egyptian theme, Ka jumps on the keys and spells out the name Bubastis, which was the centre of cat worship in Ancient Egypt. Could Ka really be leading a double life and what is she trying to tell Topher?
Text Types	Playscripts Fantasy
Science	Working Scientifically Living Things and Their Habitats
History	Ancient Egypt
Geography	Location and Places (Equator and Hemispheres) Interpreting Geographical Information
Art	Textiles (create weavings)
Residential/ Trips	New Walk Museum, Leicester
Outdoor Education Ideas	Global geography Food chains
PE	Striking and Fielding Games
Music	KS2 Performance
Computing	Programming
French	Y3: Days of the Week and Months of the Year Y4: Hobbies and Leisure/ The Weather
RE	The Five Pillars of Islam
PSHCE	Managing Change MMR13 MC34
Careers and Employability	Aspirations Afternoon (investigating careers)

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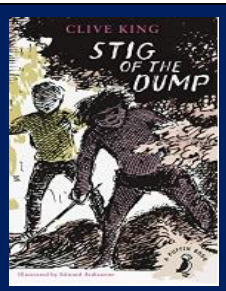
Year 3/4
Stig of the Dump

	Clive King's *Stig of the Dump* is a much-loved modern classic. It is the story of Barney and his best friend, cave-man Stig.Barney is a solitary little boy, given to wandering off by himself. One day he is lying on the edge of a disused chalk-pit when it gives way and he lands in a sort of cave. Here he meets 'somebody with a lot of shaggy hair and two bright black eyes' wearing a rabbit skin and speaking in grunts. He names him Stig. Of course nobody believes Barney when he tells his family all about Stig, but for Barney cave-man Stig is totally real. They become great friends, learning each others ways and embarking on a series of unforgettable adventures.
Text Types	Adventure Playscripts
Science	Working Scientifically Motion and Forces
History	Stone Age, Bronze Age and Iron Age
Geography	Physical and Human Processes
Art	Sculpture
Residential/ Trips	Peterborough Museum
Outdoor Education Ideas	Exploring rocks, fossils and soil.
PE	Outdoor and Adventurous
Music	Charanga: Mamma Mia
Computing	Animation
French	Y3: Numbers and Greetings Y4: Parts of the Body/ Zoo Animals
RE	Understanding Christianity: What do Christians learn from the Creation Story?
PSHCE	Beginning and Belonging MMR9 BB34
Careers and Employability	What would I like to be when I am older? (aspirations)

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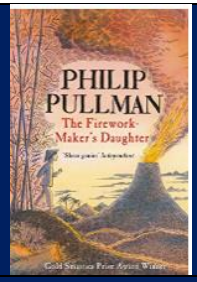
The Firework Maker's Daughter

	What Lila wants to be more than anything else in the world is . . . a Firework-Maker! But firework-making is not just about being able to make Crackle-Dragons and Golden Sneezes. There is also one special secret: every Firework-Maker must make a perilous journey to face the terrifying Fire-Fiend! Not knowing that she needs special protection to survive the Fire-Fiend's flames, Lila sets off alone. Her friends, Chulak and Hamlet - the King's white elephant - race after her. But can they possibly reach her in time?
Text Types	Historical fiction Explanation
Science	Working Scientifically Waves: Light and Sound
Art	Textiles Take inspiration from the greats: expressionism
Outdoor Education Ideas	Firework display/ sparklers Reflecting light Exploring shadows
PE	Invasion Games
Music	Charanga: Glockenspiel 1
Computing	Graphics
French	Y3: Numbers and Greetings Y4: Parts of the Body/ Zoo Animals
RE	Judaism - Moses
PSHCE	Family and Friends MMR11 FF34 Anti-Bullying MMR12 AB34

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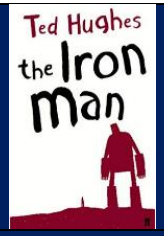
Year 3/4
The Iron Man

	Mankind must put a stop to the dreadful destruction by the Iron Man and set a trap for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to lay waste to the planet, it is the Iron Man who finds a way to save the world.
Text Types	Fantasy story Film narrative
Science	Working Scientifically Animals including Humans
Art	Printing
DT	Design, Make and Evaluate Process Mechanical Systems
Residential/ Trips	Think Tank
Outdoor Education Ideas	Practical demonstrations of forces and magnets Exploring patterns
PE	Gymnastics
Music	Charanga: Glockenspiel 2
Computing	Data
French	Y3: Colours and Fruit Names Y4: Members of the Family and Pets
RE	Understanding Christianity: Why do Christians call the day Jesus died Good Friday?
PSHCE	Working Together Cit6 WT34 Financial Capability EW2 FC34

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Year 3/4
Run Wild

	Izzy and Asha need a space to call their own, away from difficult families, the Skull brothers and the trouble they bring. But the derelict building site where they stake their claim already belongs to something else, a wilderness they never expected and an injured wolf that desperately needs their help. Can they reconnect to the wild and save the wolf? Or is their pack too weak to fight much stronger powers? A stunning tale of our lost connection to nature and the wild that hides in us all, from renowned storyteller Gill Lewis
Text Types	Adventure stories Non-Chronological Report Persuasive letter (formal)
Science	Working Scientifically Animals including Humans
Geography	Location and Places Interpreting Geographical Information Communicate Geographically Fieldwork
Art	Sculpture
Outdoor Education Ideas	Explore living things and their habitats Map topographical features in sand. Investigate a range of playground games
PE	Dance
Music	Charanga: Let Your Spirit Fly
Computing	Graphics
French	Y3: Colours and Fruit Names Y4: Members of the Family and Pets
RE	Understanding Christianity: What is the Trinity?
PSHCE	Relationships and Sex Education HSL13 SR3/ HSL17 SR4

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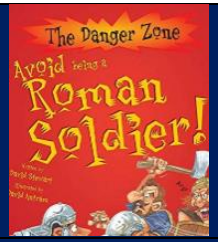
Year 3/4

Avoid Being a Roman Soldier!

	The humorous cartoon-style illustrations and narrative approach encourage readers to get emotionally involved with the characters, aiding their understanding of what life would have been like being a Roman Soldier. Informative captions, a complete glossary and an index make this title an ideal introduction to the conventions of non-fiction texts for young readers.
Text Types	Myths Adventure Discussion
Science	Working Scientifically Electricity
History	The Romans Local Study: Roman town of Durobrivae.
Geography	Interpreting Geographical Information
Art	Drawing
Computing	Text
Residential/ Trips	Stibbington/ Flag Fen Roman Day
Outdoor Education Ideas	Growing plants Explore local area – mapping Roman army battle formations Outdoor cooking
PE	Athletics
Music	Charanga: Stop!
French	Y3: Days of the Week and Months of the Year Y4: Hobbies and Leisure/ The Weather
RE	Holy Places in Islam
PSHCE	Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34

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Year 3/4
The Thieves of Ostia

	Flavia Gemina is a natural at solving mysteries. The daughter of a ship's captain living in Ostia, the port of Rome, in AD79, she and her three friends, Jonathan, a Jewish boy (and secretly a Christian); Nubia, an African slave girl; and Lupus, a mute beggar boy, must work together to discover who is beheading the watchdogs that guard people's homes, and why. A talented storyteller, Caroline Lawrence has created a delightfully readable and accessible series that children will want to read time and time again.
Text Types	Historical fiction Non-Chronological reports Instructions
Science	Working Scientifically Electricity
History	The Romans
Art	Collage
DT	Design, Make and Evaluate Process Cooking and Nutrition
Residential/ Trips	Mosque Visit
Outdoor Education Ideas	Roman banquet Telling stories around a fire
PE	Striking and Fielding
Music	KS2 Performance
Computing	Text
French	Y3: Days of the Week and Months of the Year Y4: Hobbies and Leisure/ The Weather
RE	Holy Places in Islam (including Mosque visit)
PSHCE	Healthy Lifestyles HSL14 HL34
Careers and Employability	Aspirations Afternoon (investigating careers)

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Year 5/6
Cosmic

	Liam is too big for his boots. And his football strip. And his school blazer. But being super-sized height-wise has its advantages: he's the only eleven-year-old to ever ride the G-force-defying Cosmic rollercoaster – or to be offered the chance to drive a Porsche. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space. Is Liam the best boy for the job? Sometimes being big isn't all about being a grown-up.
Text Types	Science Fiction Non-Chronological Reports Letters (formal)
Science	Working Scientifically Earth and Space Motion and Forces Energy
DT	Design, Make and Evaluate Process Structures Mechanical Systems
Residential/ Trips	National Space Centre (Leicester)
Outdoor Education Ideas	Building rockets and testing them. Modelling the solar system.
PE	Outdoor and Adventurous
Music	Charanga: Make You Feel My Love
Computing	Data
French	Y5: At the Shops Y6: Opinions (clothes, jobs and music)
RE	Humanism
PSHCE	Rights, Rules and Responsibilities Cit11 RR56
Careers and Employability	What would I like to be when I am older? (aspirations)

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Year 5/6
The Nowhere Emporium

	When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident. Before long, the 'shop from nowhere' -- and its owner, Mr Silver -- draw Daniel into a breathtaking world of magic and enchantment. Recruited as Mr Silver's apprentice, Daniel learns the secrets of the Emporium's vast labyrinth of passageways and rooms -- rooms that contain wonders beyond anything Daniel has ever imagined. But when Mr Silver disappears, and a shadow from the past threatens everything, the Emporium and all its wonders begin to crumble. Can Daniel save his home, and his new friends, before the Nowhere Emporium is destroyed forever?
Text Types	Fantasy Mystery
Science	Working Scientifically Earth and Space Motion and Forces Energy
Art	Painting Collage
Residential/ Trips	
Outdoor Education Ideas	Fossil hunt
PE	Invasion Games
Music	Charanga: Classroom Jazz 1
Computing	Graphics
French	Y5: At the Shops Y6: Opinions (clothes, jobs and music)
RE	Humanism
PSHCE	My Emotions MMR15 ME56 Anti-Bullying MMR17 AB56

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Year 5/6

Private Peaceful

	Told in the voice of Private Tommo Peaceful, the story follows twenty-four hours at the front, and captures his memories of his family and his village life by no means as tranquil as it appeared. Full of vivid detail and engrossing atmosphere, leading to a dramatic and moving conclusion, Private Peaceful is both a compelling love story and a deeply moving account of the First World War.
Text Types	Recounts Instructions
Science	Working Scientifically Materials
History	World War I
Geography	Location and Places Interpreting Geographical Information
Art	Drawing
Residential/ Trips	Stibbington Evacuation Day
Outdoor Education Ideas	Dig a trench. Knot tying. Outdoor cooking
PE	Gymnastics
Music	Charanga: Classroom Jazz 2
Computing	Online Safety Internet Research
French	Y5: Sports, Food and Drink Y6: Home and Family
RE	Understanding Christianity: What did Jesus do to save human beings?
PSHCE	Diversity and Communities Cit10 DC56

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Year 5/6
Goodnight Mister Tom

	The story of young Willie Beech, evacuated to the country as Britain stands on the brink of the Second World War. A sad, deprived child, he slowly begins to flourish under the care of old Tom Oakley - but his new-found happiness is shattered by a summons from his mother back in London. As time goes by Tom begins to worry when Willie doesn't answer his letters, so he goes to London to find him, and there makes a terrible discovery.
Text Types	Letters (formal and informal) Discussion
Science	Working Scientifically Materials
History	World War II
Geography	Interpreting Geographical Information Location and Places
Art	Printing
DT	Design, Make and Evaluate Process Cooking and Nutrition
Residential/ Trips	Residential
Outdoor Education Ideas	Build an Anderson shelter. Cooking outdoors
PE	Gymnastics
Music	Charanga: Fresh Prince of Bel Air
Computing	Internet Research Presentation
French	Y5: Sports, Food and Drink Y6: Home and Family
RE	Understanding Christianity: What would Jesus do?
PSHCE	Drug Education HSL22
Careers and Employability	Big Bang Event, Birmingham

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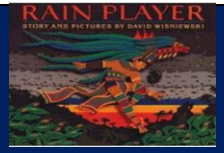
Year 5/6
Rain Player

	The ancient Mayan belief that the future was divinely decreed and could not be changed is the basis for this original tale of a boy who must defeat the Rain God in a ball game to save his people from disaster. Mayan art and architecture were the inspiration for the spectacular cut-paper artwork
Text Types	Structured poetry Fables Persuasion
Science	Working Scientifically Plants Evolution and Genetics
History	Mayan Civilization
Geography	Location and Places Physical and Human Processes Interpreting Geographical Information Communicating Geographically
Art	Digital Media Inspiration from the Greats: Cubism
Residential/ Trips	Hindu Mandir visit
Outdoor Education Ideas	Digital Photography
PE	Athletics
Music	Charanga: Music and Identity
Computing	Sound Recording Animation
French	Y5: Countries and Weather Y6: On Holiday
RE	Hindu Gods and Goddesses (including Mandir visit)
PSHCE	Personal Safety HSL23 PS56 Relationships and Sex Education HSL20 SR5 / HSL24 SR6

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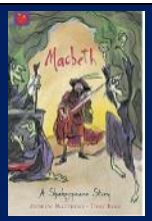
Year 5/6
Macbeth

	Out, damned spot! A brilliant retelling of this classic tale of witches, murder and madness. With Notes on Shakespeare and the Globe Theatre and Evil in Macbeth. The tales have been retold using accessible language and with the help of Tony Ross's engaging black-and-white illustrations, each play is vividly brought to life allowing these culturally enriching stories to be shared with as wide an audience as possible.
Text Types	Playscripts Biography
Science	Working Scientifically Living Things and their Habitats
History	Significant Individuals: William Shakespeare
Art	Painting
Outdoor Education Ideas	Outdoor performance of Macbeth.
Residential/ Trips	Theatre trip to see a Shakespeare play – Tolethorpe, Stamford
PE	Striking and Fielding Games
Music	KS2 Performance
Computing	Video
French	Y5: Countries and Weather Y6: On Holiday
RE	Hindu Gods and Goddesses
PSHCE	Managing Change MMR18 MC56
Careers and Employability	Young Enterprise Project (Linked to End of Term Production)

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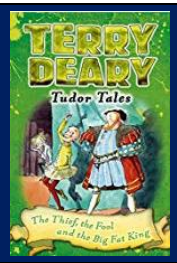
Year 5/6

Tudor Tales: The Thief, the Fool and the Big Fat King

	Every day, hapless hopefuls travel to dirty and dangerous Tudor London, trying to seek their fortunes. But what and who is waiting for them when they get there? Tricksters and conmen, like young Eleanor's family, who prey on their naivety. Meanwhile, the fearsome King Henry VIII has some rather cruel ideas of justice... for everyone. Terry Deary's Tudor Tales explore the infamous world of the Tudors through the eyes of children who could have lived at the time. These stories feature real people and take place in some of the most recognisable Tudor settings. This new edition features notes for the reader to help extend learning and exploration of the historical period.
Text Types	Legends Discussion
Science	Working Scientifically Motion and Forces Energy
History	Tudors and Stuarts
Art	Painting
Residential/ Trips	Burghley House, Stamford
Outdoor Education Ideas	Tudor cooking Apple pressing
PE	Outdoor and Adventurous
Music	Charanga: Happy
Computing	Presentation
French	Y5: At the Shops Y6: Opinions (clothes, jobs and music)
RE	Understanding Christianity: Creation and Science: conflicting or complimentary?
PSHCE	Beginning and Belonging MMR14 BB56
Careers and Employability	What would I like to be when I am older? (aspirations)

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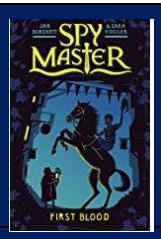
Year 5/6

Spy Master: First Blood

	When Jack Briars becomes an apprentice to King Henry VIII's spy master, he is disappointed to be given the boring duties of a clerk. But the King's enemies are everywhere. Soon Jack is facing more adventure and intrigue than he bargained for. If he wants to stay alive and in favour, he will need to learn the arts of stealth, disguise and deception - and fast!
Text Types	Dilemmas Persuasion Instructions
Science	Working Scientifically Waves: light
History	Tudors and Stuarts
Art	Textiles
DT	Design, Make and Evaluate Process Structures
Outdoor Education Ideas	Create own trail/ mystery.
PE	Invasion Games
Music	Charanga: Livin' On a Prayer
Computing	Online Safety Internet Research
French	Y5: At the Shops Y6: Opinions (clothes, jobs and music)
RE	Understanding Christianity: What kind of king is Jesus?
PSHCE	Family and Friends MMR17 FF56 Anti-Bullying MMR17 AB56

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Year 5/6

The Storm Keeper's Island

	When Fionn Boyle sets foot on Arranmore Island, it begins to stir beneath his feet ... Once in a generation, Arranmore Island chooses a new Storm Keeper to wield its power and keep its magic safe from enemies. The time has come for Fionn's grandfather, a secretive and eccentric old man, to step down. Soon, a new Keeper will rise. But, deep underground, someone has been waiting for Fionn. As the battle to become the island's next champion rages, a more sinister magic is waking up, intent on rekindling an ancient war.
Text Types	Mystery Fantasy
Science	Working Scientifically Animals including Humans
Geography	Location and Places Interpreting Geographical Information Fieldwork Communicating Geographically
DT	Design, Make and Evaluate Process Electrical Systems Computer Programming
Residential/ Trips	Kidzania, London
Outdoor Education Ideas	Local area mapping.
PE	Gymnastics
Music	Charanga: You've Got a Friend
Computing	Video Internet Research Cloud Computing
French	Y5: Sports, Food and Drink Y6: Home and Family
RE	Understanding Christianity: What difference does the resurrection make to Christians?
PSHCE	Working Together Cit9 WT56 Financial Capability EW3 FC56
Careers and Employability	Kidzania

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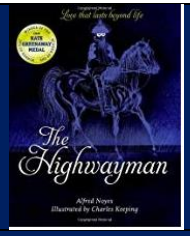
Year 5/6
The Highwayman

	In Alfred Noyes's thrilling poem, charged with drama and tension, we ride with the highwayman and recoil from the terrible fate that befalls him and his sweetheart Bess, the landlord's daughter.
Text Types	Poetry
Science	Working Scientifically Animals including Humans
Art	Drawing Inspiration from the Greats: Art Nouveau
Residential/ Trips	Residential
Outdoor Learning Ideas	Outdoor sound collecting
PE	Dance
Music	Charanga: Dancing in the Street
Computing	Sound Recording Animation
French	Y5: Sports, Food and Drink Y6: Home and Family
RE	Understanding Christianity: Was Jesus the Messiah?
PSHCE	Relationships and Sex Education HSL20 SR5 / HSL24 SR6

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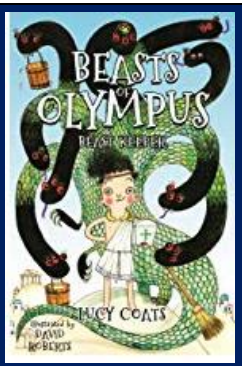
Year 5/6:

Beasts of Olympus: Beast Keeper

	A boy is reunited with his long-lost father, the Greek god Pan, only to find himself taken to the kingdom of the gods. What begins as just another ordinary day for Demon ends up being far from normal . . . because travelling on a rainbow to Mount Olympus is a bit odd for anyone, even if your dad is the Greek god Pan! When he arrives, Demon is in for a shock. The stables are full of mythical beasts like the flatulent Cattle of the Sun and a very grumpy Griffin. All Demon's animal husbandry skills, polished on his mother's farm on Earth, are going to be put to a rather exacting test as he tries to sort out the chaos and deal with the upset and concern of the gods. Can the stableboy help the Nemean lion that Heracles has hurt, and avoid incurring Hera's wrath if he can't heal her pet Hydra . . .
Text Types	Film narrative Explanation
Science	Working Scientifically Electricity
History	Ancient Greece
Art	Print Sculpture
Residential/ Trips	Planetarium in School
Outdoor Education Ideas	Printing/ sculpture/ land art.
PE	Athletics
Music	Charanga: Music and Identity
Computing	Programming
French	Y5: Countries and Weather Y6: On Holiday
RE	The Buddha
PSHCE	Managing Risk HSL18 MR56 Safety Contexts HSL19 SC56

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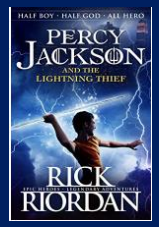
Year 5/6

Percy Jackson and the Lightning Thief

	**Look, I didn't want to be a half-blood. I never asked to be the son of a Greek God.** I was just a normal kid, going to school, playing basketball, skateboarding. The usual. Until I accidentally vaporized my maths teacher. Now I spend my time battling monsters and generally trying to stay alive. This is the one where Zeus, God of the Sky, thinks I've stolen his lightning bolt - and making Zeus angry is a very bad idea.
Text Types	Myths Legends
Science	Working Scientifically Electricity
History	Ancient Greece
Geography	Location and Places
Art	Sculpture
DT	Design, Make and Evaluate Process Cooking and Nutrition
Outdoor Education Ideas	Create a sculpture garden.
PE	Striking and Fielding Games
Music	KS2 Performance
Computing	Blogging
French	Y5: Countries and Weather Y6: On Holiday
RE	The Buddha
PSHCE	Healthy Lifestyles HSL21 HL56

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Art and Design

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Art and Design Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Textiles	Sculpture	X	Printing	Textiles	X
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Painting Pop Art	Digital Media	Textiles	X	Printing	Textiles
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	X	Painting Collage	Drawing	Printing	Digital Media Cubism	Painting

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Drawing	Sculpture	X	Textiles	Painting, Digital Media, Impressionism	Collage
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Sculpture	Textiles	Printing	Sculpture	Drawing	Collage
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Painting	Textiles	X	Drawing Art Nouveau	Print Sculpture	Sculpture

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Art and Design Progression Document

Subject: Art and Design				
Key Objective		**Years 1-2**	**Years 3-4**	**Years 5-6**
Objective 1 **Develop Ideas**		• Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop	• Develop to ideas and starting points • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways • Comment on art works, using visual language	• Develop and imaginatively extend ideas and starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the quality of materials to enhance ideas • Spot potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language
Objective 2 **Master Techniques**	**Painting**	• Use thick and thin brushes • Make secondary colours from primary colours • Add white to colours to make tints and black to make tones • Create colour wheels	• Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines • Mix colours effectively • Use watercolours to produce washes for backgrounds then add detail • Experiment with creating mood with colour	• Sketch lightly before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of water colour or acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists

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	Collage	• Use a combination of materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture	• Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage	• Mix textures • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques
	Sculpture	• Use a combination of shapes • Include lines and texture • Use rolled up paper, straws, paper card and clay as materials • Use techniques such as rolling, cutting, moulding and carving	• Create and combine shapes to create recognisable forms • Include texture that conveys feeling expression or movement • Use clay and other mouldable materials • Add materials to prove interesting detail	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve and ass shapes and texture and pattern • Combine visual and tactile qualities • Use frameworks such as: wire or moulds to prove stability or form
	Drawing	• Draw lines of different size or thickness • Colour own work neatly, following the lines • Show pattern and texture by adding dots and lines	• Use different hardness's of pencils to show line, tone and texture • Annotate sketches to explain and elaborate ideas • Sketch lightly (no need for a rubber for mistakes) • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture	• Use a variety of techniques to add interesting effects • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work • Use lines to represent movement
	Print	• Use repeating or overlapping shapes • Mimic print from the environment • Use objects to create prints • Press, roll, rub and stamp to make prints	• Use layers of two or more colours • Replicate patterns observed in the natural or built environment • Make printing blocks (coiled string on a block)	• Build up layers of colours • Create an accurate pattern, showing fine detail • Use a range pf visual elements to reflect the purpose of the work

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	Textiles	• Use weaving to create patterns • Join materials use glue or a stitch • Use plaiting • Use dip dye techniques	• Shape and stitch materials • Use basic cross stitch and back stitch • Colour fabric • Create weavings • Quilt, pad and gather fabric	• Show precision in techniques • Choose from a range of stitching techniques • Combines previously learned techniques to create pieces
	Digital Media	• Use a wide range of tools to create different textures, lines, tones, colours and shapes	• Create images, video and sound recording and explain why they were created.	• Enhance digital media by editing (including sound, video, animation, still images and installations)
Objective 3 **Take inspiration from the greats**		• Describe the work of notable artists, artisans and designers from the impressionist movement. • Use some of the ideas of artist studies to create pieces	• Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by the study of others from the pop art and Expressionism movements.	• Give details about the style pf some notable artists, artisans and designers with a focus on the cubism and art nouveau movements. • Show how the work of those studied was influential in both society and other artists • Create original pieces that show a range of influences and styles

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Art and Design Knowledge Organisers: Painting (Year 1/2)

Knowledge Organiser: Painting Y1 and Y2

Primary Colours

- Red
- Blue
- Yellow

Secondary Colours

- Orange
- Purple
- Green

Palette

Key Vocabulary

Primary colours	The three key colours (red. blue and yellow). They cannot be made from any other colours.
Secondary colours	The colours that can be made when you mix two primary colours together.
Tint	A tint is the colour produced when **white** has been added a little at a time.
Tone	A tint is the colour produced when **grey** has been added a little at a time.
Shade	A tint is the colour produced when **black** has been added a little at a time.
Artist	A person who creates a piece of art.
Palette	A board where an artist mixes their colours.

Key Knowledge

When you use a thicker brush, you will get a thicker line of paint.	
When you mix two primary colours, it will make a secondary colour.	
There are different types of paint including acrylic, watercolour, poster paint, oil paint.	
Tints, tones and shades can be made by adding white, grey or black gradually.	
A colour wheel shows how colours relate to each other.	

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Mixing Tints

If we add white to a colour, we can make tints.
This makes a colour lighter.

Mixing Shades

If we add black to a colour, we can make shades.
This makes the colour darker.

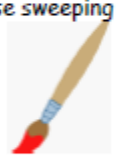
Painting Top Tips

Use the colour wheel

Use the colour wheel to help you to choose your colours and to remind yourself how to make each of the secondary colours.

Use your paintbrush carefully

Only dip the tip of the paintbrush into the paint and use sweeping movements.



Do not muddy the colours

Wash the paintbrush in between each colour and change the water when it gets cloudy.

Choose the right weight of paper

Choose the thickness of your paper carefully. Thicker paper is usually better and thin paper can rip if your paint is too watery.

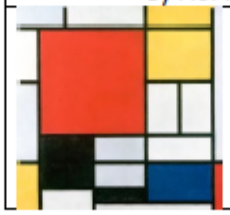
Famous artists and paintings

Water Lily Pond by Claude Monet

Starry Night by Vincent Van Gogh

Concentric Circles by Wassily Kandinsky

Composition in red, yellow, blue and black by Piet Mondrian



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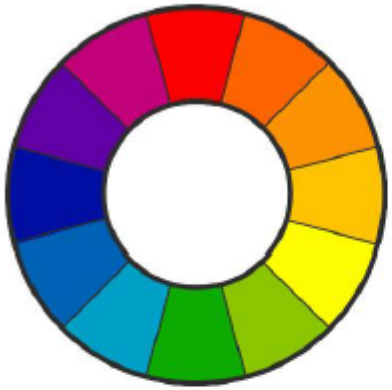
Art and Design Knowledge Organisers: Painting (Year 3/4)

Knowledge Organiser: Painting Y3 and Y4



Primary Colours

- Red
- Blue
- Yellow

Secondary Colours

- Orange
- Purple
- Green

Watercolour paints

Key Vocabulary

Wash	A light see-through layer of colour that provides the background to a painting.
Background	Parts of the picture that are in the distance and behind the main details.
Technique	Ways that materials are used to make different effects such as colours, lines and shapes.
Mood	How a picture makes you feel or how the artist is trying to make you feel.
Watercolour	Paints made by mixing pigments and water. Pigments are the powders that give paint the colour.
Detail	The smaller parts of an object or picture that make it look more realistic or more interesting.
Texture	Describes something feels or how it looks like it might feel if you touch it.

Key Knowledge

Different sizes and shapes of brush will create different effects on shape, texture, pattern and line.
A background wash is a light layer of colour behind the main detail of a picture. Watercolour paints are effective for creating background washes.
Moods can be created by using different colours or combinations of colours and different techniques.
Adding detail onto a painting can make it look more interesting and more realistic.
Different techniques can be combined to make a piece of art work more interesting or change the texture.

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Mood or Atmosphere

Calm, content, peaceful, relaxed, tranquil.

Cheerful, happy, joyful, romantic.

Depressed, gloomy, miserable, sad, tearful, unhappy.

Aggressive, angry, chilling, dark, distressing, frightening, violent.

Energetic, exciting, stimulating, thought-provoking.

Boring, dull, lifeless

Brush Effects

How to create a watercolour wash

Dip your brush into the water and then into your first colour.

Sweep your brush from one side of the paper to the other.

Dip your brush into the water and choose another colour.

Sweep your brush across the page under your first colour.

Keep going until the page is covered in colour.

Here are some examples of different effects that you can create.

Famous artists and paintings

Sea View by J.M.W Turner

Wing of a Blue Roller by Albrecht Durer

Sunrise by Georgia O'Keeffe

Raumarchitektur by Paul Klee

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Art and Design Knowledge Organisers: Painting (Year 5/6)

Knowledge Organiser: Painting Y5 and Y6

TERTIARY COLOURS

Tertiary colours sit in between a primary colour and a secondary colour on the colour wheel. They are shown here with a white dot.

Key Vocabulary

Line	A mark made by a moving tool such as a pencil or paintbrush.
Texture	Describes how something feels or how it looks like it might feel if you touch it.
Shape	An enclosed area that has two dimensions (length and width).
Form	An area that has three dimensions (length, width and depth) making it appear 3D.
Space	The distance around, between and within the components (parts) of a piece of art work.
Medium	The material that a work of art is made from.
Abstract	When something does not attempt to match what the real object looks like.

Key Knowledge

There are different genre in art such as still life, portrait, abstract and landscape.
There are different types of paint, which have their own qualities and give different effects such as watercolour, oil paint, acrylic and powder paint.
There is a third set of colours called tertiary colours, which can be created by mixing a primary colour and a secondary colour.
Everyone has their own style of art. This is sometimes inspired by the work of famous artists or particular pieces of art work.
Mood is most commonly communicated through colour but can also be shown through shading, texture, line, pattern, shape, space and form.

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Types of paint

Acrylic	Oil	Watercolour	Powder paint
*Dries quickly *You can paint over it. *Covers different surfaces like glass. *Water resistant	*Dries slowly *You can paint over it. *Colours stay bright when dry. *Can use thickly or thinly	*Good for creating washes. *Colours dry lighter than they appear. *If the paint dries out, add a little water to re-use it.	*You can get a wide selection of colours. *You can make it thick or thin as needed. *Used thinly will create a good wash.

Different Genre

Historical painting 	Still Life 	Observations of everyday life
Portrait 	Landscape 	Seascape
Abstract 	Pop Art 	**Which genre do you like and why?**

Famous artists and paintings

The Hay Wain by John Constable

Campbell's Soup Cans by Andy Warhol

Move It by Jackson Pollock

Mona Lisa by Leonardo DaVinci

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Art and Design Knowledge Organisers: Collage (Year 1/2)

Knowledge Organiser: Collage Y1 and Y2

Examples of Collage

Key Vocabulary

Collage	A type of art in which pieces of paper and fabric have been stuck onto a 2D surface.
Cut out	Using scissors to cut around a shape.
Layer	Sticking flat pieces of paper or material on top of each other makes layers.
Stick	Joining pieces together using glue.
Tissue	A piece of very thin paper
Background	The part of a picture that is behind the main objects.
Texture	How something feels or how it looks like it might feel to touch.

The author Eric Carle who wrote The Very Hungry Caterpillar, used a collage style in his illustrations.

Key Knowledge

Cutting and tearing paper and materials will give them a different shape.
Different glues can be used to stick different materials. A glue stick is good for paper and card but a heavier material might need a stronger glue.
Collage materials have different qualities, colours and textures.
Using a mixture of collage materials, layering them on top of each other or overlapping them will give different effects.
It is a good idea to arrange the materials on the paper first before sticking them. Once they have been glued, it is difficult to remove them and change their position.

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Techniques

Cutting	Tearing	Scrunching	Overlapping

Popular materials

Paper	Tissue paper	Cellophane	Foam	Buttons	Felt	Beads
Ribbon	**Magazines**	**Feathers**	**Wool**	**Wrapping Paper**	**Glitter**	**Confetti**

Sticking Methods

Glue Stick	PVA Glue	Double Sided Tape	Sticky Pads

Famous Collage Artists

The Snail by Henri Matisse	
The Mixed Up Chameleon by Eric Carle	
Sunflowers by Michael Albert	
The Hat That Makes the Man by Max Ernst	

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Art and Design Knowledge Organisers: Collage (Year 3/4)

Knowledge Organiser: Collage Y3 and Y4

Examples of collages

Key Vocabulary

Coiling	To wind into rings or a spiral.
Overlapping	When parts of the material partly cover each other.
Tessellation	Shapes fitting closely together without any gaps or overlapping.
Mosaic	A picture or pattern produced by arranging small tiles or pieces of a material together.
Montage	Creating a picture from parts of other pictures.
Arrange	To place your materials where you want them to go.
Rearrange	To change the place of where you want the pieces to go.

Key Knowledge

The way that materials are selected and arranged can give different effects.
Artists re-arrange their collage pieces until they are happy with the effect.
Techniques such as coiling, overlapping, tessellation, mosaic and montage can be used to give different effects.
A collage is usually stuck onto a base. This can be paper, card, wood another painting etc.
The collage pieces can be attached in different ways such as using glue, stitching, putty or weaving.

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Top Tips

- Turn your paper around as you cut it out to make it easier and give a more precise shape.
- When adding glue, put it on the shape that you are sticking, not the backing.
- Arrange the pieces first until you are happy with your design. Then stick them! If you stick first, you will not be able to rearrange the pieces if you change your mind or have a new idea.
- Remember, there is no right or wrong answer. It is what is in your imagination.

Techniques

Layering	Overlapping	Tessellation
Mosaic	**Montage**	**Spiral**

Famous Collage Artists

Opened by Customs by Kurt Schwitters

Patio and Pavilion by Nigel Henderson

Part of The Global Mosaic Project by Laurel True

Mind Over Matter by Derek Gores

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Art and Design Knowledge Organisers: Collage (Year 5/6)

Knowledge Organiser: Collage Y5 and Y6

Mixed Media

Paint and textured papers

Paint and fabrics

Papier mache and paint

Key Vocabulary

Combine	Joining or merging materials together.
Visual	Using the sense of vision to see.
Tactile	A surface that is attractive or pleasant to touch.
Ceramic	Objects made from clay and hardened by heat.
Mosaic	A picture or pattern produced by arranging small tiles or pieces of a material together.
Technique	Different ways in which an artist uses their skills and materials to produce their work.
Embellish	To make something more attractive or detailed by adding additional features.

Key Knowledge

Different textures and materials can be mixed to give a variety of effects. This is called mixed media.
Artists carefully consider the colours that they use. They sometimes use complimentary colours, which give a very vibrant effect.
A ceramic mosaic is a piece of art work made up of small coloured pieces of tile or glass.
As various materials look and feel different, they can give a variety of tactile qualities and experiences for the person viewing the piece of work.
Artists usually experiment with textures and colours and move around the pieces of their collages before they decide on the final format.

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A mosaic is a piece of art made up of small coloured pieces. These pieces can be coloured glass, stone, paper or other materials. The small pieces combine to make one large picture or pattern.

The Ancient Greeks and Romans created mosaic art, some of which we can still see today. They also used mosaics to decorate the floors and walls of their houses.

Tips for creating a Ceramic Mosaic

1. Choose what your mosaic is going to be of. It could be a pattern or a picture. Look at the examples on the next page if you need inspration.
2. Lightly draw your design with a pencil. This will help you know where to place the coloured squares.
3. You may want to arrange your pieces of paper into same-coloured groups.
4. Stick the squares in the right place on your design. You might need to cut the squares into different shapes.
5. Some mosaics have a border of black squares, you may wish to add one when you are finished.

Famous Collage Artists

Marola by Beatriz Milhazes

Sgt Pepper's Lonely Hearts Club Band by Peter Blake

The Washington Monument at Sunset by Megan Coyle

Mosaic wall at Parc Guell By Antoni Gaudi

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Art and Design Knowledge Organisers: Sculpture (Year 1/2)

Knowledge Organiser: Sculpture Y1 and Y2

What is Sculpture?

Sculpture is three dimensional art work.

Key Vocabulary

Rolling	Moving something by turning it over and over.
Carving	Making shapes or letters by cutting into a material.
Moulding	Making a material into a different shape.
Cutting	Using a sharp object such as scissors or a knife to slice into a material.
Techniques	The ways in which an artist creates their work. They use a range of materials and skills.
Lines	A long, thin mark.
Texture	How something feels or how it looks like it might feel to touch.

Rolling up paper can make it stronger.

Key Knowledge

Sculpture is three dimensional art work.
There are many different materials that can be used to create sculptures such as metal, wood, paper, clay and plastic.
Rolling, cutting, moulding and carving are techniques that can be used to change how a material looks.
Rolling up paper can make it stronger and give it more use.
Using different shapes, lines and textures can help to make a sculpture more interesting.

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Materials that can be used in sculptures

Playdough	Modroc	Clay	Plastic	Metal	Sand

Ice	Wood	Paper	Card	Straws	Recycled materials

Changing the shape of materials

Rolling	Cutting	Moulding	Carving

Experimenting with clay

Rolling a ball	Rolling a snake	Carving	Creating holes

Famous Sculptors

Spiral of the Galaxy by Marc Quinn	

The Family of Man by Barbara Hepworth	

Someone and Someone by Eva Rothschild	

Chimney Sculptures by Antoni Gaudi	

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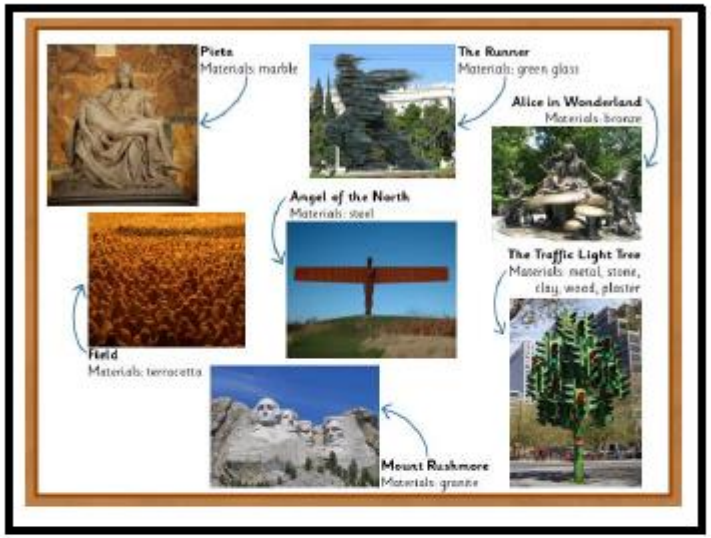
Art and Design Knowledge Organisers: Sculpture (Year 3/4)

Knowledge Organiser: Sculpture Y3 and Y4



Key Vocabulary

Sculptor	An artist who creates 3D sculptures.
Slip	Watered down clay which is used as the 'glue' to connect pieces.
Embellishing	Adding or sticking additional decoration or features.
Pinching	A method of shaping clay by pinching it between the thumb and fingers.
Kneading	Mixing and moving the clay to remove pockets of air.
Score / engrave	Drawing or scratching lines into the clay to create texture.
Combine	Using and mixing a combination of different materials.

Recycled materials can have more uses than you think! They are great to use for modelling, sculpture and can be even used to create instruments.

Key Knowledge

Shapes and textures can be combined and can create sculptures that either look like real objects or abstract ideas which means they do not obviously represent an object.
Feeling, expression and movement can be shown through using different textures.
Some materials such as clay can be moulded into different shapes. Techniques such as pinching, scoring and adding embellishments can add texture and detail.
Details or embellishments are added to a sculpture, which make it more interesting. These can be made from the same material as the main part of the sculpture or different types of material can be added on.
A clay slip is used as a glue to connect pieces of clay together.

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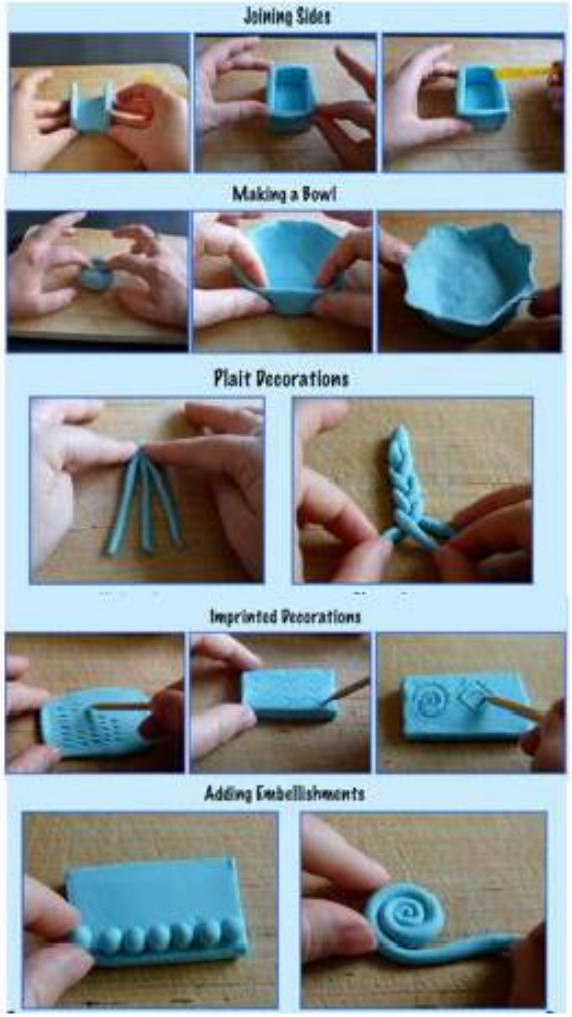
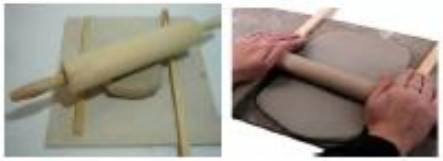
Techniques to explore



Clay Equipment

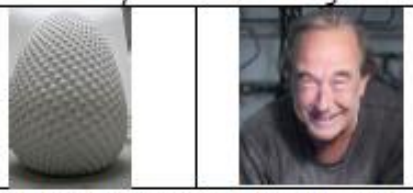


Rolling pin, mat and flat battens. The battens are pieces of wood that help you to roll a piece of clay so that it is even.

Sculpting tools are used to shape, score and engrave and add detail, pattern and texture.

Famous Sculptors

Seed by Peter Randall-Page



Wonderment Assortment by Peter Anton

Screen by Andy Goldsworthy

Guitar by Pablo Picasso

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Art and Design Knowledge Organisers: Sculpture (Year 5/6)

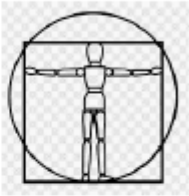
Knowledge Organiser: Sculpture Y5 and Y6

A mould can be used to create shape.

A wire framework can be used to provide a shape or to make a sculpture stronger or more stable.

Proportion

We often think of proportion in terms of the human body.



This is a model, that artists use, to help them get accurate proportions of the human body.

Key Vocabulary

Life like	Looking like something that is real - realistic.
Proportion	When the size of the parts are accurate in relation to one another and to the whole model.
Abstract	When the art does not represent an object but uses shape, colour and form to create an effect.
Interpretation	The meaning of the piece of work. Different people may have different ideas and interpretations.
Visual	Using vision to see.
Tactile	A surface that is attractive or pleasant to touch.
Framework	A structure that supports something built on or around it.

Key Knowledge

Frameworks using wire or moulds are used to give the sculpture better shape, strength or stability.
People interpret art and sculpture in different ways and have different thoughts and responses to it.
Sculpture can be life like and in proportion to the actual object or can be abstract and look completely different.
A variety of tools can be used to carve, shape and create pattern or texture.
Sculptors carefully consider the visual and tactile qualities of their work (how it looks and how it feels).

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Top clay tips

- Use different tools to create different textures.
- Clay can be brittle and fragile if moulded too thinly.
- When the clay becomes too sticky, add a little water.
- If you add too much water, the clay will become too slippery to work with.
- Once heated, coating the finished piece with varnish brings out the natural colour of the clay.

Reflective Questions

1. What is the piece of art called? Do you think this is a suitable title?
2. Which materials have been used?
3. What was your first reaction to the art work?
4. Does your reaction change the more you look at it?
5. Does it make you think of anything?
6. How does it make you feel?
7. What do you think the artist is trying to tell you or show you?
8. Do you like it or not?
9. Which aspects do you like / dislike and why?

Famous Sculptors

Maman by Louise Bourgeois

The Thinker by Auguste Rodin

Reclining Figure by Henry Moore

Moses by Michelangelo

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Art and Design Knowledge Organisers: Drawing (Year 1/2)

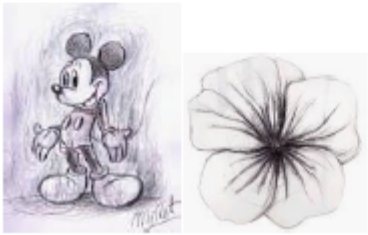
Knowledge Organiser: Drawing Y1 and Y2

Different Lines

Straight	Thick	Thin
Wavy	Zigzag	Dotted
Spiral	Curved	Dashed

Key Vocabulary

Pressure	How hard or lightly you press. This will make your lines dark or light.
Pattern	A design where lines, shapes or colours can be repeated.
Texture	How something feels or how it looks like it might feel to touch.
Sharp	When your pencil has a point on it. Just like when it has been sharpened.
Sketch	A quick drawing that can be the finished picture or a plan of how the finished piece might look.
Outline	The line that is around the edge of the drawing.
Filling	When you are colouring or painting inside the outline to fill the section of the picture in.



Sketches

Key Knowledge

Different lines and patterns can be made by moving your pencil in different ways.
Pattern and texture can be created by using different lines and dots.
Lines can be made thick or thin. A thick pencil or blunter will give a thicker line and a thin pencil or very pointed one will give a thinner line. Blunt means when the pencil is not so sharp and has a rounded end.
Using different pressure will make your lines lighter and darker. If you press harder, they will be dark and if you only press lightly, they will be lighter.
Outlines can be filled in with colour using different materials such as crayon, pastel or felt tip. The outline will help you to colour in sections and stay in the lines.

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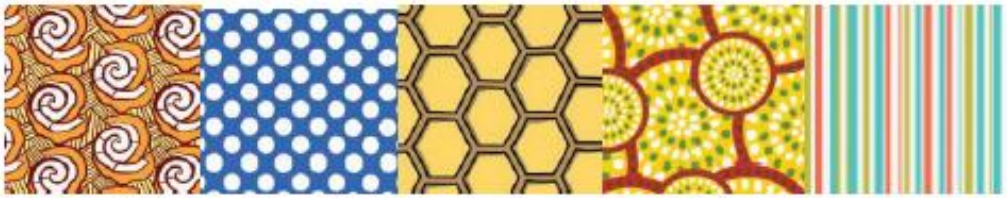
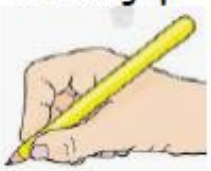
Patterns



Filling tools

Sketching pencils	Coloured pencils	Pastels	Crayons	Felt tips	Chalk	Paint

Drawing Top Tips

Pencil grip	Look closely	Look for shapes	Add details
			
Make sure you are holding your pencil correctly and comfortably.	If you are drawing an object, make sure that you look at it carefully.	Look to see if you can find any shapes to help you.	Then add the details and all of little parts of the object you are drawing.

Famous artists and paintings

Family Outing by Paul Klee	
Owl by Pablo Picasso	
Portrait of a Boy by Peter Paul Rubens	
The Tree of Life by Gustav Klimt	

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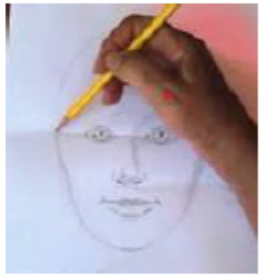
Art and Design Knowledge Organisers: Drawing (Year 3/4)

Knowledge Organiser: Drawing Y3 and Y4

Observational drawing means looking carefully at what is in front of you and adding details once you have drawn the basic outline.



Artists make notes about their sketches to explain and give more detail about their ideas. These, are sometimes called 'annotations'.

Key Vocabulary

Horizontal	A line that goes from top to bottom.
Vertical	A line that goes from side to side.
Diagonal	A line that is slanted.
Tone	How light or dark something is.
Texture	How something feels or how it looks like it might feel to touch.
Shade / shadow	The parts of an object which are darker.
Highlight	The parts of an object which are lighter.

Key Knowledge

A sketch is a quick drawing that can be the finished picture or a plan of how the finished piece might look.
Artists sometimes annotate their sketches with notes to explain more about their ideas.
Pencils are graded depending how hard or soft the lead is and different pencils can be used to give a variety of effects.
Different effects such as hatching, cross hatching and stippling can be used to show tone and texture.
Shading can show light and shadow on a drawing.

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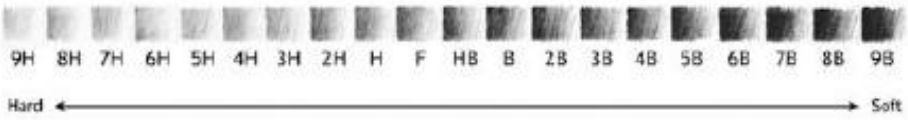
Different types of pencil

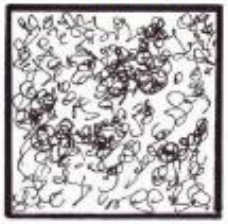
Pencils are graded according to how hard or soft the lead is.

Different grades of pencil give different effects of line, tone and texture.

Pencil Grades



Different ways to show tone and texture

Hatching	Cross hatching	Contour hatching
Tick hatching	**Stippling**	**Scribbling**
		

Famous artists and paintings

Saskia in a straw hat by Rembrant

Still life with five objects by Giorgio Morandi

Raphael's angels by Raphael

Funny Fox by Adonna Khare

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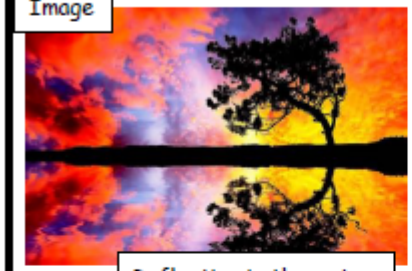
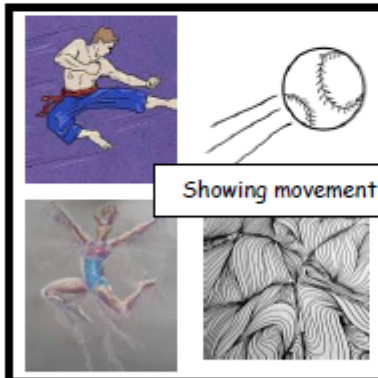
Art and Design Knowledge Organisers: Drawing (Year 5/6)

Knowledge Organiser: Drawing Y5 and Y6

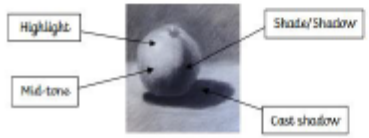
Image



Reflection in the water



Showing movement



Annotation

Describes writing notes, using images and explaining your thoughts to show the development of your work.

Step 1- Describe
What is this an image of?
What have you done here?
What was this stage of the project for?

Step 2- Explain
How was this work made?
How did you produce particular effects? How did you decide on the composition?

Step 3- Reflect
Why did you use these specific methods? Why do particular parts work better than others?
Why might you do things differently next time?

Key Vocabulary

Style	How individual artists express themselves and their ideas.
Perspective	Showing a 3D objects height, width, depth and position on a 2D surface.
Shadow	The darker areas on an object or the area the light source has not reached so causes a dark area.
Reflection	Just like when you look in a mirror, reflection is the image that you see back.
Movement	The way an artist uses techniques to make a picture appear as though it is moving even though it is not.
Technique	The ways in which an artist creates their work. They use a range of materials and skills.
Highlight	The parts of an object or the picture, which are lighter.

Key Knowledge

Different techniques can add interesting effects to a piece of work and can show movement, perspective, shadow and reflection.
Using a variety of techniques in a piece of work will add interesting effects to it. Consider varying your techniques rather than sticking to one.
Artists consider the effects of light on an object when drawing it and show this through careful shading to show the lighter and darker areas.
Artists can bring a picture to life and make it appear as though there is movement even when the image is still.
Artists consider different styles of art and then choose the most appropriate one for the piece. The may test a few different ones before choosing which is the most suitable.

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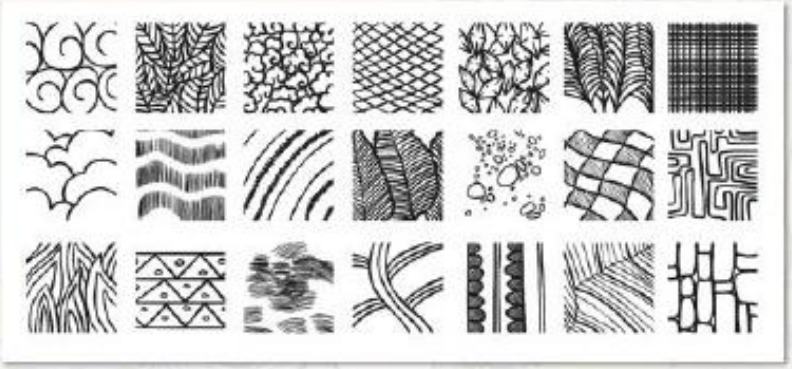
Tones and Shading Techniques

Tonal shade
Produce a range of tones by varying the pressure and layering – consider using softer pencils for darker shades

Alternative shade techniques

Drawing texture with pencil

Texture is the feeling, appearance or consistency of an object or material. It can be natural or man-made, functional or decorative. Artists try to replicate the texture of the subject to make their work look as realistic as possible.



Famous artists and paintings

Landscape Sketch by William Henry Hunt

Tree study Thomas Gainsborough

A Young Hare by Albrecht Durer

Ballerina Adjusting her Slipper by Edgar Degas

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Art and Design Knowledge Organisers: Printing (Year 1/2)

Knowledge Organiser: Printing Y1 and Y2

Printing

Printing makes a copy. You could paint your hand, press it down on paper and you'd see a copy of your handprint.

Examples of printing

You can make your own pattern to print.

Key Vocabulary

Print	Art that usually starts on a block or object and is then printed onto a different surface such as paper.
Pressing	Pushing something down firmly.
Rolling	Moving an object by turning it over and over.
Stamping	To make a pattern or mark by pushing it down.
Repeating	When something happens over and over again.
Overlapping	When parts of the material or shape cover each other.
Environmental prints	Patterns that can be found in the world around us.

Key Knowledge

There are endless patterns in the environment and artists sometimes use these for the basis of their work.
Prints can be made in lots of different ways including pressing, rolling, engraving and stamping.
Repeating patterns using colours and shapes are often used in printing.
Lots of different objects can be used to create prints. These include hands, vegetables, leaves, corks, wood or you can make your own printing blocks with a pattern you have created.
Shapes, prints and colours can be overlapped to give different effects.

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Techniques

Pressing	Rolling	Stamping	Engraving

Patterns in the environment

Here are just a few of the things you could print with.

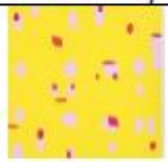
Sponges	Leaves	Flowers	Hands	Fingers	Food
Bubble wrap	**Balloons**	**Foam**	**Mashers**	**Stamps**	**Lego**

Famous Print Artists

Africa Footprints by Richard Long

1979 by Edward Bawden

Nails 2000 by Roxanne Faber Savage



Chrysanthemum wallpaper design by William Morris

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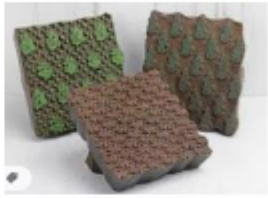
Art and Design Knowledge Organisers: Printing (Year 3/4)

Knowledge Organiser: Printing Y3 and Y4

Printing Blocks



Key Vocabulary

Layer	Printing either on top of a previous print or partly on top so that it overlaps.
Replicate	To make copies.
Natural environment	Living and non-living objects in the environment that have been created naturally.
Built environment	Objects in the environment that have been man-made such as buildings and bridges.
Printing block	A piece of wood, metal or plastic with a pattern engraved or stuck on that can be printed.
Coil	To wind into rings or a spiral.
Transfer	To move something from one place to another.

Coil

Block Printing is one of the oldest types of printmaking. Traditionally, was mainly used to create intricate patterns and made from wooden blocks printed onto textiles.

Block printing was mainly traditionally used as away of forming patterns onto fabrics, used in East Asia and China. Blocks were created and printed by hand. It can now be done on large scale machinery and is used as a skill all over the world.

However, this has been developed over time and now many materials can be carved and covered in ink to transfer an image onto paper or fabric.

Key Knowledge

Colours can be layered on top of each other to provide a different effect.
Patterns that are seen in the natural environment or the built environment are often used as the basis for creating prints.
Printing blocks are used to repeat the printing pattern multiple times.
Printing blocks can be made easily by attaching string to a card block and painting over it.
A print can be placed in different positions, repeating, half dropping, full dropping, random.

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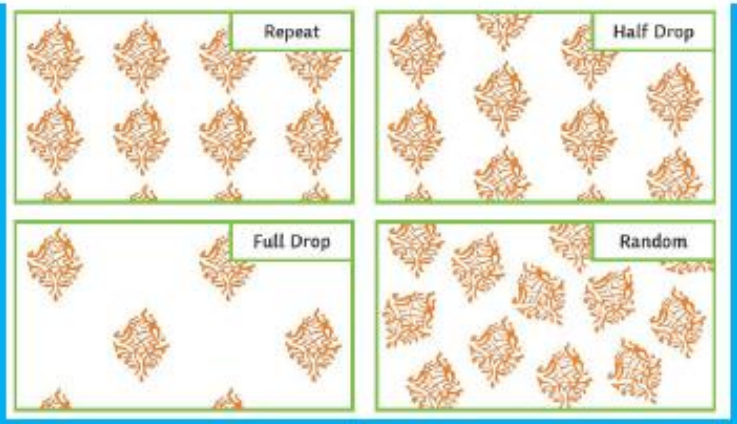
Arranging your pattern



How to make a simple block print

Use a pencil to draw a design on your cardboard and trace the pattern you created with glue.	While the glue is wet, carefully press the string on to it and leave it to dry.	Once the block is dry, carefully paint over the string.
When you have painted all of the string, carefully pick it up...	...and press it firmly onto your paper.	Now you can experiment with different shapes and different colours.

Famous Print Artists

Eagle by Georg Baselitz	
Print J Version V1 by Ian McKleever	
Bash by Eduardo Paolozzi	
San Domingo Pueblo by Gustave Baumann	

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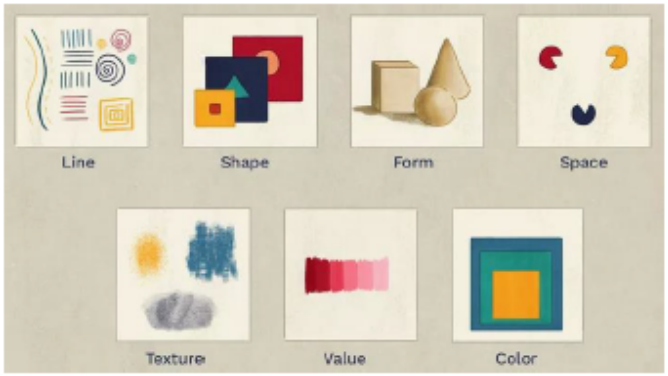
Art and Design Knowledge Organisers: Printing (Year 5/6)

Knowledge Organiser: Printing Y5 and Y6

The Visual Elements of Art



Key Vocabulary

Image	A representation of a person or object in art.
Surface	The top layer of something.
Layers	Printing either on top of a previous print or partly on top so that it overlaps.
Carve	To make marks by cutting into a material such as wood with a sharp tool.
Block	A piece of wood, metal or plastic with a pattern engraved or stuck on that can be printed.
Roller	An object shaped like a tube which is used to flatten or spread the ink or paint.
Stencil	A sheet of material which has letters or patterns cut out of it.

Roller

Stencil

Block

Key Knowledge

Prints can be created in a variety of different ways which include monoprinting, linoprinting, screen printing and collagraph printing.
Layers of different colours can be built up to give a more striking effect.
Even patterns that show fine details can be printed.
The visual elements of art are line, shape, form, space, texture, value and colour.
The visual elements of art help to give a piece of work it's purpose and meaning.

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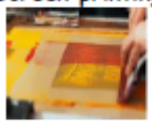
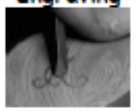
Types of Printing

Monoprinting This is a form of printmaking where the lines or images can only be made once so multiple copies cannot be made.	**Linoprinting** Lino is like a rubbery plastic. A sharp cutting tool is used to carve into the lino. Ink is then spread over the design on the lino and paper placed on top of the ink. The paper is then peeled back to reveal the image.
Screen printing  Mesh is used to transfer ink across a screen and a blade or squeegee is used to spread it over the stencil.	**Collagraph** A blank plate is used and materials are glued to it to create a base. The plate is inked and during this process the ink will rub off the higher or smoother surfaces and stay on other surfaces creating the image.
Etching A metal plate is covered with a wax like material called 'ground'. A design is then drawn onto the plate. When the drawing is finished, it is varnished and then soaked in acid.	**Woodcut** An ancient type of printing where every letter from a book was carved out of a block of wood. It was very grueling and time consuming so only popular works such as the Bible and Buddhist sutra were printed in this way.
Engraving  Engraving is one of the oldest forms of print making. It involves making marks and grooves in a plate and then covering the plate in ink to print.	**Lithography** An image is placed on a surface with an oil based liquid. Acid is then used to burn the oil into the surface. When printing, the surface is covered in water, which stays on the non-oily parts and avoids the oily parts. A roller then applies an oil based ink which only sticks to the oily part of the surface.

Famous Printing Artists

Hamlet by Hanna Tompkins

The Rhinoscerus by Albrecht Durer

The Great Wave by Katsushika Hokusai

Pine Barrens Tree Frog by Andy Warhol

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Art and Design Knowledge Organisers: Textiles (Year 1/2)

Knowledge Organiser: Textiles Y1 and Y2

Examples of Textile Art

Key Vocabulary

Weave	Passing strips or threads over and under each other to create a piece of art work.
Stitch	Moving a needle and thread through fabric to either create a pattern or to join it together.
Plait	To weave three or more strands together.
Dip dye	Tying parts of a fabric and dipping it in a dye to produce coloured patterns on it.
Fabric	Material such as felt, cotton, canvas, lace and leather.
Repeating pattern	When a pattern happens over and over again in the same order.
Technique	Ways that materials are used to make different effects such as colours, lines and shapes.

Plaiting

Plaiting is a form of weaving three or more strands together to form a pattern. It is also known as braiding.

Fibres and Threads

Key Knowledge

People all over the world have been weaving for thousands of years. Weaving is used to make things like furniture, baskets, clothes and rugs.
When weaving, colours can be used randomly or repeated patterns can be created.
Materials can be glued or stitched together to hold or join them.
Plaiting can be used to hold fibres or threads together, to make them stronger or to make a piece of work look nice.
Dip dye is used to make plain fabrics look more exciting and colourful. The fabric is tied in different ways and dipped in coloured dye. It is then left to dry and untied.

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Joining Materials

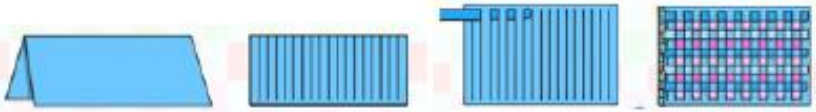
In textile work, materials are usually joined together using glue or stitching.

Dip Dyeing

Tying the fabric in different ways will give different effects.

Stripes Dots Spiral

Weaving



A basket being weaved in Malaysia.	A chair being weaved in the Maldives.	Clothes being weaved in Peru.	A rug being weaved in America.

Famous Textile Artists

Slit Tapestry Red/Green by Gunta Stolzl

Intuitive Imitation by Rodrigo Franzao

Rainbow Rope Net by Toshiko MacAdam

Australia by Marian Clayden

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Art and Design Knowledge Organisers: Textiles (Year 3/4)

Knowledge Organiser: Textiles Y3 and Y4

Fabric dyes can be used to change the colour of a piece of material.

Weaving

Key Vocabulary

Weave	Passing strips or threads over and under each other to create a piece of art work.
Quilting	Sewing two or more pieces of fabric together to make a thicker padded material.
Padding	Filling something with a soft material to protect it, shape it or make it more comfortable.
Gather	Pulling a piece of cloth into small folds by sewing a thread through it and pulling the thread tight.
Stitch	A piece of thread sewn into a cloth.
Dye	To change the colour of a fabric using a special liquid.
Fabric	Material such as felt, cotton, canvas, lace and leather.

Gathering

Key Knowledge

There are different stitches, which are used in textile work. These include running stitch, back stitch and cross stitch.
You can change the colour of fabrics using dying techniques.
Weavings can be created using an over and under pattern with paper, fabrics and threads such as wool and ribbon.
You can change the shape of a material by cutting it. This feels quite different to cutting paper and the scissors need to be much sharper.
Quilting and padding is a method of textile work, which involves two pieces of material and a padding in between which is then sewn together.

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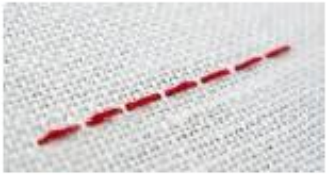
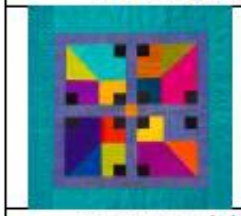
Stitches

Running Stitch	Back Stitch	Cross Stitch
		

Quilting and Padding

Mark a square on your fabric about 1cm from the edge.	Draw your design lightly with a soft pencil.	Stitch over the lines to decorate it.
Place an identical square on the back.	Pin the squares together on three sides.	Stitch the three sides together.
Put some stuffing or wadding inside the square.	Sew up the final side of the square.	Your square could be sewn to other squares to make a quilt.

Famous Textile Artists

Grid Series by Robin Cowley	
	
Groovin' High by Faith Ringgold	
Black, White, Yellow by Anni Albers	
The Fallowfield by Eva Rothschild	

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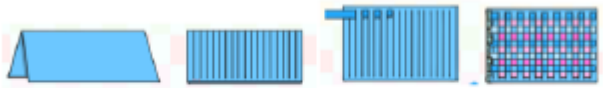
Art and Design Knowledge Organisers: Textiles (Year 5/6)

Knowledge Organiser: Textiles Y5 and Y6

Previous Learning Reminders

Plaiting



Weaving

Dip Dyeing

Gathering

Quilting and Padding

Key Vocabulary

Stitch	A piece of thread sewn into a cloth.
Embroider	Decorating a piece of material by adding stitches to it.
Embellish	Making a piece of work more attractive by adding decoration or extra features.
Fabric	Material such as felt, cotton, canvas, lace and leather.
Medium	The material that a piece of work is made from.
Mixed Media	When a piece of art work is created from two or more different materials.
Technique	The way that materials are used to create different effects.

Key Knowledge

Textile artists use a range of stitches to either decorate or join materials together. Examples of these are running stitch, back stitch, cross stitch, overstitch and blanket stitch.
The technique of using different stitches to decorate fabric is called embroidery.
Some artists use a range of different media in their work. This is called 'mixed media' or 'multi media'.
Textile art work can be embellished by adding elements such as sequins, buttons, ribbon etc to add extra detail and texture.
A range of fabrics are used as a basis for textile work such as canvas, cotton, felt etc.

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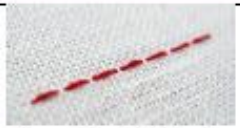
Stitches


Running Stitch

Back Stitch

Cross Stitch

Blanket Stitch

Overstitch

French Knot

Mixed Media

Plaster casts were created and then threads and fibres were wrapped around them.

Acrylic paint was painted onto paper and then patterns were stitched over using threads.

Fabric was printed digitally and then French knots were embroidered and glass beads added.

Fabrics were layered and then embellished with coloured sequins and painted metal washers.

Famous Textile Artists

Tapestry by Eduardo Paolozzi

Play by Britta Marakatt-Labba

Queene Besse's Chesse board by Leon Conrad

Tracings No. X by Deidre Adams

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Art and Design Knowledge Organisers: Digital Media (Year 1/2)

Knowledge Organiser: Digital Media Y1 and Y2

Examples of Digital Media Art

Digital art is created using technology such as a computer, digital camera or tablet.

Famous type of art can be created using digital media.

Key Vocabulary

Digital	Something that can record and store information like a computer or a tablet.
Photograph	A picture taken using a camera.
Zoom	A setting on a camera that lets you make objects look closer or further away than they really are.
Focus	Making the picture through the lens of the camera clear and not blurry.
Image	A picture of a person or thing.
Save	To keep something so you can start a project on the computer and save it so you can finish it later.
Print	Making a paper copy of the picture.

Key Knowledge

A digital camera can be used to take photographs. They can then be saved and edited to create different effects and make the original photo look different.
An electronic art package allows you to create art work on the computer or on a tablet and then print off the saved work.
Tools within the art package let you create different textures, lines, colours and shapes.
When working on a digital art package, after creating the work, it needs to be saved so that you can come back to use it again.
Digital art programs often have a bank of shapes and pictures which you can manipulate (make bigger, smaller and rotate) to add to your design.

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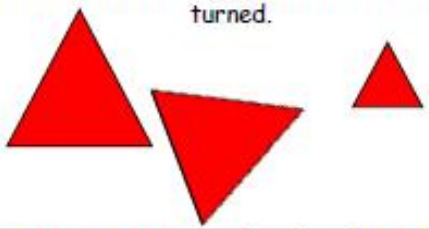
Toolbar

A toolbar shows you the digital tool that you are using and the other tools available to you.

You can change the type of brush or pen, the thickness and the colour.

Common art package features

Shapes can be made bigger and smaller. They can also be rotated which means they can be turned.



Many programs have stamps or stickers which are ready made pictures you can add to your work.

You can use a range of mark making tools, which give different effects.

The arrow keys let you undo the last thing you did if you make a mistake. If you change your mind you can always re-do it.

Famous Digital Artists

A Combophoto by Stephen McMennamy

Cat Paws by Sean Charmatz

World Hands by Jason Naylor

The Arrival of Spring by David Hockney

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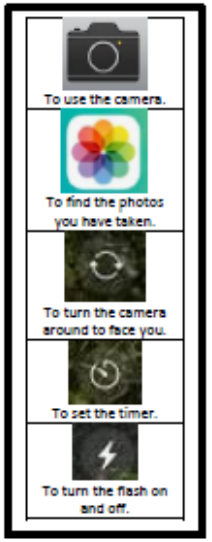
Art and Design Knowledge Organisers: Digital Media (Year 3/4)

Knowledge Organiser: Digital Media Y3 and Y4



Key Vocabulary

Image	A picture that is
Video	A recording of moving images.
Record	To produce a video or image that can be saved and kept.
Modify	Changing something to make it better.
View	What you can see.
Manipulate	To be able to control how a picture or recording looks.
Edit	Making changes or corrections to improve a piece of work.

Key Knowledge

Images can be created from different sources such as photographs, video, graphics and animation and can be used to improve presentation or communicate an idea.
When using technology in any subject, including art and design, if you are using the internet, make sure you are following the school safety rules at all times.
When taking pictures, photographers think carefully about the audience (the people who will be looking at it) and the purpose (why they are taking it).
Digital artists edit and improve their work carefully. Using ICT allows them to do this easily and quickly so that they can keep, delete or change images.
Sound can be added to a recording at the time of recording or afterwards by adding speech or sound effects to what has been created.

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Questions to think about

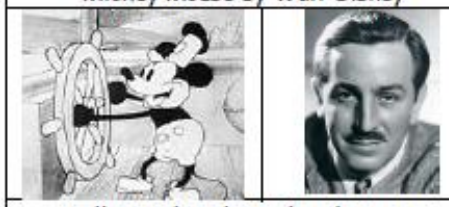
Who is your audience going to be?
How do you want to make them feel?
What do you want their reaction to be?
What is the purpose of your work?
How are you going to go about creating it?

This photo was taken digitally and manipulated in different ways to give a variety of effects.

Famous Digital Artists

Morph by Peter Lord

Mickey Mouse by Walt Disney



Falling Asleep by Erik Johannson

Dunes by Ansel Adams

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Art and Design Knowledge Organisers: Digital Media (Year 5/6)

Knowledge Organiser: Digital Media Y5 and Y6

Digital Art

Some artists use materials like paints and brushes. Today, many others also use modern techniques like video technology, television and computers. This type of art is called digital art.

Digital art is work that is made with digital technology. It might be images created on a computer or hand drawn and scanned onto a computer. It can also involve animation and 3D virtual sculpture.

Key Vocabulary

Designer	A person who makes or draws plans to create something.
Still image	Pictures or photographs that do not move.
Animation	Pictures are manipulated to create moving images.
Art Installations	Art that is 3D and takes place in a certain area.
Edit	Making changes to correct or improve work.
Art Stunts	A piece of art work that is created to deliberately gain attention.
Video Technology	Technology that involves the recording and playing back of moving pictures and sounds.

Key Knowledge

Digital work can easily be edited to give the designer control of what they are producing.
Sound can be added to digital media to enhance the effects. This can be added at the time of recording or afterwards.
Moving images can be created, recorded and played back. This is called video technology.
Animation is a technique where drawings, models or puppets are photographed with a slight change to their position each time to make it look like they are moving.
Artists such as Banksy are well known for their art installations and art stunts.

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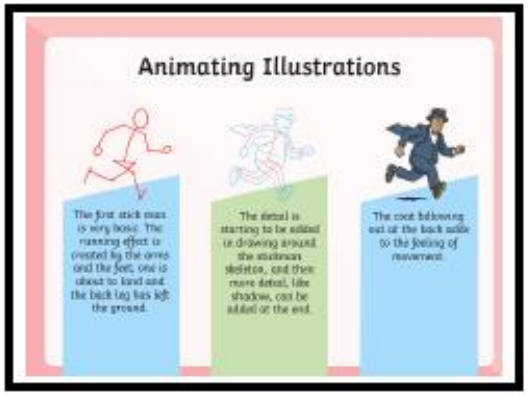
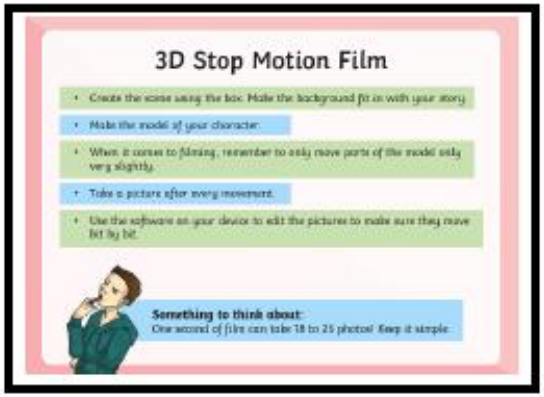
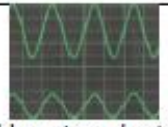




Stop Motion Animation

Decide on your plot, character and setting.	Decide on the materials you are going to use. Clay, paper cut outs, toy figures, people, still images.	Plan your story board and remember that each scene will need several animation frames.	Create any props that you need.
Choose your method of recording your frames.	Create your animation and remember to just use slight moves to your characters.	 Add music and voices if you are using them.	Present your final animation.

Famous Digital Artists

Toy Story by John Lasseter

Marilyn Monroe by Andy Warhol

Pingu by Otmar Gutmann

Dismaland by Banksy

Very little is known about who Banksy is or what he looks like. He creates his work anonymously and lets it speak for itself.

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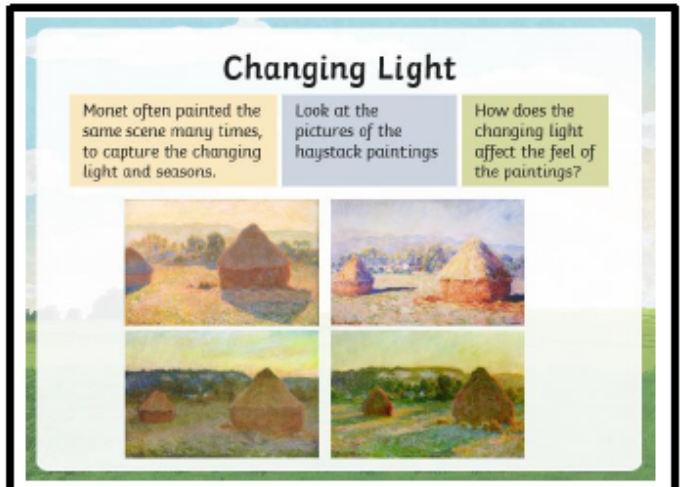
Art and Design Knowledge Organisers: Impressionism (Year 1/2)

Knowledge Organiser: Impressionism Y1 and Y2

What is Impressionism?

Impressionism started in France almost 200 years ago. Artists paint pictures of every day life especially outdoors.

Artist using this style, use small, thin brush strokes and look for the light in a picture.



Key Vocabulary

Stroke	A movement or mark that is made by the brush when you are painting.
Angle	The position that your art work is created from.
Subject	The person or thing that is being painted, drawn or sculpted.
Impasto	Brushing paint on really thickly so the strokes can be seen.
Canvas	A surface for painting on made out of cotton or linen (flax).
Broken colour	Using layers of colour and then 'breaking' through the top colour so you can see the one underneath.
Art Period	An amount of time when a particular type of art was popular.

Key Knowledge

Claude Monet was probably the most famous impressionist artist. He was thought to be the creator of this type of art.
The Impressionist period in art started about 160 years ago.
Impressionist artists often painted the same thing at different times of the day, in different seasons of the year or in different weathers.
Famous Impressionist artists include Claude Monet, Pierre-Auguste Renoir and Edgar Degas.
Impressionist artists use unusual angles to create their work.

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Famous Impressionist Artists and their Work

Claude Monet	Woman with a Parasol (1875)	The Waterlily Pond (1899)	The Red Boats (1875)
Edgar Degas	The Dance Class (1874)	At the Races (1877)	A Woman Seated Beside a Vase of Flowers (1865)
Pierre-Auguste Renoir	The Swing (1876)	La Grenouillere (1868)	Two Sisters (1881)

Art History Timeline

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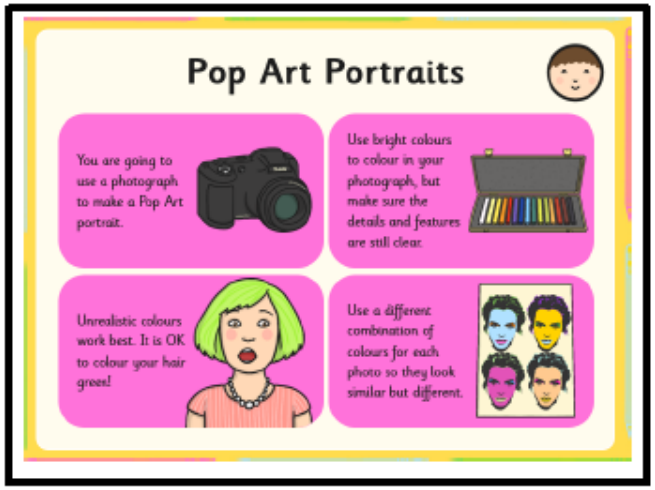
Art and Design Knowledge Organisers: Pop Art (Year 3/4)

Knowledge Organiser: Pop Art Y3 and Y4

What is Pop Art?

Pop Art developed in The United Kingdom and The United States of America during the mid to late 1950s.

It includes images from comics, magazines and advertising as well as every day objects.



Key Vocabulary

Pop	Something that is popular.
Bold	Strong and bright.
Outline	A line that goes around the edge of the image and helps it to stand out.
Alternative	Something that is not traditional and is more unusual.
Comic Strip	A sequence of drawings that tell a story.
Portrait	A painting, drawing or photograph of a person.
Image	A still picture.

Key Knowledge

Pop Art became particular popular when Andy Warhol started to produce his work in this style.
The Pop Art period started about 70 years ago.
Famous Pop Artists include Andy Warhol, Roy Lichtenstein and James Rosenquist.
Bright colours, bold outlines and repeated images are commonly used in Pop Art.
Pop Art often shows a sense of humour and is classed as alternative.

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Famous Pop Art Artists and their Work

Andy Warhol	Campbell's Soup Cans (1962)	Marilyn (1964)	Coca Cola 3 (1962)
Roy Lichtenstein	Whaam! (1963)	Explosion! (1965)	Brushstroke (1965)
James Rosenquist	Marilyn (1974)	World's Fair Mural (1964)	Dishes (1964)

Art History Timeline

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Art and Design Knowledge Organisers: Expressionism (Year 3/4)

Knowledge Organiser: Expressionism Y3 and Y4

What is Expressionism?

Expressionism started in Germany over 100 years ago.

Artists paint pictures that show emotions and thoughts rather than of real objects.

Artist using this style often use very bright, vivid and shocking colours.

Colour and Emotion

Key Vocabulary

Vivid	Bright
Emotion	How someone is feeling.
Interpret	How you understand something.
Texture	How something feels or how it looks like it would feel.
Express	Communicating what you think or feel.
Distorted	When something real is changed in a way that makes it look unreal.
Exaggerate	To make something bigger or better or worse than it really is.

Key Knowledge

The Expressionism movement started over 100 years ago.
Famous Expressionism artists include Kandinsky, Paul Klee and Franz Marc.
Artists at this time wanted to paint about emotion. It could be anger, anxiety, fear or peacefulness.
The Expressionism period was not just in art but also in literature, theatre and music too.
Each artist has their own way of expressing their emotions through their art work.

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Famous Expressionist Artists and their Work

Wassily Kandinsky	Yellow, Red, Blue (1925)	Squares with Concentric Circles (1913)	On White II (1923)
Paul Klee	Red Balloon (1922)	Fire at Full Moon (1933)	After the Flood (1936)
Franz Marc	Tiger (1912)	Broken Forms (1914)	The Tower of Blue Horses (1913)

Art History Timeline

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Art and Design Knowledge Organisers: Cubism (Year 5/6)

Knowledge Organiser: Cubism Y5 and Y6

What is Cubism?

Cubism developed in France in 1908 and continued through the 1920s. It is a style of art that tries to show lots of different viewpoints of a person or object all at once.

It is called Cubism because the items represented look like they are made out of blocks and shapes.

Sketch your picture	Use a ruler to add additional lines.
Decide on your colour palette.	Paint over your sketch.

Key Vocabulary

Portrait	A painting, drawing or portrait of a person.
Proportion	The size of different parts of the whole picture.
Bold	Strong and vivid in colour.
Block	A solid area of colour.
Colour Palette	The range of colours that you are going to use.
Subject	The person or thing that is being drawn.
Viewpoint	The position that something is seen from.

Key Knowledge

The Cubism Art period started about 110 years ago.
Famous Cubism Artists include Pablo Picasso, Georges Braque and Juan Gris.
There are two main types of Cubism - Analytical Cubism and Synthetic Cubism.
There are three phases of Cubism which are Early Cubism, Great Cubism and Late Cubism.
Artists try to give a 3D effect but on a flat canvas.

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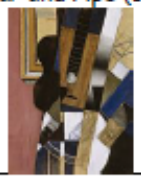
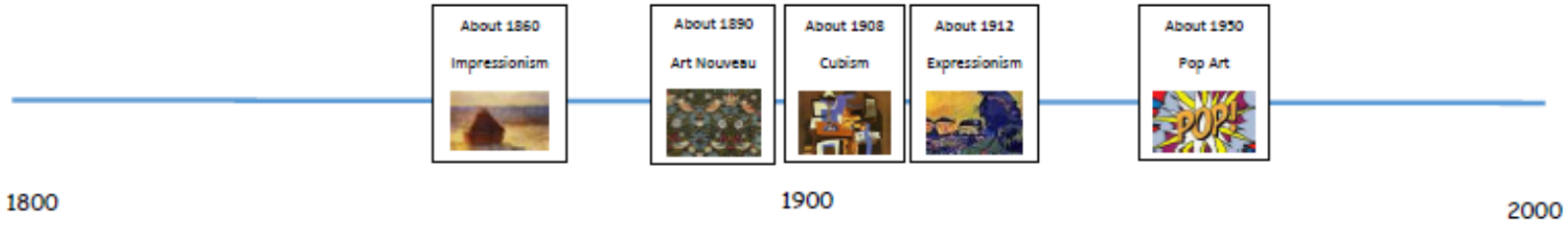
Famous Cubism Artists and their Work

Pablo Picasso	Girl Before a Mirror (1932)	Three Musicians (1921)	Seated Woman (1927)
Georges Braque	Bottle and Fishes (1910)	Glass on a Table (1909)	Mandora (1909)
Juan Gris	Guitar and Pipe (1913) 	Harlequin with Guitar (1919)	Juan Legua (1911)

Art HistoryTimeline



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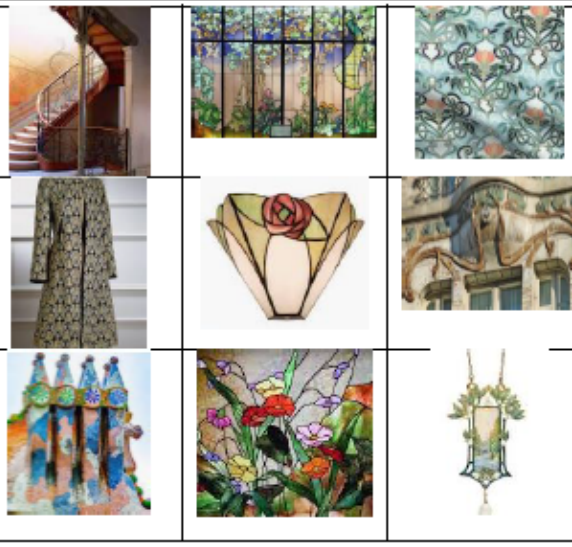
Art and Design Knowledge Organisers: Art Nouveau (Year 5/6)

Knowledge Organiser: Art Nouveau Y5 and Y6

What is Art Nouveau?

Art Nouveau is a decorative type of art that began about 130 years ago across different countries in Europe.

It is not limited to painting but to architecture, interior design, jewellery and glass design too.



Key Vocabulary

Architecture	Designing and constructing buildings.
Interior Design	Designing the inside of a room or building.
Decorative	Making something look more attractive or decorated.
Curves	Bent and not straight.
Motif	A decorative image that sometimes repeats and makes a pattern.
Asymmetrical	When a shape or picture is not symmetrical.
Nature	The natural world around us including flowers, plants, vines and leaves.

Key Knowledge

The Art Nouveau period started about 130 years ago in about 1890.
Famous artists of this time include Charles Rennie Mackintosh, Gustav Klimt, Alphonse Mucha.
This type of art often involves nature and females with long flowing hair!
The name 'Art Nouveau' came from the name of a shop in Paris run by Samuel Bing that sold objects in this style.
The lines used in this type of art are usually very soft and curved. They are also often asymmetrical.

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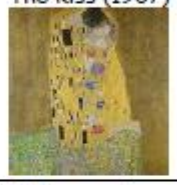
Famous Art Nouveau Artists and their Work

Charles Rennie Mackintosh	Willow Herb (1919)	In Fairyland (1897)	The Harvest Moon (1892)
Gustav Klimt	The Kiss (1907) 	Farm Garden with Sunflowers (1907)	The Tree of Life (1905)
Alphonse Mucha	Maude Adams as Joan of Arc (1909)	Four Seasons (1896)	The Rose (1898)

Art HistoryTimeline

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Computing

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Computing Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Text	Internet Research Online Safety Presentation	Email Online Safety Programming	Text	Text	Sound Recording
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd* *Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Presentation	Video	Online Safety	Internet Research	Emails	Programming
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Data	Graphics	Online Safety Internet Research	Presentation Internet Research	Sound Recording Animation	Video

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Graphics	Text	Video	Data	Graphics	Text
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Animation	Graphics	Data	Graphics	Text	Text
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Presentation	Online Safety Internet Research	Video Cloud Computing Internet Research	Sound Recording Animation	Programming	Blogging

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Computing Progression Document

Subject: Computing			
Objectives	**Years 1-2**	**Years 3-4**	**Years 5-6**
Multimedia	**Graphics** • Use ICT to generate ideas for their work. • Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work. **Text** • Use spacebar, backspace, delete, arrow keys, return. • Start to use two hands when typing. • Word process short texts to present. **Sound recording** • Record sound at and away from a computer. • Use software to record sounds. • Change sounds recorded. • Save, retrieve and edit sounds. **Video** • Capture video. • Discuss which videos to keep and which to delete. • Arrange clips to create a short film. • Add a title and credits. **Presentation (PowerPoint)** • Choose a suitable subject and collect some information. • Create a basic slideshow with this information.	**Graphics** • Acquire, store and combine images from cameras or the internet for a purpose. • Use the print screen function to capture an image. • Select certain areas of an image and resize, rotate and invert the image. • Edit pictures using a range of tools in a graphics program. **Animation** (I Can animate APP) • Plan what they would like to happen in their animation. • Take a series of pictures to form an animation. • Move items within their animation to create movement on playback. • Edit and improve their animation. **Video** (Windows Movie Maker) • Capture video for a purpose. • Choose which clips to keep and which to discard. • Trim and arrange clips to convey meaning. • Add titles, credits, slide transitions, special effects. **Text** • Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. • Align text left, right and centre.	**Sound Recording** (Audacity) • Collect audio from a variety of resources including own recordings and internet clips. • Create a multi-track recording using effects. • Edit and refine their work to improve outcomes. **Animation** • Plan a multi-scene animation including characters, scenes, camera angles and special effects. • Use stop –go animation software (Ican Animate APP/ Hue animation) with an external camera to shoot animation frames. • Adjust the number of photographs taken and the playback rate to improve the quality of the animation. • Publish their animation and use a movie editing package to edit/refine and add titles. **Graphics** • Use to create a 3D representation of an existing building. • Use the tools available to design their own fit for purpose building. • Change the style, colour and texture of the walls. • Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.

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	• Present the information to a group.	**Presentation** (Powerpoint) • Create a title slide and choose a style. • Change the layout of a slide. • Insert a picture/text/graph from the Internet or personal files. • Decide upon and use effective transitions.	**Video** (Windows Movie Maker) • Storyboard and capture videos for a purpose. • Plan for the use of special effects and transitions. • Trim, arrange and edit audio levels to improve quality of their outcome. • Export their video. **Presentation** (Powerpoint) • Work independently to create a multi slide presentation that includes speakers notes. • Use transitions and animations to improve the quality of the presentation. • Include sounds and moving graphics in the slides. • Present to a large group or class using the notes made.
Programming	**Bee-bots** • Give commands including straight forwards / backwards / turn one at a time. • Explore what happens when a sequence of instructions is given. • Give a set of simple instructions to follow out a task. • Give a set of instructions to form simple geometric shapes. • Improve/change their sequence of commands.	**Scratch/ BBC Microbits/ Lego WeDo** • Navigate the Scratch programming environment. • Create a background and a sprite for a game. • Add inputs to control their sprite. • Use conditional statements within the program to control the sprite (if…then..)	**Scratch/ BBC Microbits/ Lego WeDo** • Use external triggers and infinite loops to control sprites. • Create and edit variables. • Use conditional statements. • Design their own game including sprites, backgrounds, scoring and/or timers. • Use conditional statements, loops, variables and broadcast messages in the game. • The game finishes when a player wins or loses and they must know they have won or lost. • Evaluate the effectiveness of the game and debug as required.

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Online	**Internet research** • Talk about websites they have been on. • Explore a website by clicking on the arrows, menus and hyperlinks. **Emails** • Recognise an email address. • Find the @ key on the keyboard. • Contribute to a class email. • Open and select to reply to an email as a class.	**Blogging** • Navigate to view their class blog. • Understand that it can be updated from a range of devices. • Comment on their class blog. **Internet research** • Type in a URL to find a website. • Add websites to a favourites list. • Use a search engine to find a range of media, e.g. images, texts • Think of search terms to use linked with questions they wish to answer. • Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. **Emails** • Log into an email account, open, create and send an email. • Attach files to an email. • Download and save files from an email. • Email more than one person and reply to all	**Internet Research** • Use advance search functions in Google (quotations). • Understand websites such as Wikipedia are made by users (link to E-Safety). • Use strategies to check the reliability of information (cross check with another source such as books). • Use their knowledge of domain names to aid their judgment of the validity of websites. **Cloud Computing** • Understand files may be saved off their device in 'clouds'. • Upload/download a file to the cloud on different devices. • Understand about syncing files using cloud computing folders. **Blogging** • Register for a blog, select a URL and navigate to their blog once it is created. • Alter the theme and appearance of their blog, adding background images etc. C • reate a new post, save it as a draft and publish it. • Embed photos, hyperlinks and videos into posts. • Reorganise posts and remove posts they no longer want. • Like/follow other blogs and build up their blog content over the year
Online Safety	• Make decisions about whether or not statements found on the internet are true or not.	• Question the 'validity' of what they see on the internet.	• Judge what sort of privacy settings might be relevant to reducing different risks.

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	• Identify devices that can be used to search the Internet. • Identify what things count as personal information. • Identify when inappropriate content is accessed and act appropriately. • Recognise that a variety of devices can be used to connect a number of people. • Consider other people's feelings on the Internet.	• Use a browser address bar not just search box and shortcuts. • Think before sending and comment on consequences of sending/posting. • Recognise online behaviours that would be unfair. • Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) • Make judgments in order to stay safe, whilst communicating with others online. • Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. • Articulate examples of good and bad behaviour online.	• Judge when and when not to answer a question online. • Be a good online citizen and friend. • Articulate what constitutes good behaviour online. • Use different sources to double check information found online. • Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc) • Click-CEOP button and explain to parents what it is for. • Discuss scenarios involving online risk. State the source of information found on the Internet. • Act as a role model for younger pupils
Data	• Know that images give information. • Say what a pictogram is showing them. • Put data into a program. • Sort objects and pictures into lists or simple tables. • Make a simple Y/N tree diagram to sort information. • Create and search a branching database.	• Choose information to put into a data table. • Recognise which information is suitable for their topic. • Design a questionnaire to collect information. • Sort and organize information to use in other ways. • Create and search a branching database. • Create a database from information I have selected.	• Create data collection forms and enter data accurately from these. • Know how to check for and spot inaccurate data. • Know which formulas to use when I want to change my spreadsheet model. • Make graphs from the calculations on my spreadsheet. • Sort and filter information. • Understand that changing the numerical data effects a calculation.

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Computing Knowledge Organisers: Multimedia (Year 1/2)

To be completed

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Computing Knowledge Organisers: Multimedia (Year 3/4)

To be completed

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Computing Knowledge Organisers: Multimedia (Year 5/6)

To be completed

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Computing Knowledge Organisers: Programming (Year 1/2)

To be completed

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Computing Knowledge Organisers: Programming (Year 3/4)

To be completed

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Computing Knowledge Organisers: Programming (Year 5/6)

To be completed

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Computing Knowledge Organisers: Online Tools and Safety (Year 1/2)

To be completed

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Computing Knowledge Organisers: Online Tools and Safety (Year 3/4)

To be completed

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Computing Knowledge Organisers: Online Tools and Safety (Year 5/6)

To be completed

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Computing Knowledge Organisers: Data (Year 1/2)

To be completed

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Computing Knowledge Organisers: Data (Year 3/4)

To be completed

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Computing Knowledge Organisers: Data (Year 5/6)

To be completed

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Design and Technology

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Design Technology Unit Overview

All Design Technology Units Cover the Design, Make and Evaluate Process

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	• Structures	• Structures	X	x	• Cooking and Nutrition • Mechanisms	x
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd* *Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	X	• Structures	X	• Electrical Systems	X	X
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	• Structures • Mechanical Systems	X	X	• Cooking and Nutrition	X	X

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	• Mechanisms	X	X	• Cooking and Nutrition	X	• Structures
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	X	X	• Mechanical Systems	X	X	• Cooking and Nutrition
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	X	• Structures	• Electrical Systems • Computer Programming	X	X	• Cooking and Nutrition

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Design Technology Progression Document

Subject: Design & Technology			
Key Objectives	Years 1-2	Years 3-4	Years 5-6
Design	To design purposeful, functional and appealing products for themselves (Year 1) and others (Year 2) based on design criteria. To generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	To use research to design products that are fit for a purpose, aimed at particular individuals or groups. To generate, develop, and communicate their ideas through discussion, annotated sketches and information and communication technology. Create a design criteria	To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Create a design criteria
Make	To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). To select from and use a wide range of materials and components, including constructions materials, textiles (Year 2) and ingredients (Year 1), according to their characteristics.	To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Evaluate	To explore (Year 1) and evaluate (Year 2) a range of existing products. To evaluate their ideas and products (Year 1) against design criteria (Year 2).	To investigate a range of existing products. To evaluate their ideas and products against the design criteria and consider the views of others to improve their work.	To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world (Year 6).
Technical knowledge	To build structures, exploring how they can be made stronger, stiffer and more stable (Year 1).	To develop their understanding of how to strengthen, stiffen and reinforce structures.	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Year 5).

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	To explore and use mechanisms (levers, sliders, wheels and axles) in their products (Year 2).	To explore and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 3). To explore and use electrical systems in their products (series circuits incorporating switches, bulbs, and buzzers) (Year 4).	To understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 5). To understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) (Year 6). To apply their understanding of computing to programme, monitor and control their products (Year 6).
Cooking and Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients	Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients

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Design Technology Knowledge Organisers: Design, Make and Evaluate Process (Year 1/2)

To be completed

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Design Technology Knowledge Organisers: Design, Make and Evaluate Process (Year 3/4)

To be completed

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Design Technology Knowledge Organisers: Design, Make and Evaluate Process (Year 5/6)

To be completed

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Design Technology Knowledge Organisers: Structures (Year 1/2)

Knowledge Organiser: Y1 and Y2 Structures

What is a Structure?

Structures are things that are built for a purpose. They can be large like buildings or bridges or they can be small like tables and chairs.

A freestanding structure can support its own weight without being attached to something else. They need to be well designed, strong, stiff and stable to do this.

Bridges	Towers	Buildings
Transport	Construction equipment	Boxes
Furniture	Play equipment	Household items

Key Vocabulary

Build	Creating something by putting parts and materials together.
Structure	A building or object made from different parts.
Attach	Joining two or more pieces together.
Stiff	When something cannot easily be bent.
Stable	When something is fixed down firmly and is not likely to fall over.
Fold	When you bend something over on itself.
Base	The bottom or lowest part of a structure or object.

Key Knowledge

A structure needs a wide base to make it more stable and prevent it from falling over.
Some materials are stronger than others and are more suitable to create a structure with.
Folding, twisting, rolling and layering can be used to strengthen and stiffen materials.
Structures can be made stronger by carefully choosing how the pieces are attached together and what they are attached with.
A framework inside a structure can help to support it and make it much stronger.

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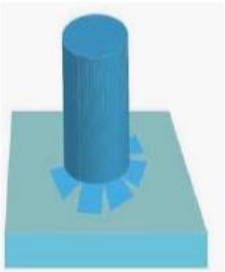
A framework is a structure that supports a building, vehicle or object.



A wide and solid base can help a structure to stand and support its own weight.

The way bricks and materials are arranged can make them stronger and more secure.

Folding

Layering

Making

paper

stronger

Rolling

Twisting

Famous Structures and Engineers

The Buri Khalifa in Dubai is the tallest freestanding structure in the world.

It has a wide base and a narrow top. The steps down the side help to protect it from the wind. It is made from concrete and steel.

Isambard Kingdom Brunel

Born: 1806

Died: 1859

He designed and built dockyards for ships, steamships, bridges, tunnels and railways.

The Forth Bridge is a long railway bridge in Scotland. It is made of steel, which is a very strong material. The frame, is built in triangles with strong concrete arms supporting it.

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Design Technology Knowledge Organisers: Structures (Year 3/4)

Knowledge Organiser: Y3 and Y4 Structures

Shell Structures

A shell structure has a solid outer surface and is hollow inside.

Shell structures are often used to protect something, contain something or present something.

These are all examples of shell structures.

Packaging

Buildings

Tunnels

Animal shells

Key Vocabulary

Structure	A building or object built from different parts.
Strengthen	To make something stronger.
Stiffen	To make something stiffer or harder.
Reinforce	To strengthen something using additional materials.
Construction	Building something.
Shell structure	A structure that is solid on the outside but hollow inside.
Solid	Strongly built or made of strong materials.

Key Knowledge

The design, shapes and materials used all contribute to how strong a structure is.
Shell structures are used to protect, contain (hold) or present something.
A net can be made to create a 3D shape. Some shapes are more suitable than others and are chosen for different purposes.
A structure that contains something needs to be strong enough to take the weight of the object inside.
Structures can be reinforced using additional materials or parts to make them even stronger.

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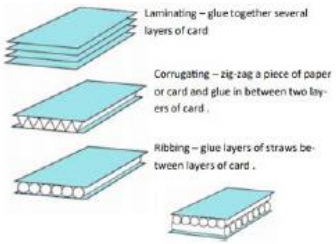
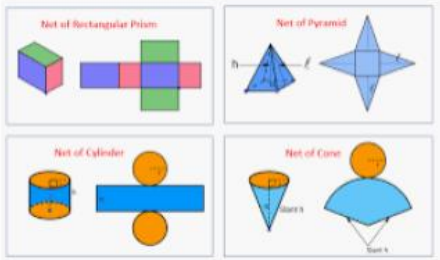
A rounded outer surface is particularly strong because it spreads the forces over the whole of the structure so each part of the structure only supports a small part of the load.

Stiffening and strengthening materials.



Nets can be used to make 3D products.



Shell structures can be used to contain something. They need to be strong enough to hold the weight of the object inside.

Shell structures can be used to protect things. They need to be shaped to fit the contents to protect them from movement or damage.

Shell structures can be used to present something. They need to be strong but also look attractive.

Famous Structures and Architects

St.Peter's Basilica in Rome, Italy is a very famous structure. It has a domed roof that protects the rest of the building. It was built in 1590.

Sir Christopher Wren

Born: 1632

Died: 1723

He was a famous English architect who designed St.Paul's Cathedral and other buildings in London. He also rebuilt 52 churches that were destroyed by The Great Fire of London.

The Millennium Dome / O2 Arena was built in London and opened on 31st December 1999 ready for the new millennium. It then became the O2 Arena for concerts, entertainment and events.

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Design Technology Knowledge Organisers: Structures (Year 5/6)

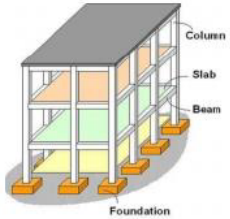
Knowledge Organiser: Y5 and Y6 Structures

Frame Structures

A frame structure consists of different parts. These parts are combined in such a way to make the structure strong.

Frame structures have joins which keep them together.

Frame structures utilise the combination of a beam, column and slab.



Tips for designing a strong structure

- A wider base can help a structure to be more secure.
- Frames should be able to stand on their own because they provide the skeleton.
- Think carefully about the properties of the materials you are using – weight, strength, presentation etc.
- Think about any restraints you have if you are working on a project, such as cost or the materials that are available to you.
- Consider how you are going to join your materials together and what you are going to use for this.

Key Vocabulary

Frame	A stiff structure that surrounds something.
Column	An upright pillar that supports a structure.
Slab	A large, thick piece of stone or concrete.
Beam	A long piece of wood or metal that supports the roof or floor of a building.
Foundation	The lowest part of a building. It can be below the ground.
Arrangement	How shapes and materials are placed to make the structure.
Joints	The points at which part of a structure meet such as the corners.

Key Knowledge

Different types of structure include freestanding structures, shell structures and frame structures.
Secure joints are needed when creating a strong and rigid frame.
Structures can be given more strength and stability by using strong shapes, strong foundations, and techniques to spread the weight out.
The use of triangular shapes can be a good way of giving stability to a structure. This is called 'Triangulation'.
A 'mock up' can be created to test whether the structure design is going to be successful or not. This is a quick representation of the design.

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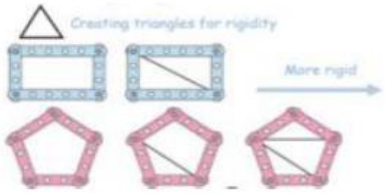
Triangulation involves the use of triangular shapes to give stability to structures.



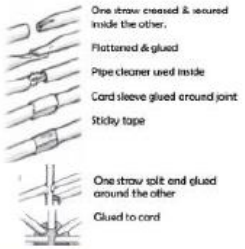
Different ways of joining thin wood.

Using Wood
-When using wood, PVA glue is most appropriate. Joints should be securely clamped together to allow for drying time.
-Card strips can be used to create secure joints.
-Card triangles can be used to create secure corner joints.
-One suitable alternative is elastic bands, which can be securely fastened around beams and columns, in order to create secure joints.

Different ways of joining straws.

Making

Using Straw/Rolled Paper
-When using straw, rolled paper, a number of adhesives can be used – e.g. sellotape, different types of glue.
-However, these structures are not as strong/ stable as wooden structures.
-Creating a rigid frame requires the creation of secure joints.
-These can be made using the methods shown on the right.



Famous Structures and Architects

The Eiffel Tower in Paris, France was named after Gustave Eiffel who was the engineer who designed it. As it was so tall, the engineering team needed to ensure that it could withstand windy conditions.

John Loughborough Pearson

Born : 1817

Died: 1897

He was a famous architect who was brought up in Durham. He designed many religious buildings including Peterborough Cathedral.

Tower Bridge is a combined bascule and suspension bridge. It was built between 1886 and 1894 spanning The Thames.

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Design Technology Knowledge Organisers: Mechanisms (Year 1/2)

Knowledge Organiser: Y1 and Y2 Mechanisms

What is a Mechanism?

A mechanism it the part of an object that makes it work. They are very common in everyday life and can be found on objects that use sliders, levers, wheels and axles to help them to move.

Lever	Lever	Lever
Slider	Slider	Slider
Wheels and axles	Wheels and axles	Wheels and axles

Key Vocabulary

Mechanism	The part of an object that enables it to move.
Slider	A mechanism that helps parts of an object move from side to side, up and down or in and out.
Lever	A mechanism with s fixed point that allows the object to move round.
Wheel	Round objects that roll on the ground making objects move more easily.
Axle	A rod that helps the wheels to rotate and keeps them in place.
Pivot	A centre point that helps a lever to move or turn.
Chassis	The frame or base of a vehicle.

Key Knowledge

Mechanisms are the parts of objects that make them move. They are found in many objects that we use in our everyday lives.
Different types of mechanisms enable objects to move in different ways and directions.
Sliders help to move things from side to side and up and down or in and out.
Levers have a fixed point, which have a pivot that allows the object to move in an arc.
Wheels and axels help large or heavy objects to be moved easily.

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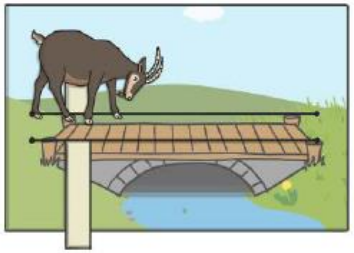
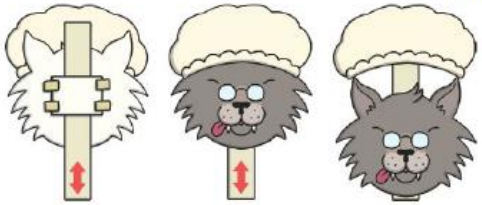
Lever - a bar which turns around a point/pivot.

Pivot – a point about which a lever turns.

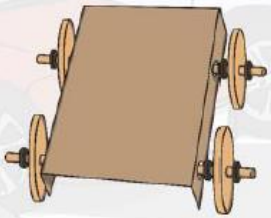


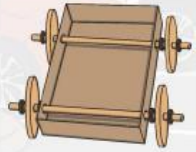
Sliders



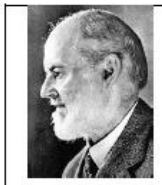
The wheels on the toy car move at the same time and speed because each pair of wheels is attached to a pole called an axle. Real vehicles, such as cars and vans, also have axles.

An axle needs to be attached to the chassis (said 'shah-see'). A chassis is the frame upon which the rest of the vehicle is built.





Famous Inventions and Mechanical Engineers



Sir Frederick Henry Royce

Born: 1863

Died: 1933

He was famous for his car designs including the Rolls Royce. He was born in Alwalton on the outskirts of Peterborough.

The London Eye which is also called The Millennium Wheel opened on 31st December 1999 for the new Millennium.

It has 32 capsules for passengers to ride in and see the sights of London.

George Stephenson

Born: 1781

Died: 1848

He was mechanical engineer who developed rail transport around England. His most famous locomotive was called 'The Rocket' and this changed how people travelled.

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Design Technology Knowledge Organisers: Mechanisms (Year 3/4)

Knowledge Organiser: Y3 and Y4 Mechanisms

Mechanisms

A mechanism is a mechanical device for creating movement and is the part of the device that makes it work.

Mechanisms include wheels and axels, sliders, levers, gears, linkages, pulleys and cams.

A screw is also a type of mechanism.

Mechanisms in everyday life.

Wheels and Axles

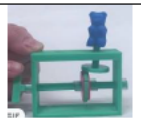
Sliders

Levers

Gears

Linkages

Pulleys



Cams

Key Vocabulary

Mechanical system	A system that is used to create movement.
Product	An object that is produced or made.
Gear	Toothed wheels that lock together and turn each other. When one gear is turned, the other also turns.
Pulley	A pulley is similar to a gear but the wheels do not lock together. Instead, they are joined by a belt.
Lever	A mechanism that is often used to lift heavy items.
Cam	A mechanism made up of three parts which work together to make the movement.
Linkage	Two or more levers that are connected by joints or pivots.

Key Knowledge

A mechanical system is the part of an object that creates movement.
There are different ways to create movement such as the use of levers, sliders, pulleys, linkages, cams and axels and wheels.
Pulleys can be used to change the speed, direction or force of something.
A lever is the simplest type of mechanism. It is like a see saw and is used to make objects easier to lift.
Mechanisms such as linkages or cams are made up of different parts that are connected to create movement.

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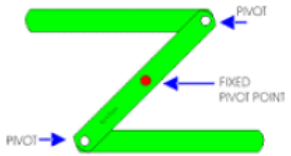
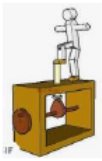
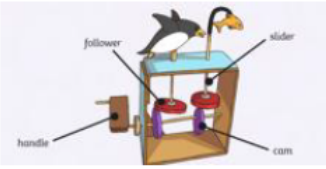


A **linkage** is a set of links connected by joins or pivots that can be used to change the direction of the movement. Linkages are used in JCBs, bicycles and toys.

Gears are wheels that have **cogs** or teeth around the edges. The cogs of one gear fit into the cogs of another gear. Cars and bikes have multiple gears that change the speed.

A **cam** is made up of three parts. A cam, a slider and a follower which makes the movement. They can be made of metal, plastic or wood.

Pulleys are made by looping a rope over one or more wheels. They are used to lift heavy objects. By pulling down on one end of the rope, an upward pull is created at the other end.

Famous Inventions and Mechanical Engineers

Archimedes

Born: 288 BC

Died: 212 BC

He was a Greek mathematician and inventor who invented the compound pulley and a machine to lift water called The Archimedes Screw, which helped farmers to bring water to their crops.

In 1817 a German professor, Baron Karl von Drais, created the first two-wheeled bicycle. It was made of wood and had two wheels. The front wheel could be turned using the handlebars in order to steer the bike. However, it did not have pedals, so the rider would have to push their feet on the ground to make it move.

Kate Gleason

Born: 1865

Died: 1933

She was a lady working for a family mechanical company which was owned by her father. A woman in this line of work was almost unheard of during this time in history.

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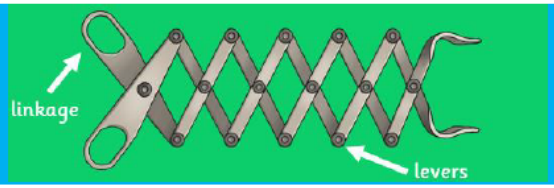
Design Technology Knowledge Organisers: Mechanisms (Year 5/6)

Knowledge Organiser: Y5 and Y6 Mechanisms

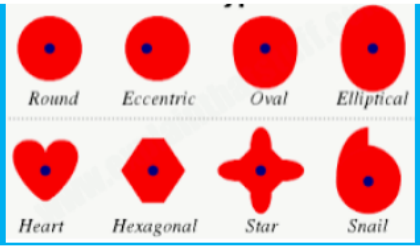
Linkages

A linkage is a group of bars or rods that cause something else to move. They are connected by pivots which can either be fixed pivots or moving pivots.



Cams

A cam mechanism has three parts which are a cam, a slide and a follower. When the cam goes round (rotates), the follower moves up and down. The pattern the follower moves up and down in depends on the shape of the cam. It can go up, down or stay still.



Key Vocabulary

Gear	Toothed wheels that lock together and turn each other. When one gear is turned, the other also turns.
Pulley	A pulley is similar to a gear but the wheels do not lock together. Instead, they are joined by a belt.
Lever	A mechanism that is often used to lift heavy items.
Cam	A mechanism made up of three parts which work together to make the movement.
Linkage	Two or more levers that are connected by joints or pivots.
Force	A push or a pull in a particular direction.
Pivot	The central point on which a mechanism turns.

Key Knowledge

The pivots on a linkage mechanism can either be fixed (still) or moving pivots.
A cam can come in different shapes and this will affect the pattern that the follower moves in.
The more wheels that a pulley has, the more it reduces the force that is needed to lift the weight.
When two gears are connected, they turn in opposite directions.
A lever always rests on a pivot. The position of the pivot depends on how much force is needed to lift the load.

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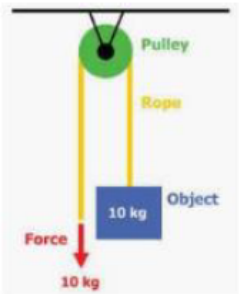
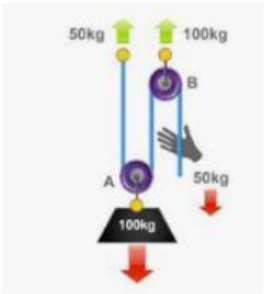
Pulleys

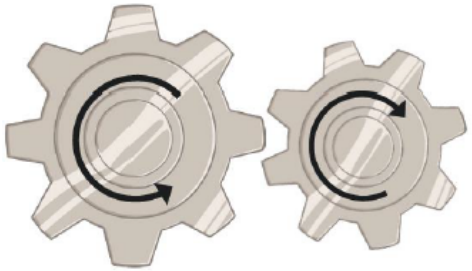
A pulley is a wheel or a collection of wheels over which a rope is looped. They can be used to make a small force lift a larger load. The more wheels the pulley has, the more it reduces the force needed to lift the weight. With two wheels, you can lift the weight using half the force. With four wheels, you can lift the weight using a quarter of the force.





Gears

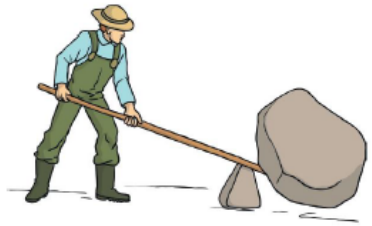
Gears can be used to change the speed, force or direction of the movement. They are wheels with teeth which lock together and turn one another. When two gears are connected, they always turn in opposite directions to each other. This is how gears change the direction of the motion.



Levers

A lever can be used to make a small force lift a larger load. A lever always rests on a pivot. It has three parts;

1. The part where you apply the pushing or pulling force.
2. The point where it pivots.
3. The place where the work (usually the lifting) is done.



Famous Inventions and Mechanical Engineers

Elias Howe

Born: 1819

Died: 1867

He was as American born inventor who was most famous for creating the sewing machine, which meant that this did not have to be done by hand.

After years of people measuring time from the sun or the flow of sand or water, the first mechanical watch was invented in about 1505, by a German inventor called Peter Henlein.

Robert. H. Goddard

Born: 1882

Died: 1945

He was the inventor of the first liquid fueled rocket, although he was more famous after his death that when he was alive!

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Design Technology Knowledge Organisers: Electrical Systems (Year 3/4)

Knowledge Organiser: Y3 and Y4 Electrical Systems

Electricity

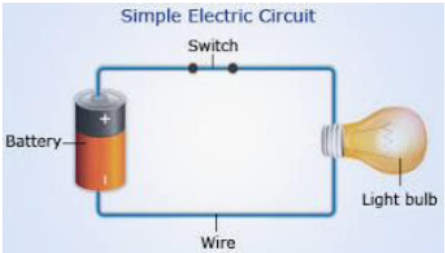
Electricity is a type of energy that is used to power lots of things.

It can flow through wires or cables or be stored in batteries or cells.

Electricity can flow through circuits but the circuit must not have any breaks in it because this will stop the flow.

The current can deliberately be allowed to flow or be broken using a switch.

Some materials conduct electricity (conductors) and some do not (insulators).



A simple circuit is a closed loop of a material that is a conductor such as wire in which electricity can travel in a current. In order for it to be a closed circuit, a power source such as a battery is needed and something that can be powered by the electricity such as a lightbulb. A switch can be used to break the circuit.

Key Vocabulary

Electricity	Energy caused by the movement of electrons.
Circuit	The path that an electrical current follows.
Switch	A device that opens or closes an electrical circuit.
Bulb	A device made out of rounded glass that makes electric light.
Buzzer	An electrical device that signals by buzzing.
Current	The electricity flowing through a circuit.
Battery	A device that makes electricity by using chemical reactions.

Key Knowledge

Electricity is a type of energy that is used to power lots of things in our daily lives.
Conductors are materials that conduct electricity which means, they allow it to flow through them. Insulators do not let this happen.
Batteries are used to power many objects such as cars, torches, toys and watches. If the battery is flat, there will be no power.
Devices such as buzzers and bulbs can be used in circuits to create sound and light.
Switches are used to break the flow of electricity in a circuit. The flow is controlled by turning the switch on and off.

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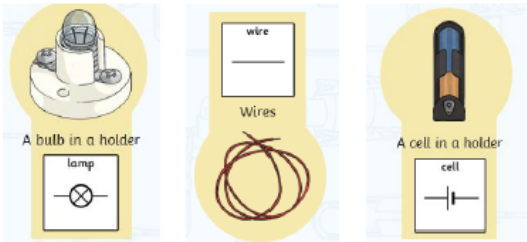
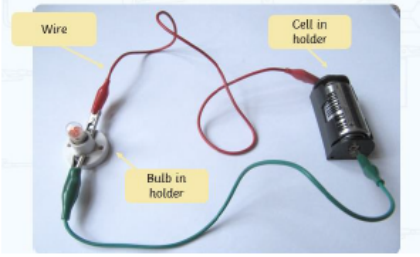
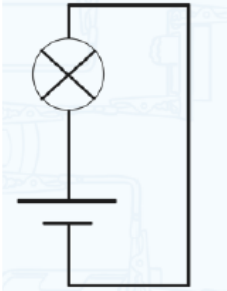
Electrical Symbols

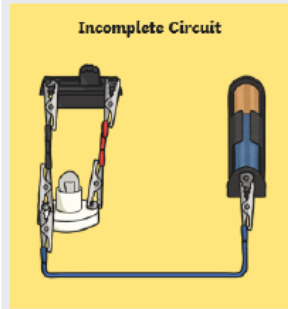


A simple circuit





This is a diagram of a simple circuit using electrical symbols.

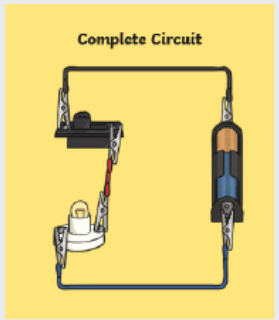


This circuit is incomplete.

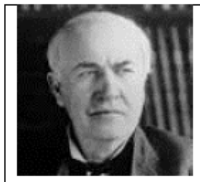
1. There is a gap in the circuit, so the electrical current cannot flow around it.
2. The wires do not connect to the positive and negative ends of the power supply (the battery).

This is a complete circuit.

1. There is a power supply (the battery).
2. There are no gaps anywhere, so the electrical current can flow around the entire circuit.
3. The wires connect to both the positive and negative ends of the battery.



Famous Inventions and Electrical Engineers



Thomas Edison

Born: 1847

Died: 1931

He was an American inventor who contributed to the invention and development of the light bulb, the motion picture camera and the phonograph.

Lighthouses are built on the coastline to prevent boats from crashing into the land. They send a light out into the water which turns in a circle so that ships can see a flashing light. The light is usually covered by a Fresnel lens, which enables the light to travel further into the water.

Alessandro Volta

Born: 1745

Died: 1827

He was an Italian inventor who discovered that electricity could be created with chemicals. This led to the development of the electric battery.

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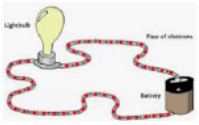
Design Technology Knowledge Organisers: Electrical Systems (Year 5/6)

Knowledge Organiser: Y5 and Y6 Electrical Systems

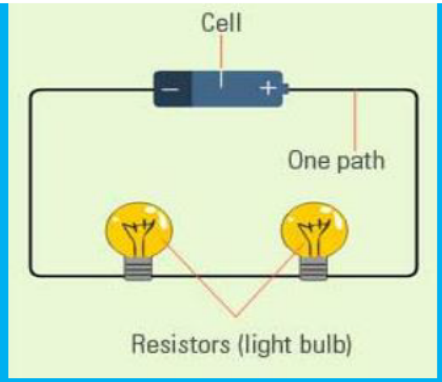
Electricity

Electricity can flow through circuits. A circuit is the path that an electrical current follows. The circuit mast have no breaks in it (a closed circuit) for the electricity to flow.

The electricity flowing through a circuit is known as a current. It can be used to power an output device.



A Series Circuit



Key Vocabulary

Switch	A device that opens or closes an electrical circuit.
Bulb	A device made out of rounded glass that makes electric light.
Buzzer	An electrical device that signals by buzzing.
Motor	A device that causes motion or power.
Battery	A device that makes electricity by using chemical reactions.
Input device	The parts that are used to control an electrical circuit (switches).
Output device	The parts that are used to produce an outcome (or make something happen - bulbs and buzzers.)

Key Knowledge

Switches can be positioned so that electrical currents can flow through them (closed switch) or cannot flow through them (open switch).
The output devices are the arts that make things happen such as a bulb to create light or a buzzer to create sound.
The input device is the part that is used to control the flow of the electricity. The switch turns the flow on and off.
In a series circuit, two output devices are controlled by one switch.
Devices such as buzzers, bulbs and motors can be used in circuits to create sound, light and movement.

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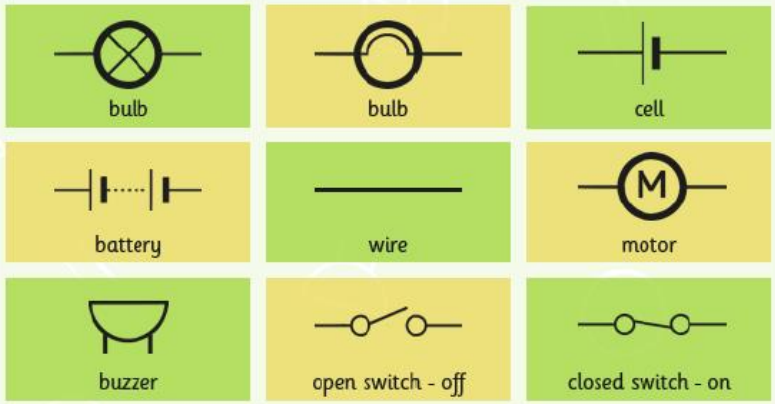
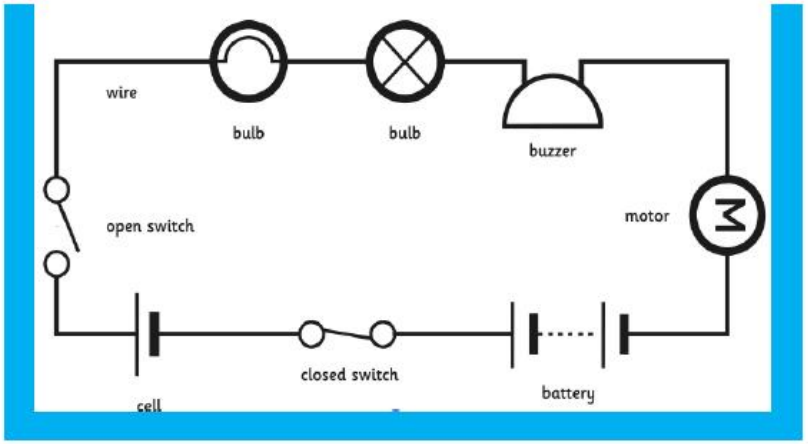
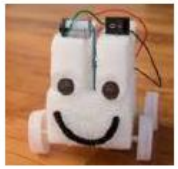
Circuit Symbols

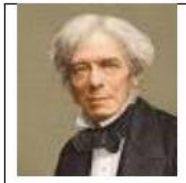


Representing a Circuit





Famous Inventions and Electrical Engineers



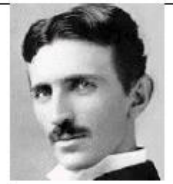
Michael Faraday

Born: 1791

Died: 1867

He was a British physicist and chemist whose most famous discovery was the invention of the electric motor.

The electric traffic light was developed around the turn of the 20th century as there were beginning to be more vehicles on the road. Their aim is to regulate the flow of traffic at busy intersections of road. The most basic type works on a timer system.



Nikola Tesler

Born: 1856

Died: 1943

He was a scientist and inventor who specialised in working with electricity.

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Design Technology Knowledge Organisers: Computing and Programming (Year 5/6)

To be completed

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Design Technology Knowledge Organisers: Cooking and Nutrition (Year 1/2)

To be completed

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Design Technology Knowledge Organisers: Cooking and Nutrition (Year 3/4)

To be completed

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Design Technology Knowledge Organisers: Cooking and Nutrition (Year 5/6)

To be completed

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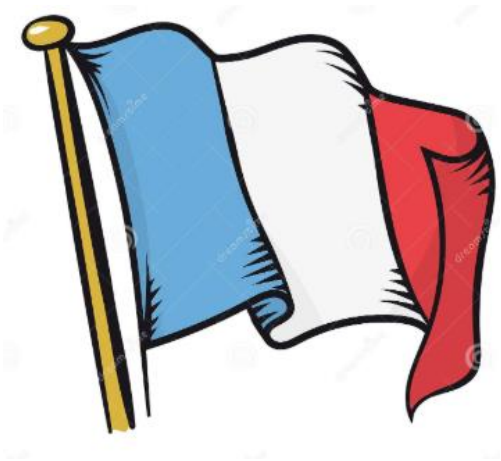
French



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French Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	N/A		N/A		N/A	
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Y3: Numbers and Greetings Y4: Parts of the Body/ Zoo Animals		Y3: Colours and Fruit Names Y4: Members of the Family and Pets		Y3: Days of the Week and Months of the Year Y4: Hobbies and Leisure/ The Weather	
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Y5: At the Shops Y6: Opinions (clothes, jobs and music)		Y5: Sports, Food and Drink Y6: Home and Family		Y5: Countries and Weather Y6: On Holiday	

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	N/A		N/A		N/A	
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Y3: Numbers and Greetings Y4: Parts of the Body/ Zoo Animals		Y3: Colours and Fruit Names Y4: Members of the Family and Pets		Y3: Days of the Week and Months of the Year Y4: Hobbies and Leisure/ The Weather	
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Y5: At the Shops Y6: Opinions (clothes, jobs and music)		Y5: Sports, Food and Drink Y6: Home and Family		Y5: Countries and Weather Y6: On Holiday	

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French Progression Document

Year	Unit Title	Lessons
3	Numbers, Greetings and Christmas	1 – 5 + Christmas lesson
3	Colours and Fruit Names	6 – 9 + Easter lesson
3	Days of the week and Months of the Year	10-11
4	Parts of the Body/ Zoo Animals	1 – 8
4	Members of the Family and Pets	9-14
4	Hobbies and Leisure/ The Weather	15-20
5	At the Shops	1 - 7
5	Sports, Food and Drink	8 -15
5	Countries and Weather	16-20
6	Opinions (clothes, jobs, music)	1 - 6
6	Home and Family	6 - 13
6	On Holiday	14 - 20

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Year 3 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Numbers 0-10 Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non	• Letter strings – oi, eu • Links between some sounds and spellings • Watch mouth of speaker
Lesson 2	Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme ci comme ça, mal	• Listen and respond to rhymes • Imitate pronunciation • Participate in a short exchange
Lesson 3	Classroom instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence	• Auditory discrimination between un/une • Enjoy making French sounds and copy intonation patterns • Listen to and follow simple commands
Lesson 4	Ask for and give name Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle	• Recognise a question form • Perform a simple communicative task
Lesson 5	Revision of numbers 0-10 Ask for and state age Quel âge as-tu? J'ai… ans.	• Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between sounds and spellings and recognise some familiar words in written form
Lesson 6	Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose	• Letter strings oi, eu • Perform actions to a French song

Lessons	Content	Key skills and activities
Lesson 7	Colours Gris, violet, marron Verb – est (is) Connective – et (and)	• Experiment with writing • Respond to sound patterns
Lesson 8	Names of fruit Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Food items Les chips, le coca, les sucettes, le chocolat, les bonbons	• Letter string –on • Understand and respond to a question • Notice spelling of words
Lesson 9	No new content	• Letter strings – eu, oi • Listen and respond to a nursery rhyme and an extended text
Lesson 10	Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	• Join in reading a story • Match sound to the written word • Copy correctly
Lesson 11	Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	• Imitate pronunciation of sounds • Identify social conventions at home and in other cultures
Christmas lessons	Nativity play – characters in the nativity play and simple dialogue Letter to Father Christmas	• Perform a role in a class nativity play • Join in singing a French carol • Experiment with writing
Easter lessons	Making a pancake Easter celebrations Making an Easter card	• Develop understanding of customs and traditions • Experiment with writing • Recite a finger rhyme and recognise how sounds are presented in written form

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Year 4 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Revision of colours from Y3 Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: Grand, petit, gros, long, pointu	• Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately
Lesson 2	Parts of the body: La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song) Asking for French translation: Comment dit-on… en français? Revision of adjectives	• Understand that all nouns have a gender • Ask how to say something in French • Listen for a key sound as it occurs in a rhyme
Lesson 3	Revision of asking for French translation Comment dit-on… en français?	• Appreciate similarities between English and French nursery rhymes • Recite a nursery rhyme • Follow a text as it is read aloud
Lesson 4	Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet Introduction of vowels	• Follow a story using visual clues • Recognise some letters of the alphabet • Listen for sounds, rhyme and rhythm
Lesson 5	Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce	• Say 6 vowel sounds in French • Write simple words and phrases following a model • Read words aloud with accurate pronunciation
Lesson 6	**Christmas theme** Revision of parts of the body Phrases and vocabulary for work on snowman theme: Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige Phrases for playing a game: À toi, à moi, le dé	• Participate in a short drama • Play a game, communicating in French
Lesson 7	**Christmas theme** Two expressions: Oh là là, j'aime ça	• Join in singing a French song • Write individual words or short sentences in French
Lesson 8	Receptive vocabulary only from song – Meunier tu dors Le moulin, vite, le meunier, fort, le lapin, le poulet, le châton	• Recite a short poem from memory • Identify rhyming words in short texts • Letter string –in
Lesson 9	Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma	• Present a short role play introducing family members • Ask and answer questions
Lesson 10	Ask and answer questions about family members	• Ask and answer questions • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words
Lesson 11	Vocabulary for story: Le radis géant La petite fille, tirer, tomber Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau	• Follow a French story and join in reading • Recognise nouns and verbs in French • Compare traditional stories
Lesson 12	Revision of pets vocabulary Verb – avoir (to have): J'ai – I have Je n'ai pas de – I haven't Connectives: Et, aussi	• Understand simple rules for converting singular to plural • Present a rhyme • Know about pets that are popular in France
Lesson 13	No new core vocabulary	• Follow a text as it is read aloud • Write simple sentences • Read some words with accurate pronunciation

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Lessons	Content	Key skills and activities
Lesson 14	Easter theme Quantifier: assez	• Know about some Easter traditions • Identify specific items of vocabulary in a longer text
Lesson 15	No new core vocabulary Dictionary skills Playground song and activity	• Recognise word classes: nouns, verbs, adjectives • Sort words into dictionary order • Become familiar with layout of dictionary • Play a traditional game and sing song
Lesson 16	Hobbies: Danser, nager, jouer au football, manger au restaurant, lire, regarder la télé, aller au parc	• Listen for sounds • Identify strategies for learning vocabulary • Write some words from memory
Lesson 17	Revision of hobbies Opinions phrases: J'adore, j'aime, je n'aime pas	• Read and understand a paragraph with familiar vocabulary and structures • Recognise positive and negative statements in English and French • Memorise and present two sentences or more
Lesson 18	Tu aimes…? Numbers 12-31	• Conduct a short interview in French, asking and answering questions • Listen for a specific sound in a song
Lesson 19	Revision of leisure activities and opinions phrases	• Conduct a survey in French • Know the names of some major airports and ports in France • Learn how to play a popular French game
Lesson 20	Two weather expressions: Il fait froid, il fait chaud Quantifiers: Très, un peu Clothes items for packing a suitcase: Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt	• Understand different possibilities for travelling abroad • Pack an imaginary suitcase for a holiday, writing individual words

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Year 5 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Il y a + buildings on the high street un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie	• Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between French and English high streets
Lesson 2	Directions A gauche, à droite, Revision of connectives – et, aussi Revision of adjectives – grand, petit	• Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary
Lesson 3	Asking where places are Il y a? C'est, au coin Pause words Et alors, voyons, eh bien,	• Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange
Lesson 4	Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez	• Substitute quantifiers and adjectives in a sentence • Collect and record evidence about activity on the high street at certain times of day, and express it in French • Recap of key letter strings – in/oi
Lesson 5	No new vocabulary	• Understand and express simple opinions • Write short sentences, substituting vocabulary in model sentences

Lessons	Content	Key skills and activities
Lesson 6	**Christmas theme** Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie Revision of colours and verb être – je suis/je ne suis pas	• Learn and join in singing a French carol • Recite a short text with accurate pronunciation • Follow the transcript of a Christmas story • Appreciate similarities and differences between Christmas in France and England
Lesson 7	**Christmas theme** No new vocabulary	• Use actions and mimes to aid memorisation • Make a traditional French Christmas sweet • Join in performing a short Christmas story in French, reading and pronouncing unknown words
Lesson 8	Revision of days of the week Revision of hobbies introduced in Y4 Simple future tense Je vais... encore	• Understand and express simple opinions • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense • Listen to a native speaker and understand more complex phrases and sentences
Lesson 9	Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre	• Imitate pronunciation of sounds • Identify social conventions at home and in other cultures
Lesson 10	Revision of sports/hobbies vocabulary Revision of numbers 0-50 Comparisons ...plus que ...more than Revision of immediate future – je vais + verb	• Investigate the effect of exercise on pulse rate • Understand more complex phrases, including comparisons • Contribute to a classroom display illustrating the relationship between exercise and pulse rate

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Lessons	Content	Key skills and activities
Lesson 11	Revision of fruit from Y3 Food, including revision from Y3 – Le pain, la baguette, le riz, les pâtes, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gâteau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois	• Find words in a bi-lingual dictionary • Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate • Listen to and understand a native speaker expressing likes and dislikes
Lesson 12	Food items – as for lesson 11 Revision of connectives: et, mais, aussi	• Design a balanced meal, with foods labelled in French • Extend basic sentences by using connectives • Use negatives • Express opinions in short, written sentences included in a Powerpoint presentation
Lesson 13	No new vocabulary	• Memorise and present a short rhyme • Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus • Investigate and share strategies for learning new vocabulary
Lesson 14	Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux…?, je voudrais	• Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play
Lesson 15	Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel	• Watch and understand a demonstration in French of the method of making a dessert • Order sentence cards to re-create the method • Write words and phrases using a reference

Lessons	Content	Key skills and activities
Lesson 16	Revision of days of the week/months of the year Aujoud'hui c'est le lundi 10 octobre Weather Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige	• Identify the date from an audio recording • Use short sentences to give a description of the weather • Look and listen for visual and aural clues in an audio recording
Lesson 17	Revisions of weather phrases Seasons En automne, en hiver, au printemps, en été Extension Normalement, en général	• Identify rhyming words and make up a short rhyming poem using weather conditions • Use simple sentences to present a mini weather report in French • Write two or more sentences describing the weather in each season in French • Recognise similarities and differences between places
Lesson 18	Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre	• Learn and join in singing a traditional French song • Prepare a short presentation saying where you live and what the climate is like • Scan a more detailed text with unknown language for details
Lesson 19	No new vocabulary	• Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and France • Collect items which relate to our lifestyle • Investigate French supermarket websites to find out in what ways they differ from English supermarkets
Lesson 20	No new vocabulary	• Take part in a quiz which revises many topics and skills learnt during the year

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Year 6 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negative from Y4: Je n'ai pas de	• Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence
Lesson 2	As for lesson 1 As-tu...?	• Perform a sketch in French to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work
Lesson 3	Recap of clothes vocabulary from lesson 4 + des chaussures, des chaussettes, un sweat Recap of expressing opinions from Y3, Y4, Y5: J'aime, Je n'aime pas Justifying opinions: Je n'aime pas le rouge C'est + adjective	• Match sound to sentences and paragraphs • Add two short verses to a rhyming poem • Understand details including opinions from spoken passages • Construct a short paragraph by adapting a model
Lesson 4	Recap of family members from Y4 Recap of structures from Y4 and Y5: Il s'appelle; il a x ans; il est; il habite à Recap of quantifiers from Y3, Y4, Y5: Très, assez Recap of adjectives from Y4: Sympa, intelligent, amusant Sportif/sportive Beau/belle	• Join in two playground games in French • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Follow a story as it is read aloud, demonstrating understanding • Recognise agreements and patterns in the foreign language • Listen for clues to meaning – e.g. tone of voice

Lessons	Content	Key skills and activities
Lesson 5	Recap of verb être from Y4 and Y5: Il est, elle est Occupations vocabulary: Médecin Vendeur vendeuse Serveur serveuse Agent de police Professeur	• Understand that some nouns for occupations change their spelling in relation to gender • Understand key details from a short, spoken passage • Match sound to sentences and paragraphs, by re-ordering lines from a song • Recognise that word order may vary between languages • Use a dictionary to find additional nouns to construct short sentences – il est infirmier
Lesson 6	Recap of family members from Y4 and from Y6 lesson 4 Phrases to use when playing games in French: Donne-moi A toi A moi S'il te plaît Merci	• Play a game using phrases in French • Recognize adjectival agreements in a short text • Read aloud phrases from a text using a variety of voices and expression • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words
Lesson 7	As for lesson 6	• Sing French songs with accurate pronunciation • Speak audibly and clearly when performing to an audience
Lesson 8	Recap of phrases from Y4 and Y5: Il y a; j'habite dans; j'habite à Voici Une maison Un appartement Receptive use of eight rooms of the house	• Match sound to individual word in a list of nouns • Identify the sounds of some letters of the alphabet • Be aware of cultural differences in housing at home and abroad • Reflect on techniques for memorizing language • Re-use known language in a new context
Lesson 9	As for lesson 8 + Recap of adjectives from Y4: Petit, grand, superbe, magnifique + Immense, de luxe, en haut, en bas	• Recognise and practise the French vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Produce own piece of writing, adapting a model

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Lessons	Content	Key skills and activities
Lesson 10	Une fenêtre Une piscine	• Memorise and perform a verse from a song • Evaluate work • Understand the gist of an audio recording, matching adjectives to nouns • Identify different text types
Lesson 11	Recap of prepositions from Y5 + Sur, sous	• Identify nouns and adjectives contained in a text • Sort word cards into nouns, verbs, adjectives, prepositions • Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs • Recognise potential hazards when using dictionaries and how abbreviations can help • Read phrases with appropriate intonation and expression
Lesson 12	Recap of repetition requests from Y3 and Y4: Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français? Furniture vocabulary	• Ask for repetition/clarification in French • Revise the sound of the letter i in French • Use knowledge of pronunciation patterns to create a rap
Lesson 13	No new vocabulary Recap of stalling strategies from Y5	• Sustain an unrehearsed conversation of at least four exchanges • Use stalling strategies as appropriate • Read for enjoyment
Lesson 14	Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb aller from Y5: on va On va aller, partir	• Understand that French is spoken in many countries throughout the world • Use the internet to research climate • Choose a country for the holiday and select dates • Make predictions about meaning based on existing knowledge • Write short sentences, using a model

Lessons	Content	Key skills and activities
Lesson 15	On va rester dans... Un hôtel, un appartement, un gîte, un camping	• Use the internet to research different types of accommodation • Write a short letter to book accommodation, adapting a model • Use a dictionary as appropriate
Lesson 16	On va aller, prendre Recap of means of transport from Y4: En bateau, en avion, en voiture, en train	• Use the internet to research travel options • Use the internet to research food typical of the country • Write short sentences outlining holiday plans, adapting a model • Read authentic texts for enjoyment and for information
Lesson 17	On va visiter, regarder D'abord, plus tard Names of places to visit	• Use the internet to research places of interest at holiday destination • Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense • Use a dictionary as appropriate
Lesson 18	No new vocabulary	• Prepare presentation for next lesson in relation to holiday plans and the area to be visited • Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music • Use support material appropriately and adapt suggested models • Plan and prepare collaboratively and analyse what needs to be done to carry out the task
Lesson 19	No new vocabulary	• Perform to an audience
Lesson 20	No new vocabulary	• Recall key vocabulary and structures learned during the year • Work collaboratively to answer quiz-type questions

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French Knowledge Organisers (Year 3/4 and Year 5/6)

FRENCH: YEAR 3/4 KNOWLEDGE ORGANISER

Greetings and Basic Questions/ Answers

Bonjour - Hello
Salut – Hi
Bonsoir – Good evening/ Good night
Bonne soirée – Good evening
Excusez-moi – Excuse me

Comment tu t'appelle? – What's your name?
Je m'appelle... – My name is...
Où habites tu? – Where do you live
J'habite – I live...
Quel âge as-tu? – How old are you?
Jai ___ ans – I am ___ years old

Ça va? – How are you? (informal)
Ça va bien – I'm doing well
Pas mal – Not bad
Et toi?/ Et vous? – And you?

Au revoir - Goodbye
Salut - Bye
Ciao – Bye
Bonne soirée – Have a nice evening
Bonne journée – Have a nice day

Oui - Yes
Non – No

S'il vous plaît – Please
Merci – Thank you

Colours and Animals

COULEURS (colours)

bleu(e) – blue
noir(e) – black
vert(e) – green
violet(te) – violet
pourpre – purple
gris(e) – grey
blanc(he) – white
jaune – yellow
rouge – red
orange – orange
rose – pink
marron - brown

ANIMAUX (animals)

chat – cat
chien - dog
lapin - rabbit
serpent - snake
cheval – horse
oiseau - bird
hamster - hamster
souris - mouse
canard – duck
poule – hen/chicken
abeille - bee
escargot - snail

The Alphabet and Days of the Week

L'ALPHABET (THE ALPHABET)

A - ah	avion - plane
B - bay	ballon - balloon
C - say	citron - lemon
D - day	dauphin - dolphin
E - er	escargot – snail
F - eff	fraise - strawberry
G - shay	gateau - cake
H - ash	hibou - owl
I - ee	île - island
J - shee	jardin - garden
K - car	kangourou - kangaroo
L - ell	livre - book
M - emm	mouton - sheep
N - enn	nuage - cloud
O - oh	ordinateur - computer
P - pay	poisson - fish
Q - coo	quille - skittle
R - air	raisins - grapes
S - ess	soleil - sun
T - tay	tortue - tortoise
U - ooo	un - one
V - vay	vache - cow
W – doubla-vay	wagon – truck/carriage
X - ix	xylophone - xylophone
Y – ee-grek	yacht - yacht
Z - zed	zèbre - zebra

JOURNÉES (DAYS)

lundi - Monday
mardi - Tuesday
mercredi - Wednesday
jeudi - Thursday
vendredi - Friday
samedi - Saturday
dimanche - Sunday

Mon anniversaire est en... My birthday is in...

Adjectives

Masculine	Feminine
Petit – Small	Petite – Small
Grand – Big/Tall	Grande – Big/Tall
Jeune – Young	Jeune – Young
Vieux – Old	Vielle – Old
Gentil – Nice	Gentille – Nice
Bon – Good	Bonne – Good
Facile - Easy	Facile - Easy
Intelligent – Intelligent	Intelligente – Intelligent
Beau – Handsome	Belle – Beautiful
Fort - Strong	Forte - Strong

Adjectives Rules!

-Most French adjectives are placed after the noun (the word that they describe).

-The only adjectives that do not do this are the BANGS adjectives (adjectives about beauty, age, number, goodness, or size).

-Spelling of French adjectives can change depending on the number and gender of the noun that they describe.

Number Line

0 zéro, 1 un, 2 deux, 3 trois, 4 quatre, 5 cinq, 6 six, 7 sept, 8 huit, 9 neuf, 10 dix, 11 onze, 12 douze, 13 treize, 14 quatorze, 15 quinze, 16 seize, 17 dix-sept, 18 dix-huit, 19 dix-neuf, 20 vingt, 21 vingt-et-un, 22 vingt-deux, 23 vingt-trois, 24 vingt-quatre, 25 vingt-cinq, 26 vingt-six, 27 vingt-sept, 28 vingt-huit, 29 vingt-neuf, 30 trente, 31 trente-et-un

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FRENCH: YEAR 3/4 KNOWLEDGE ORGANISER

Body Parts and Personality

Les cheveux - Hair
La tête – Head
Les yeux – Eyes
L'oreille – Ears
Le nez – Nose
Le bouche – Mouth
Le bras – Arm
La main – Hand
Le ventre – Stomach
La jambe – Leg
Le pied - Foot

Intelligent/e – Intelligent
Gentil/le – Kind
Timide – Shy
Bavard/e – Chatty
Calme – Quiet
Méchant/e – Mean
Sortant/e – Outgoing
Sympathique – Nice
Branché/e – Cool
Fidèle - Loyal

Family and Shapes

FAMILLE (family)		**frere** – brother **père** - father **fils** - son **mari** - husband	**soeur** – sister **mère** - mother **fille** - daughter **femme** – wife cousin(e) – cousin	**grand-père** - grandfather **grand-mère** - grandmother **ami** - friend
LES FORMES (shapes)		**Le cercle** – circle **Le carré** - square **Le rectangle** - rectangle	**Le triangle** – triangle **L'ovale** - oval **L'étoile** - star	**Le pentagone** – pentagon **Le hexagone** – hexagon

Months and Seasons

MOIS (MONTHS)

janvier - January
février - February
mars - March
avril - April
mai - May
juin - June
juillet - July
août - August
septembre - September
octobre - October
novembre - November
decembre - December

SAISONS (SEASONS)

le printamps - Spring

l'été - Summer

l'automne - Autumn

l'hiver - Winter

-Mon anniversaire est en... My birthday is in...

-The formal way of writing the date is day, then date, then month. For example, you would write: mardi, 18 avril (Tuesday, 18 April).

Verbs and Verb Forms

PARLER (to speak)		**je parle** – I speak **tu parles** – you speak **il parle** – he speaks	**elle parle** – she speaks **nous parlons** – we speak	**vous parlez**– you speak **ils parlent** – they speak (m) **elles parlent** – they speak (f)
JOUER (to play)		**je joue** – I play **tu joues** – you play **il joue** – he plays	**elle joue** – she plays **nous jouons** – we play	**vous jouez**– you play **ils jouent** – they play (m) **elles jouent** – they play (f)
PENSER (to think)		**je pense** – I think **tu penses** – you think **il pense** – he thinks	**elle pense** – she thinks **nous pensons** – we think	**vous pensez**– you think **ils pensent** – they think (m) **elles pensent** – they think (f)
MARCHER (to walk)		**je marche** – I walk **tu marches** – you walk **il marche** – he walks	**elle marche** – she walks **nous marchons** – we walk	**vous marchez**– you walk **ils marchent** – they walk (m) **elles marchent** – they walk (f)
AVOIR (to have)		**j'ai** – I have **tu as** – you have **il a** – he has	**elle a** – she has **nous avons** – we have	**vous avez** – you have **ils ont** – they have (m) **elles ont** – they have (f)
ÊTRE (to be)		**je suis** – I am **tu es** – you are **il est** – he is	**elle est** – she is **nous sommes** – we are	**vous êtes** – you are **ils sont** – they are (m) **ells sont** – they are (f)

Number Line

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
zéro	un	deux	trois	quatre	cinq	six	sept	huit	neuf	dix	onze	douze	treize	quatorze	quinze	seize	dix-sept	dix-huit	dix-neuf	vingt	vingt-et-un	vingt-deux	vingt-trois	vingt-quatre	vingt-cinq	vingt-six	vingt-sept	vingt-huit	vingt-neuf	trente	trente-et-un

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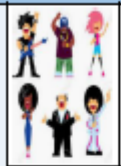
FRENCH: YEAR 5/6 KNOWLEDGE ORGANISER

Food and Drink

Une orange - Orange
Une banane – Banana
La carotte – Carrot
Du pain – Bread
Du boeuf – Beef
Du fromage – Cheese
Du poisson – Fish
Du poulet – Chicken
Des oeufs – Eggs
Du riz – Rice
Du laitue - Lettuce

Le jus d'orange – Orange Juice
Le just de pomme – Apple juice
Le café – Coffee
Le lait – Milk
Le thé – Tea
L'eau – Water
Le cola – Cola
La limonade – Lemonade

Musical Genres and Instruments

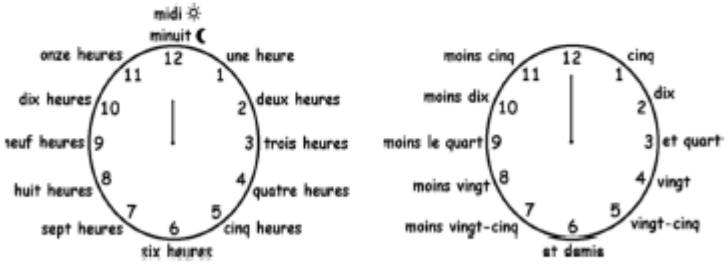
LA MUSIQUE (music)		**Le rap** – rap **Le hip-hop** – hip-hop **La pop** - pop	**Le rock** – rock **Le métal** - metal **L'électro** - electro	**Le jazz** - jazz **La musique classique** – classical music
		piano – piano **synthé** - synth **accordéon** - accordion	**violon** – violin **guitare** - guitar **harpe** – harp **alto** - viola	**batterie** – drums **flute** - flute **clarinette** – clarinet

Telling the Time

Quelle heure est-il? – What time is it?

To give the time, use the phrase 'il est ... heures.' (e.g. **'il es tune heures.'**)

For minutes past the hour, you don't need 'heures', e.g. **'il est une heure cinq.'**



Sports

sports – sports
foot – football
golf - golf
cricket - cricket
rugby – rugby
ski - skiing
tennis – tennis
hockey - hockey
volley – volleyball
boxe - boxing
dance - dancing
cyclisme – cycling
tennis de table – table tennis
voile - sailing

je joue – I play/ I'm playing

5 Times Table

0	5	10	15	20	25	30	35	40	45	50	55	60
zero	cinq	dix	quinze	vingt	vingt-cinq	trente	trente-cinq	quarante	quarante-cinq	cinquante	cinquante-cinq	soixante

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FRENCH: YEAR 5/6 KNOWLEDGE ORGANISER

The Weather

Le temps – The weather
Le soleil – The sun
Il fait du soleil – Its sunny
Il fait beau – Its nice
Il fait chaud – Its hot
Le vent – The wind
Il fait du vent – Its windy
Il fait froid – Its cold
La pluie – The rain
Il pleut – Its raining
L'orage – The storm

Il fait mauvais – The weather is bad
il y a un arc en ciel– There is a rainbow
La neige – The snow
Il neige – Its snowing
Il y a du brouillard – Its foggy
Le nuage – The cloud
Il y a des nuages – Its cloudy

Directions and Places

DIRECTIONS (directions)		**A droite** – on the right **A gauche** – on the left **Tout droit** - straight	**Tournez** – turn **Traversez le pont** – go over the bridge	**C'est près du/de la** – its near the **Où est...?** – Where is...?
DES ENDROITS (places)		**poste** – post office **gare** – train station **boutique** - shop **église** - church	**piscine** – swimming pool **hôpital** - hospital **bibliothèque** - library **mairie** – town hall	**café** – cafe **marché** – market **cinéma** - cinema **stade** - stadium

Places in the World

Top Tips for Consolidation

Masculine and Feminine

Articles
-In French, all nouns are either masculine or feminine – there is no neutral.

-For masculine nouns, 'the' is 'le' and for feminine nouns 'the' is 'la.' If there is more than one of something (plural), then the word for 'the' is 'les.'

-If the noun begins with a vowel or 'h', then the 'e' or 'a' in 'le' or 'la' is dropped.

e.g. The boy = Le garçon
The girl = La fille
The houses = Les maisons
The bird = L'oiseau

Indefinite Articles
-For masculine nouns, 'a' is 'un', whereas for feminine nouns it is 'une.' For plural nouns, it is 'des.'

e.g. A boy = Un garçon
A girl = Une fille
Some houses = Des masions

Singluar/ Plurals

In order to turn singular nouns into plural nouns, you should normally follow the rules below:

SINGULAR NOUN ENDING	PLURAL NOUN ENDING
MOST NOUNS	-S
-S, -X, -Z	NO CHANGE
-AL, -EU, -AU, -EAU, -OU, -AIL	-X OR -UX

Pronouns

The following pronouns help you to show who is doing actions. Remember that verbs change depending on who is doing the action.

Je = I tu = you Il = he elle = she
nous = we vous = you (plural) Ils = they(m) elles = they (f)

Numbers 60-100

60	61	62	70	71	72	80	81	82	90	91	92	100
soixante	soixante et un	soixante-deux	soixante-dix	soixante et onze	soixante-douze	quatre-vingts	quatre-vingt-un	quatre-vingt-deux	quatre-vingt-dix	quatre-vingt-onze	quatre-vingt-douze	cent

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Geography

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Geography Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	• Location and Places • Physical and Human Processes • Interpreting Geographical Information	x	• Physical and Human Processes • Interpreting Geographical Information • Fieldwork • Communicating Geographically	X	• Communicating Geographically • Physical and Human Processes	
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	• Interpreting Geographical Information	X	• Location and Places • Communicating Geographically	• Location and Places • Interpreting Geographical Information	• Physical and Human Processes • Fieldwork • Communicating Geographically	• Location and Places • Interpreting Geographical Information
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	X	X	• Location and Places • Interpreting Geographical Information	• Location and Places • Interpreting Geographical Information	• Location and Places • Interpreting Geographical Information • Physical and Human Processes • Communicating Geographically	X

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	X	• Physical and Human Processes	• Physical and Human Processes	• Location and Places • Interpreting Geographical Information	X	• Location and Places • Interpreting Geographical Information
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	• Physical and Human Processes	X	X	• Location and Places • Interpreting Geographical Information • Fieldwork • Communicating Geographically	• Interpreting Geographical Information	X
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	X	X	• Location and Places • Interpreting Geographical Information • Fieldwork • Communicating Geographically	X	X	• Location and Places

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Geography Progression Document

Subject: Geography			
Key Objectives	**Years 1-2**	**Years 3-4**	**Years 5-6**
Objective 1 To investigate location and places	To name and locate the seven continents and five oceans To name and identify characteristics of the four countries and capital cities of the UK and its surrounding areas To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non European country. (Y1)	To locate the worlds countries, focussing on Europe, concentrating on environmental regions, key physical and human characteristics, and major cities. To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) (Y4) To identify position of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn (Y3) To understand geographical similarities and differences through a study of a region of UK with a region of a European Country	To locate the worlds countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities. To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time. (Y5) To identify position and significance of latitude, longitude, Artic and Antarctic Circle, The Prime/Greenwich Meridian and time zones (Y6) To understand geographical similarities and differences through a study of a region of UK with a region of a European Country and a region within North or South America.

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Objective 2 To understand physical and human processes	To understand seasonal and daily weather patterns in UK To understand location of hot and cold areas of the world in relation to the Equator and North and South poles To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop (Y2)	To describe and understand key aspects of physical geography: climate zones, rivers, mountains To describe and understand key aspects of human geography: types of settlement and land use	To describe and understand key aspects of physical geography: biomes and vegetation belts, volcanoes and earthquakes, the water cycle To describe and understand key aspects of human geography: trade links, distribution of natural resources (energy, food, minerals, water)
Objective 3 To interpret a range of geographical information	To use world maps, atlases and globes to identify UK and its countries as well as any other countries studied. To use simple compass directions (NESW) and simple directional language To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 4 figure grid references To use simple symbols and key on OS maps	To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 8 figure grid references To use symbols and key on OS maps to build knowledge of UK and wider world
Objective 4 To experience fieldwork	To use simple fieldwork and observational skills to study the geography of the school and its grounds To study the key features of the schools surrounding environment	To use fieldwork to observe measure and record human and physical features in the local area	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
Objective 5 To communicate geographically	To devise a simple map using basic symbols and a key To describe routes on a map	To create maps using symbols and keys of the local area	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

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Geography Knowledge Organisers: Location and Places (Year 1/2)

Knowledge Organiser: Location and Places Year 1 and 2

Key Knowledge

Country	Flag	Capital city
England		London
Wales		Cardiff
Scotland		Edinburgh
Northern Ire-land		Belfast

The flag of the United Kingdom is made up of each of the four flags and is called the Union Jack.

There are four seas that surround the United Kingdom: The North Sea

Key Vocabulary

Country	A large area of land where people live under the same government
City	A large town that usually has a cathedral
Capital City	The main city in the country, usually where the government are located
Continent	A group of countries on one large expanse of land
Island	An area of land surrounded by water
British Isles	Great Britain, Ireland and all nearby islands
United King-dom	England, Scotland, Wales and Northern Island
Coast	Land next to the ocean or sea
Sea	Salt water covering most of Earth (71%)
Compass	An instrument to show North, East, South and West
Environment	A particular geographical area
Terrain	How high or low the land is

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Key Knowledge (continued)

The seven continents: North America, South America, Africa, Europe, Asia, Australasia and Antarctica.

The five oceans: Pacific, Atlantic, Southern, Indian and Artic.

Key Features of the UK

Bodies of water	Terrain	Cities, towns and
There are lakes all over the UK. Lough Neagh in Northern Ireland is the biggest lake in the UK. There are many other famous lakes like Loch Ness and Loch Lomond in Scotland and Lake Windermere in England. In England, there is a whole area of lakes called the Lake District. Because it is a small Island, the UK's rivers are not very long. The Severn, is its longest river. It starts in Wales and ends in England. The Thames, The Trent and The Mersey are other famous rivers.	The UK Terrain is very varied, ranging from the Highlands of Scotland to the lowland fens of England. The Highlands in Scotland and Snowdonia in Wales are the most mountainous parts of the UK. Lots of coastal areas are low-lying, especially in the east and south of England. Most of the UK is made up of gently rolling hills with some big mountains in the middle. Ben Nevis is the highest mountain in the UK. It is in Scotland in the Highlands.	Majority to the people in the UK live in cities. The biggest city in the UK is London. Most of the cities in the UK are in England. This is because it is the flattest and biggest country in the UK. The fewest people live in Northern Ireland because it has a smaller area.

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Geography Knowledge Organisers: Location and Places (Year 3/4)

Knowledge Organiser: Location and Places Year 3 and 4

Key Knowledge

Locate England, Scotland, Wales and Northern Ireland.

Some cities in UK may include: Manchester, Leeds, York, Glasgow and Oxford.

Some features may include: hills, mountains, coasts and rivers.

The regions are: North East, North West, Yorkshire and The Humber, East Midlands, West Midlands, Eastern, South West, South East and London.

Key Vocabulary

City	A large town that usually has a cathedral
Country	A large area of land where people live under the same government
Continent	Very large landmasses
Europe	The continent that is between Asia and the Atlantic Ocean and is north of the Mediterranean Sea. Europe is in the Northern Hemisphere.
United Kingdom	England, Scotland, Wales and Northern Ireland
Equator	The imaginary circle around the earth that is halfway between the North and South Poles.
Northern Hemisphere	The half of the earth that is north of the equator.
Southern Hemisphere	The half of the earth that is south of the equator.
Tropic of Cancer	An imaginary line around the earth parallel to the equator, representing the northernmost latitude at which the sun is ever directly overhead.
Tropic of Capricorn	An imaginary line around the earth parallel to the equator , representing the southernmost latitude at which the sun is ever directly overhead.
Regions	A large space of area which has certain features or climates
Environment	A particular geographical area

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Key Knowledge (continued)

Identify position of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn.

Feature	Rivers	Mountains	Sea
Example	Volga - longest river in Europe, Russia Thames - London, England Seine - Paris, France Rhine - runs through Germany, France and Netherlands	Ben Nevis - Highest mountain in the UK - Scotland. Snowdon - Highest mountain in Wales Scafell Pike - Highest mountain in England. Ural mountain - form the boundary between Europe and Asia. Alps - The highest mountain range in Europe. Pyrenese - form the natural border between France and Spain.	Atlantic Ocean - separates Europe from America Mediterranean sea - separates Europe from Africa English Channel - Separates UK from Europe

Country	Capital	Country	Capital
France	Paris	Norway	Osla
Spain	Madrid	Sweden	Stockholm
Portugal	Lisbon	Denmark	Copenhagen
Netherlands	Amsterdam	Finland	Helsinki
Luxembourg	Luxembourg City	Poland	Warsaw
Belgium	Brussels	Russia	Moscow
Switzerland	Bern	Greece	Athens
Italy	Rome	Turkey	Ankara
Germany	Berlin	Czech Republic	Prague
Austria	Vienna	Slovakia	Bratislava

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Geography Knowledge Organisers: Location and Places (Year 5/6)

Knowledge Organiser: Location and Places Year 5 and 6

Key Knowledge

Counties in the United Kingdom may include:

Cambridgeshire
Norfok
Bedfordshire
Kent
Sussex
Hertfordshire
Devon
Cornwall
Lancashire
Shropshire
North Yorkshire
Northumberland
Armargh
Londonderry
Fife
Midlothian
Pembrokeshire
Anglesey

Key Vocabulary

County	A geographical region of a country
Latitude	The distance between the equator and a point north or south on the earth's surface.
Longitude	The distance on the earth's surface east or west of an imaginary line on the globe that goes from the north pole to the south pole and passes through Greenwich, England. Longitude is usually measured in degrees.
Equator	The imaginary circle around the earth that is half-way between the North and South Poles.
Hemisphere	A hemisphere is formed by dividing the earth into the Northern and Southern Hemispheres at the equator
Tropic of Cancer	An imaginary line around the earth parallel to the equator, representing the northernmost latitude at which the sun is ever directly overhead.
Tropic of Capricorn	An imaginary line around the earth parallel to the equator , representing the southernmost latitude at which the sun is ever directly overhead.
Environmen-tal regions	areas that are broadly divided by physical charac-teristics such as rainforest and desert.
Time zones	A region of the globe that observes a uniform standard time
Physical Feature	Naturally occurring, e.g. rivers, mountains, lakes

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Key Knowledge (continued)

World environmental regions, key physical and human characteristics and major cities

10 largest capital cities in the world	1. Beijing (China) 2. 2. New Delhi (India) 3. 3. Tokyo (Japan) 4. 4. Manilla (Philippines) 5. 5. Moscow (Russia) 6. 6. Cairo (Egypt) 7. 7. Jakarta (Indonesia) 8. 8. Kinshasa (Democratic Republic of the Congo) 9. 9. Seoul (South Korea) 10. 10.Dhaka (Bangladesh)

Facts about North America	North America consists of twenty four countries. The Panama Canal is a man-made 77km canal that links the Atlantic and Pacific Oceans. The line between North and South America lies somewhere in the isthmus of Panama.
Facts about South America	The highest waterfall in the world, Angel Falls, lies in Venezuela. South America has the highest volume river, the Amazon. South America has the longest mountain range, the Andes.

Facts about Africa	The longest river in the world, the Nile (4,132 miles), is located in Africa. Africa has the world's largest desert, the Sahara, which is almost the size of the United States. Victoria Falls is the largest waterfall in Africa; it is 355 feet high and one mile wide.
Facts about Antarctica	98% of the continent is covered in ice. It is the coldest, driest and windiest continent. There are no permanent residents.
Facts about Asia	The largest continent. Population: more than 4 billion. The world's highest mountain, Everest, has a peak 8,848 metres above sea level.
Facts about Australia	The continent of Australia is also called Oceania. It consists of Australia, New Zealand, and Papua New Guinea. Australia is home to the Great Barrier Reef - which can be seen from space.
Facts about Europe	Russia is so large that it takes up forty percent of Europe's land area. Vatnajökull (or Vatna Glacier) is Europe's largest glacier with an area of more than 8,000 square kilometers. The Mediterranean Sea has dried up several times in the past.

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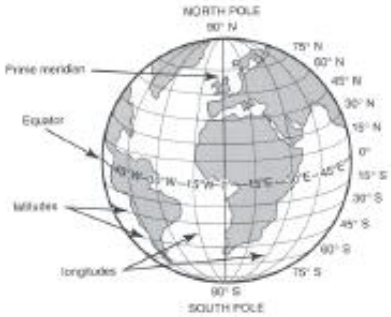
Key Knowledge (continued)

Locate the worlds countries including Russia, North and South America.

Identify position and significance of latitude, longitude, Artic and Antarctic Circle, The Prime/Greenwich Meridian and time zones



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Geography Knowledge Organisers: Physical and Human Processes Years (Year 1/2)

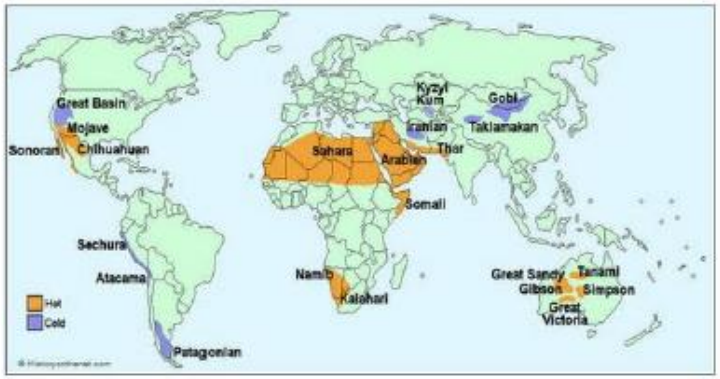
Knowledge Organiser: Physical and Human Processes Year 1 and 2

Key Knowledge

Understand seasonal and daily weather patterns in UK.

Understand the location of hot and cold areas of the world in relation to the Equator and North and South poles.

The World's Deserts



Key Vocabulary

Equator	An imaginary line around the earth at an equal distance from the North and South Poles.
North Pole	The point on the surface of the earth that is furthest north.
South Pole	The point of the earth that is furthest south.
Beach	An area of sand or small stones (called shingle), next to the sea or a lake.
Cliff	A high area of rock with a very steep side, often at the edge of the sea or ocean.
Coast	Land next to the ocean or sea.
Forest	A large area of land that is thickly covered with trees.
Hill	An area of land that is higher than the land around it, but not as high as a mountain.
Mountain	A very high hill, often with rocks near the top.
Sea	Salt water covering most of Earth (71%).
Ocean	The mass of salt water that covers most of the earth's surface.
River	A natural flow of water that continues in a long line across land to the sea.
Valley	An area of low land between hills or mountains, often with a river flowing through it; the land that a river flows through.

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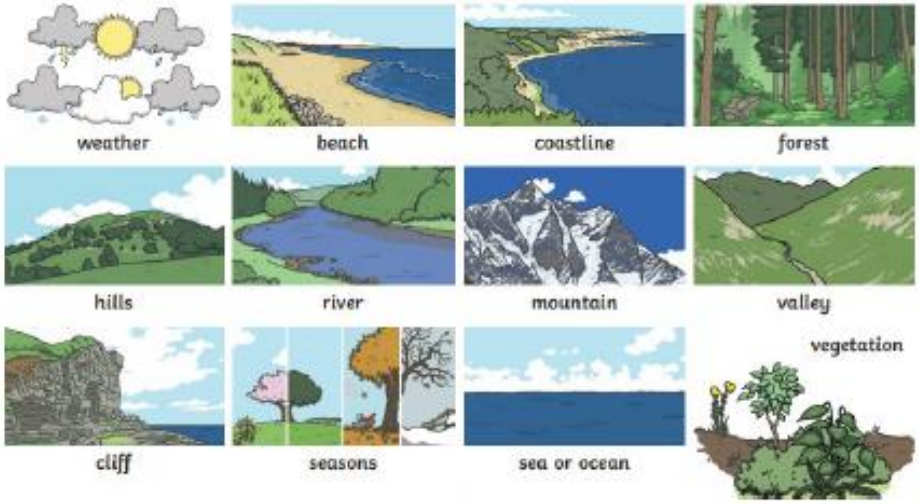
Key Knowledge (continued)

Use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbor and shop



Key Vocabulary

Soil	The top layer of the earth in which plants, trees grow.
Vegetation	Plants in general, especially the plants that are found in a particular area or environment.
Season	Any of the four main periods of the year: spring, summer, autumn and winter.
City	A large town that usually has a cathedral.
Town	A place with many houses, shops, etc. where people live and work. It is larger than a village but smaller than a city.
Village	A very small town located in a country area.
Port	A town or city with a harbour, especially one where ships load and unload goods.
Harbour	An area of water on the coast, protected from the open sea by strong walls, where ships can shelter.

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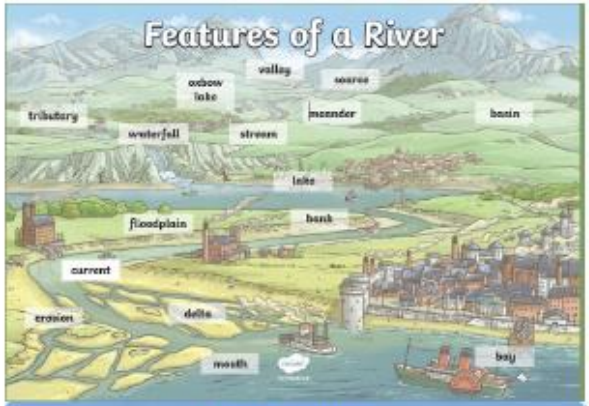
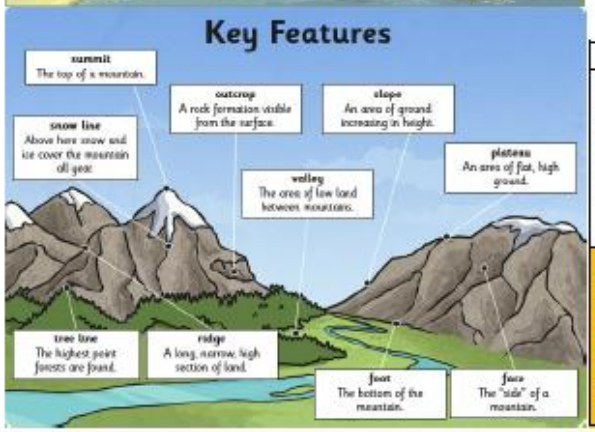
Geography Knowledge Organisers: Physical and Human Processes (Year 3/4)

Knowledge Organiser: Physical and Human Processes Year 3 and 4

Key Knowledge

Describe and understand key aspects of physical geography: climate zones, rivers, mountains.





Key Vocabulary

Climate zones	The regular pattern of weather conditions of a particular place.
Mountains	A very high hill, often with rocks near the top.
Rivers	A natural flow of water that continues in a long line across land to the sea.
Settlement	A place where people have come to live and make their homes, especially where few or no people lived before.
Ordnance survey	A very detailed map of an area of Britain or Ireland.

Mountain Key Knowledge

What is a mountain?
A mountain is a large, rocky, raised part of the Earth's surface that is much higher than a hill.
A mountain's highest point is called a peak or a summit.
A mountain is 610m in height or taller.
They are usually found in groups called ranges.

How is a Mountain formed?
Mountains are formed over millions of years.
When two tectonic plates of the earth's crust grind into each other the land can be pushed upwards, forming mountains.
Many of the greatest mountain ranges of the world have formed because of enormous collisions between the tectonic plates.

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Key Knowledge (continued)

Describe and understand key aspects of human geography: types of settlement and land use.

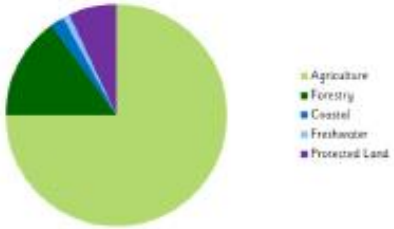
Settlements are places where people live and work. They can vary tremendously in size.

All settlements started in the same way and there were lots of things the settlers needed to consider:

- Access to water
- Building materials
- Protection
- Land for farming
- Trade links

How Is Space Used in the UK?

How Is Rural Space Used in the UK?



Topographic Map of the UK

Types of settlement

A hamlet is a very small settlement with just a group of houses.

A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.

A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.

A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.

In the UK however, some cities may be small. This is because some settlements have a cathedral and this makes them a city. For example, St Davids in Wales and the City of London in England.

Some settlements also have a special use, or function. For example:

ports - by a river or sea for ships to transport goods

market towns - where local farmers sell goods

resorts - for people to go on holiday

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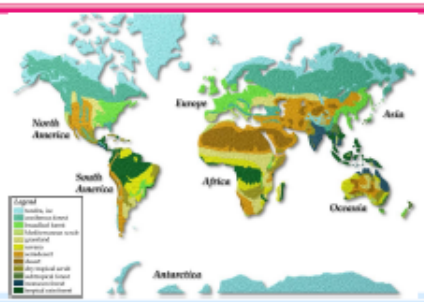
Geography Knowledge Organisers: Physical and Human Processes (Year 5/6)

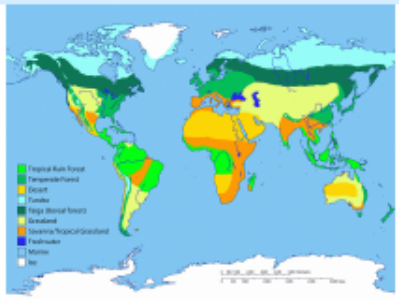
Knowledge Organiser: Physical and Human Processes Year 5 and 6

Key Knowledge

The Earth's land can be divided into what are called vegetation regions. These areas have distinct types of plants, soil and weather patterns. Vegetation regions can be grouped: forest, grassland, tundra, desert, and ice sheet.



A biome is an area classified according to the species that live in that location. The main biomes are: forest, grassland, freshwater, marine, desert, and tundra.



Key Vocabulary

Biomes	The characteristic of plants and animals that exist in a particular type of environment, for example in a forest or desert.
Vegetation belts	Plant life as a whole within a certain area.
Volcano	An opening in the earth's crust from which molten lava, rock fragments, ashes, dust and gases are ejected from below the earth's surface.
Earthquake	A series of vibrations or tremors on the earth's surface caused by movement along a fault place,
Water cycle	The circulation of the earth's water, in which water evaporates from the sea into the atmosphere
Trade	The act or instance of buying and selling goods and services.
Tundra	A tundra is an area where tree growth is difficult because of cold temperatures and short seasons.

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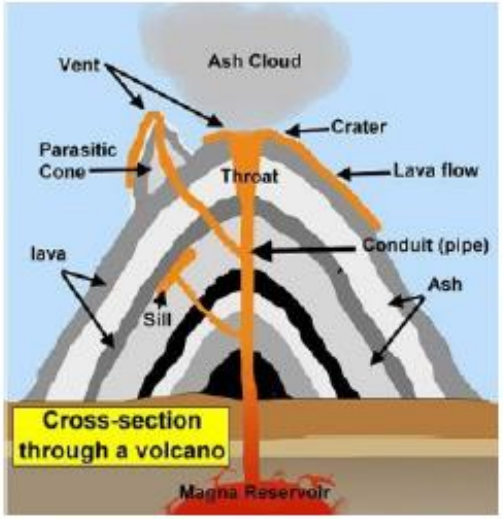
Key Knowledge (continued)

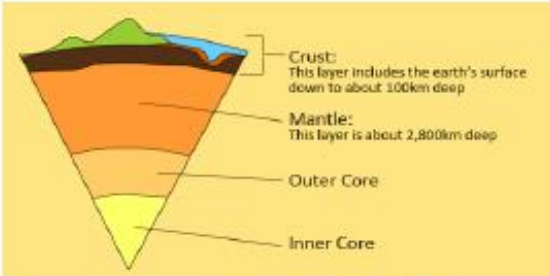
Volcanoes

A volcano is an opening in the earth's crust through which lava, volcanic ash, and gases escape. Between the Earth's crust and the mantle is a substance called magma which is made of rock and gases. When two plates collide, one section slides on top of the other, the one beneath is pushed down. Magma is squeezed up between two plates.



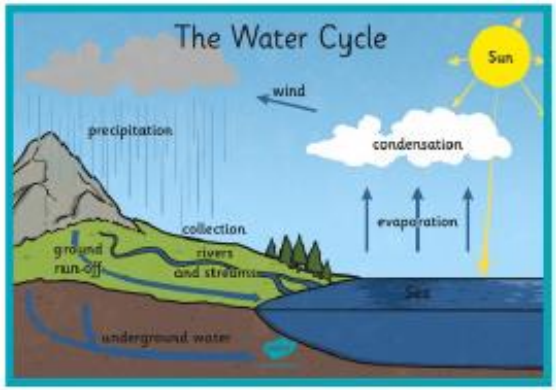
Earthquakes

An earthquake is a sudden violent shaking of the ground, typically causing great destruction. Earthquakes usually occur on the edges of large sections of the Earth's crust called tectonic plates. They happen when two plates suddenly slip and a fault occurs. A fault it a crack or fracture in the Earth's surface. Earthquakes can cause huge waves in the ocean called tsunamis. Scientists use seismic waves to measure how big an earthquake is. They use a device called a seismograph to measure the size of the waves. The size of the waves is called the magnitude. The magnitude is measured using the Richter Scale. The largest earthquake ever recorded in the world was in Chile in 1960. It measured a 9.6 on the Richter Scale.



The Water Cycle

The circulation of the earth's water, in which water evaporates from the sea into the atmosphere where it condenses and falls as rain or snow.



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Key Knowledge (continued)

Trading

Trade is the way people all around the world buy and sell goods or services. Today we may find things in our home that have been grown or made all over the world. Ships, planes and trains are examples of ways goods get from one place to another.

Export: a product we sell to other countries who can't or don't make enough of the product that is needed.
Import: a product we buy from other countries because we can't or don't make enough of the product that we need.

What can you find in your classroom, school or home that has travelled a long way?

Fairtrade

Fairtrade is there to help the producer receive a guaranteed fair price for whatever he or she is selling meaning their quality of life should improve. You may have seen the Fairtrade logo on products at the supermarket. These products cost a little more but many people think this is a small price to pay to help people all over the world live a better life. Fairtrade also sets minimum standards for pay and work conditions. Products include **tea, coffee, chocolate and sugar**.

Look for this logo on products in shops and supermarkets.

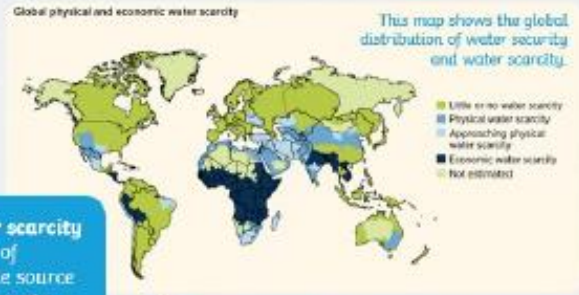
Trading

The top product exported by the UK are cars.
The top product imported by the UK is crude petroleum (used to make petrol).
The top UK export destination is Germany, followed by USA.

Japan is a country with very limited natural resources but is still one of the richest countries in Asia.
Why?

Nintendo, Sony, Toyota and Honda are very successful Japanese corporations. They make products that are highly desired in other countries. Do you or your family own any of these products? As a result of trade, Japan has enough wealth to buy the resources it needs.

Water Distribution



Water scarcity - lack of reliable source of adequate quality water to meet the demands of everyone.

Water security - having a reliable source of adequate quality water to meet the demands of everyone (to maintain health, food and the economy)

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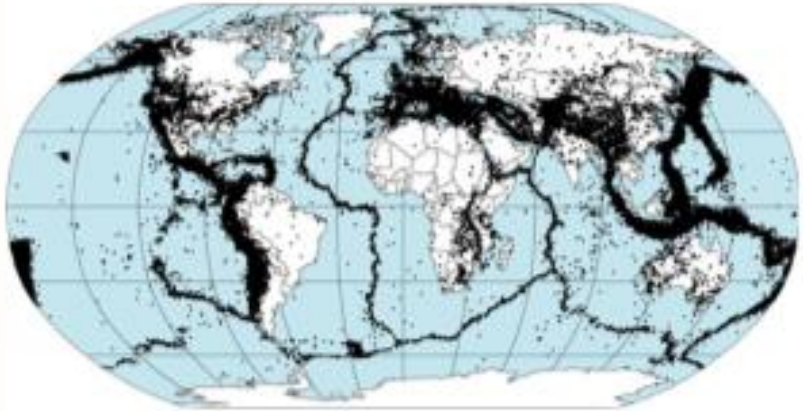
Key Knowledge (continued)

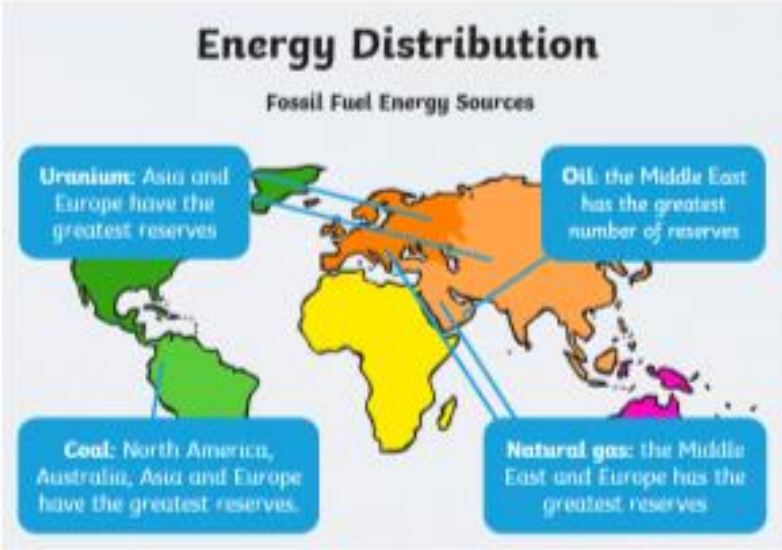
Energy Distribution

Minerals, water, soil, vegetation, animals, air and sunlight are all needed to create important resources such as fuel, food, clothing and shelter however some places have more than others.

Some examples:
Places close to the equator receive more sunlight and rain.
Temperate forest has a more moderate climate along with fertile soil, timber and plenty of wildlife.

Minerals such as **iron and tin** are very common in areas with strong tectonic activity (where there are volcanoes and frequent earth-quakes - **see the black dots on the map**).





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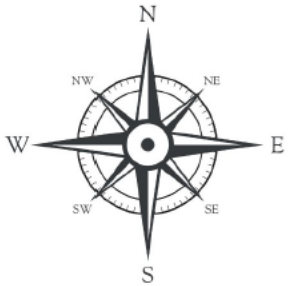
Geography Knowledge Organisers: Interpreting Geographical Information (Year 1/2)

Knowledge Organiser: Interpret Geographical Information Year 1 and 2

Key Knowledge

Use world maps, atlases and globes to identify UK and its countries as well as any other countries studied.

Country	Flag	Capital city
England		London
Wales		Cardiff
Scotland		Edinburgh
Northern Ireland		Belfast



Key Vocabulary

Atlas	A book of maps.
Globe	Spherical map of the world.
United Kingdom	England, Scotland, Wales and Northern Island
England	The country forming the largest and southernmost part of Great Britain and of the United Kingdom. Capital city is London.
Scotland	The country forming the northernmost part of Great Britain and of the United Kingdom Capital city is Edinburgh.
Wales	The country to the west of England. Capital city is Cardiff.
Northern Ireland	A province of the United Kingdom occupying the north-east part of Ireland. Capital city is Belfast.
North, East, South and West	Four compass points. The sun rises in the east and sets in the west.
Key	Symbols used on a map or plan.
Clockwise	Turning around in the same direction as the hands of a clock, to the right.
Anticlockwise	The opposite direction to the movement of the hands of a clock, moving to the left.

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Key Knowledge (continued)

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

For example, here is an aerial photograph of London.

Key landmarks are: The River Thames, Tower bridge, The Shard, The Gherkin and The Tower of London.

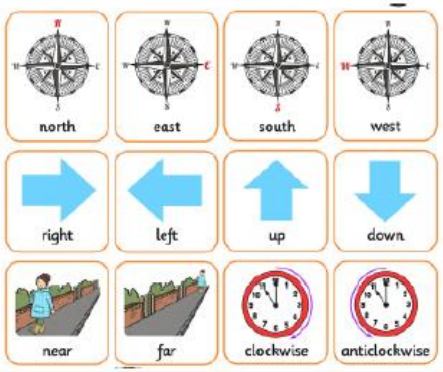
Devise a simple map and use and construct basic symbols in a key.

For example:

Maps of the UK

Treasure maps

Sketch maps of the local area



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Geography Knowledge Organisers: Interpreting Geographical Information (Year 3/4)

Knowledge Organiser: Interpret Geographical Information Year 3 and 4

Key Knowledge

Use maps, atlases, globes, digital mapping to locate countries studied.

Locate countries close to the United Kingdom, for example: France, Spain, Belgium and The Netherlands.

As well as other key countries in Europe, for example: Greece, Germany and Italy.

Locate key countries outside of Europe for example: America, Egypt, Brazil, Australia, China.

Key Vocabulary

Atlas	A book of maps.
Globe	Spherical map of the world.
United Kingdom	England, Scotland, Wales and Northern Island
Key	Symbols used on a map or plan.
Ordnance survey	A very detailed map of an area of Britain or Ireland.
Grid reference	A map reference indicating a location in terms of a series of vertical and horizontal grid lines identi-

Use 8 points of a compass and 4 figure grid references.

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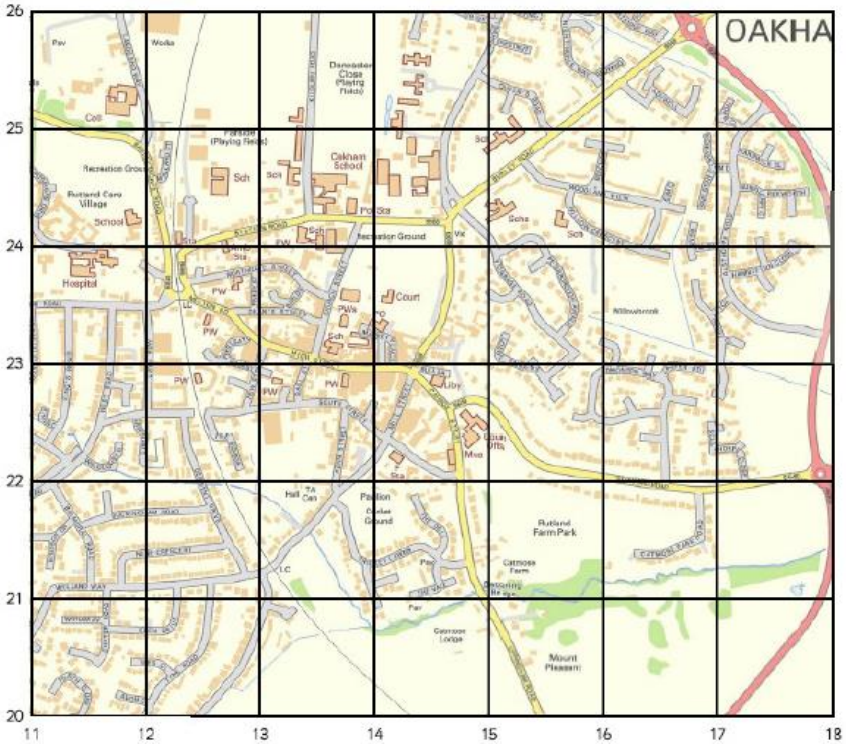
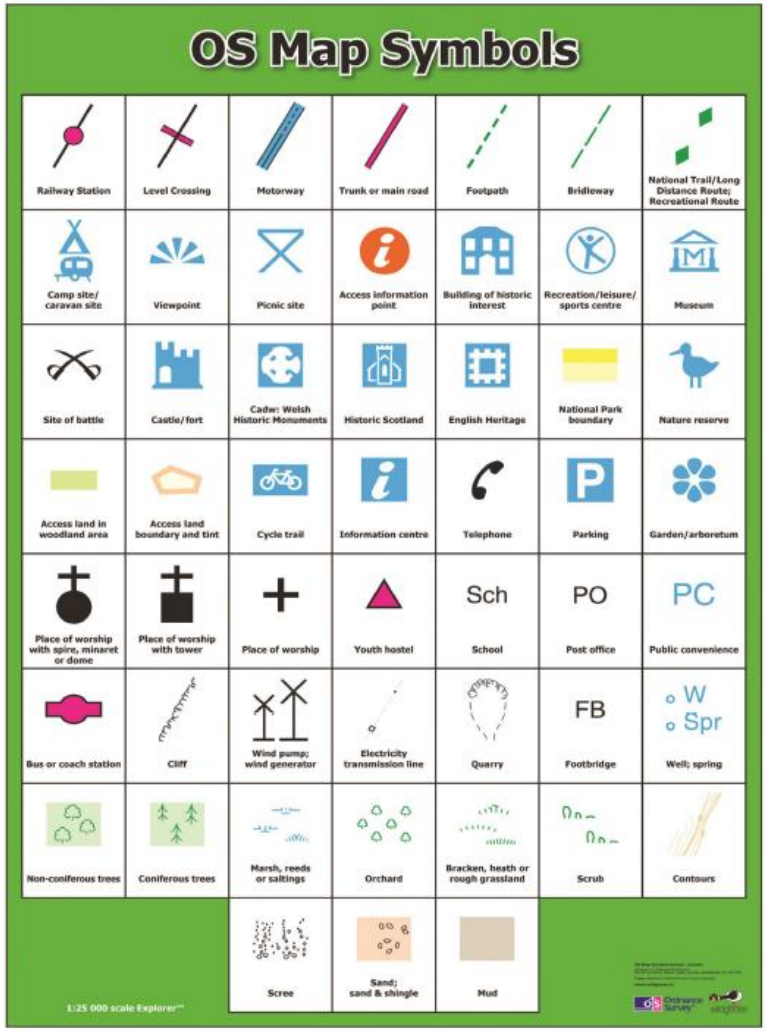
Key Knowledge (continued)

To use simple symbols and key on OS maps.

Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features.





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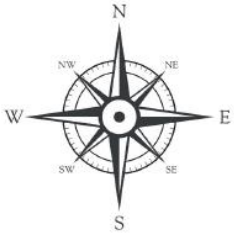
Geography Knowledge Organisers: Interpreting Geographical Information (Year 5/6)

Knowledge Organiser: Interpret Geographical Information Year 5 and 6

Key Knowledge

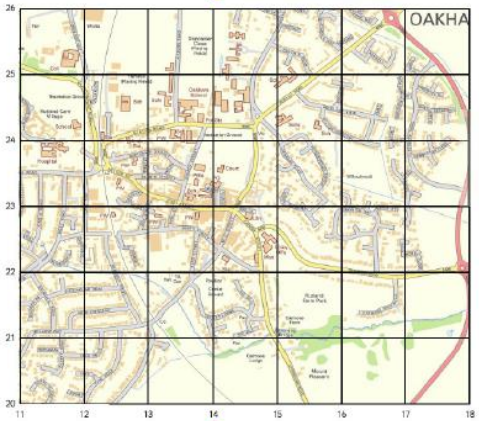
Use maps, atlases, globes, digital mapping to locate countries studied.

Use 8 points of a compass and 8 figure grid references



Use symbols and key on OS maps to build knowledge of UK and wider world.

Use digital medias to produce a version of an OS 'Explorer' map, using the appropriate symbols for each feature identified.



Key Vocabulary

Atlas	A book of maps.
Globe	Spherical map of the world.
United Kingdom	England, Scotland, Wales and Northern Island
Key	Symbols used on a map or plan.
Ordnance survey	A very detailed map of an area of Britain or Ireland.
Grid reference	A map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.

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Geography Knowledge Organisers: Fieldwork (Year 1/2)

Knowledge Organiser: Experience Fieldwork Year 1 and 2

Key Knowledge

The purpose of fieldwork is to learn how, where, why and when human and physical geography interacts to create, sustain and change the world around us.

Locate where we live using world maps and atlases.

Use street maps of our local area to identify what is in our local area.

Key Vocabulary

Address	The details of where somebody lives or works and where letters, etc. can be sent.
Local area	Belonging to or connected with the particular place or area that you are talking about or with the place where you live.
Environment	The natural world in which people, animals and plants live.
Map	A drawing or plan of the earth's surface or part of it, showing countries, towns, rivers, etc.
Compass	An instrument to show North, East, South and West
Direction	The position a person or thing moves or points to-wards.
Rural	Connected with or like the countryside.
Urban	Connected with a town or city.
Human fea-ture	Something which is man-made e.g. buildings.
Physical fea-ture	Something which is natural, happens naturally e.g. water, trees, land/ soil.

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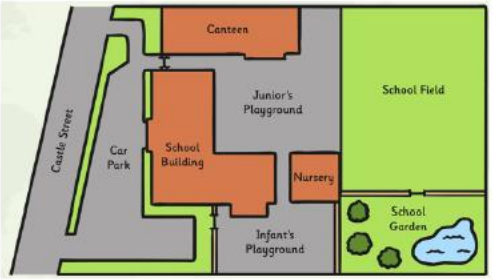
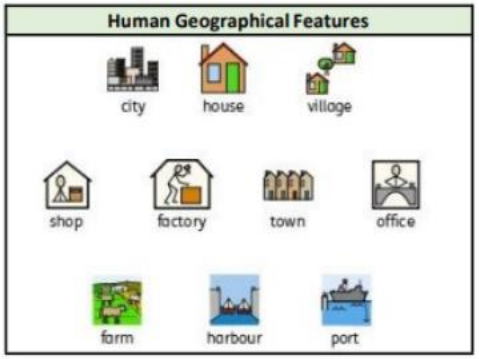
Key Knowledge (continued)

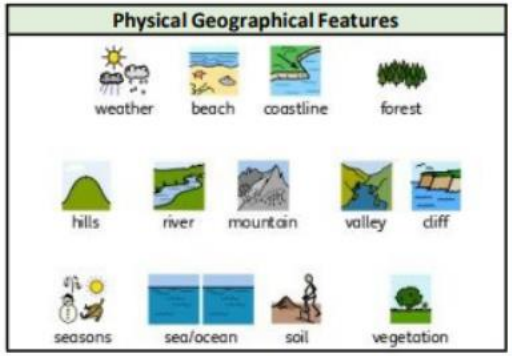
Study the key features of the schools surrounding environment.

In our local environment we can see: fields, the church, trees and vegetation, the pond, the Peace Garden, the car park etc.

Place or area	What can I see?	What can I hear?	What can I touch/feel?	What can I smell?
e.g. Playground				







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Geography Knowledge Organisers: Fieldwork (Year 3/4)

Knowledge Organiser: Experience Fieldwork Year 3 and 4

Key Knowledge

The purpose of fieldwork is to learn how, where, why and when human and physical geography interacts to create, sustain and change the world around us.

Key questions to consider:

What is the name of this place?

Where is this place and which other places are near it?

Is it a village, town, suburb or part of a city?

What types of buildings can we find and what are they used for?

What different types of land-use can we find?

Are there any green spaces and what are they used for?

Who lives here and what do they do?

How do people use this landscape in different ways?

Are there any local 'landmarks'?

What types of transport links can we find?

Key Vocabulary

Fieldwork	Research or study that is done outside.
Observe	To see or notice somebody something.
Measure	Finding the size, quantity, etc. of something.
Record	A written account of something that is kept so that it can be looked at and used in the future.
Address	The details of where somebody lives or works and where letters, etc. can be sent.
Local area	Belonging to or connected with the particular place or area that you are talking about or with the place where you live.
Environment	The natural world in which people, animals and plants live.
Map	A drawing or plan of the earth's surface or part of it, showing countries, towns, rivers, etc.
Compass	An instrument to show North, East, South and West
Direction	The position a person or thing moves or points towards.
Rural	Connected with or like the countryside.
Urban	Connected with a town or city.

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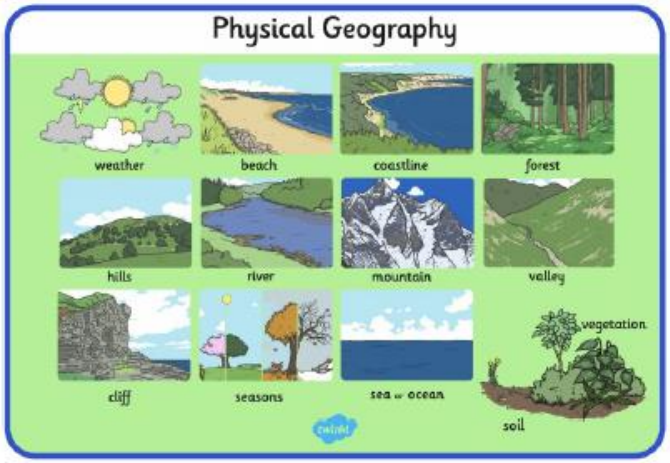
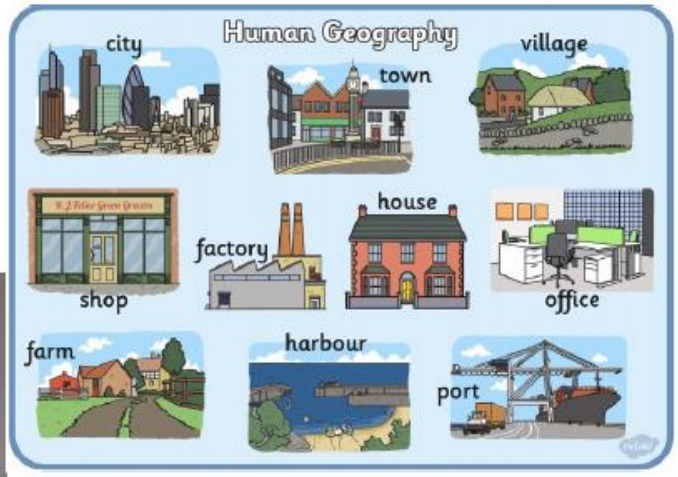
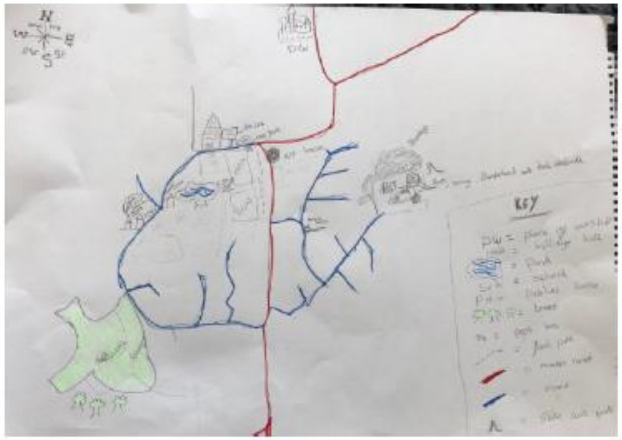
Key Knowledge (continued)

Using our knowledge of the local area to create sketch maps.







Geography Knowledge Organisers: Fieldwork (Year 5/6)

Knowledge Organiser: Experience Fieldwork Year 5 and 6

Key Knowledge

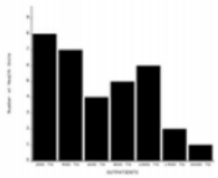
Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.

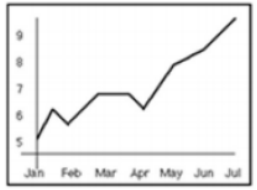
Record the results in a range of ways.

Folksworth pond is an example of a local physical feature.

St Helen's Church in Folksworth is an example of a local human feature.

Bar Graph	Pie Chart	Line Graph
To show discrete data, which is data that is counting something, often in different categories.	To show proportions	To show correlation (relationship) between data sets. For example: change over time.





Key Vocabulary

Human feature	Something which is man-made e.g. buildings.
Physical feature	Something which is natural, happens naturally e.g. water, trees, land/ soil.
Field sketch	A simple drawing of the area you are studying, including labels.
Sampling	To test or question something or of a group of people in order to find out what the rest is like.
Primary data	Data that you personally collect when doing fieldwork.
Secondary data	Data that someone else has collected e.g. data another school has collected or a newspaper article.
Quantitative data	Data with a numerical value.
Qualitative data	Data that is words or images, usually containing views, opinions or feelings

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Geography Knowledge Organisers: Communicating Geographically (Year 1/2)

Knowledge Organiser: Communicate Geographically Year 1 and 2

Key Knowledge

Devise a simple map and use and construct basic symbols in a key.

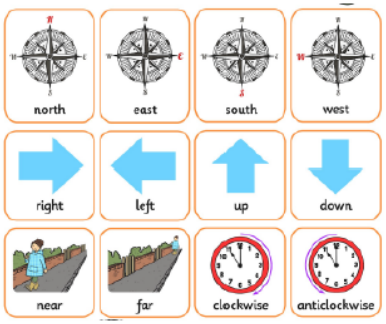
For example:

Maps of the UK

Treasure maps

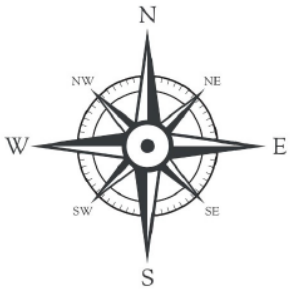
Sketch maps of the local area

Describe routes on a map.



Key Vocabulary

Compass	An instrument to show North, East, South and West
North, East, South and	Four compass points. The sun rises in the east and sets in the west.
Key	Symbols used on a map or plan.
Clockwise	Turning around in the same direction as the hands of a clock, to the right.
Anticlockwise	The opposite direction to the movement of the hands of a clock, moving to the left.



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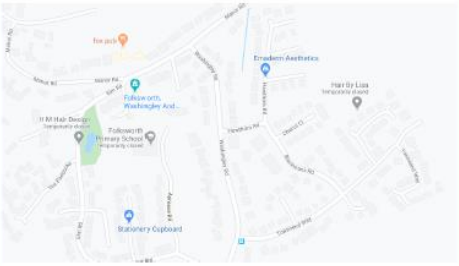
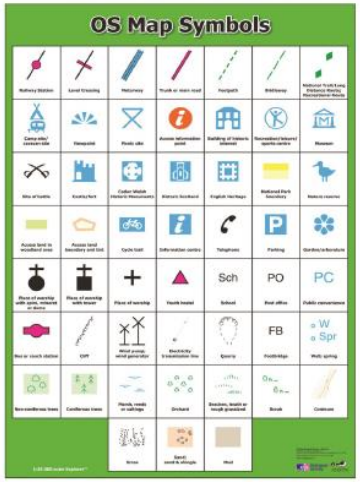
Geography Knowledge Organisers: Communicating Geographically (Year 3/4)

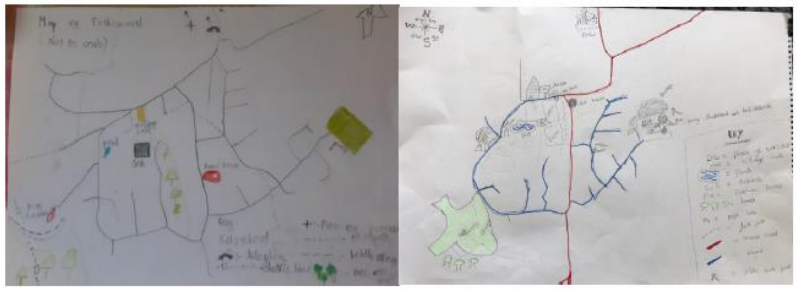
Knowledge Organiser: Communicate Geographically Year 3 and 4

Key Knowledge

To create maps using symbols and keys of the local area.

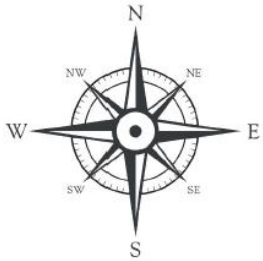






Key Vocabulary

Key	Symbols used on a map or plan.
Ordnance survey	A very detailed map of an area of Britain or Ireland.
Grid reference	A map reference indicating a location in terms of a series of vertical and horizontal grid lines identi-
Local area	Belonging to or connected with the particular place or area that you are talking about or with the place
Environment	The natural world in which people, animals and plants live.
Map	A drawing or plan of the earth's surface or part of it, showing countries, towns, rivers, etc.
Compass	An instrument to show North, East, South and West
Direction	The position a person or thing moves or points towards.



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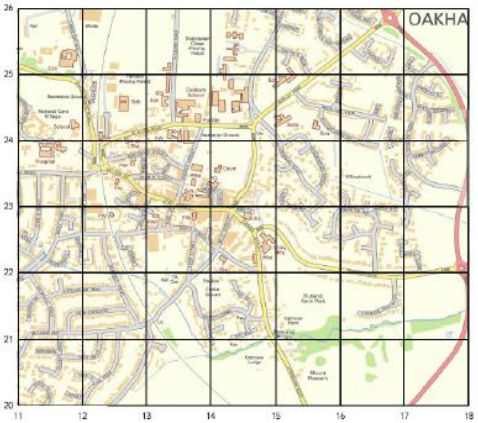
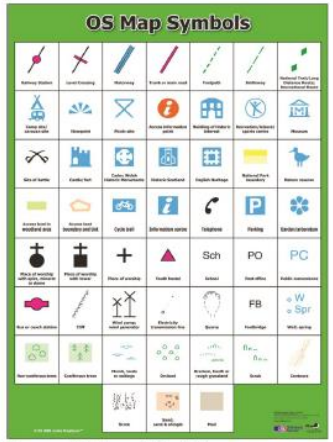
Geography Knowledge Organisers: Communicating Geographically (Year 5/6)

Knowledge Organiser: Communicate Geographically Year 5 and 6

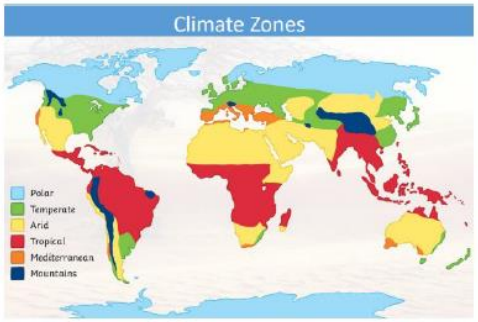
Key Knowledge

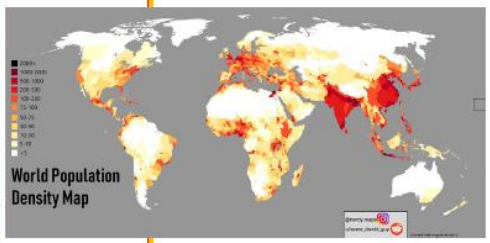
Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).





Topographic Map of the UK





Key Vocabulary

Physical Feature	Naturally occurring, e.g. rivers, mountains, lakes
Atlas	A book of maps.
Globe	Spherical map of the world.
United Kingdom	England, Scotland, Wales and Northern Island
Key	Symbols used on a map or plan.
Ordnance survey	A very detailed map of an area of Britain or Ireland.
Grid reference	A map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.
Climate zones	Divisions of the Earth's climates into general climate zones according to average temperatures and average rainfall.
Population	All the people who live in a particular area, city or country

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History

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History Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Significant Individuals: Guy Fawkes	The Great Fire of London	X	X	Significant Individuals: Grace Darling	Significant Individuals: Florence Nightingale
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	X	X	Anglo-Saxons	The Vikings	X	Ancient Egypt
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	X	X	World War !	World War !!	Mayan Civilization	Significant Individuals: William Shakespeare

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Toys Past and Present	X	X	Significant Individuals: Nelson Mandela	X	Significant Individuals: Christopher Columbus
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Stone Age, Bronze Age, Iron Age	X	X	X	The Romans Local Study: Durobrivae	
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	The Tudors and Stuarts		X	X	Ancient Greece	

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History Progression Document

Subject: History			
Key Objectives	**Years 1-2**	**Years 3-4**	**Years 5-6**
Objective 1 To investigate and interpret British history	To find out about changes within living memory *(linked to aspects of change in national life)* To know about significant national events beyond living memory *(eg Great Fire of London)* To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements - *scientists such as Isaac Newton or Michael Faraday, reformers such as Rosa Parks or William Wilberforce, medical pioneers such as Florence Nightingale and Edith Cavell, or creative geniuses and explorers such as Isambard Kingdom Brunel and Christopher Columbus.*	To know about changes in Britain from the Stone Age to the Iron Age. *(eg bronze age religion – Stonehenge) y3*	To have knowledge of Britain's settlement by Anglo-Saxons and Scots *(eg. Anglo Saxon invasions, settlements, kingdoms, art and culture) y5* Y5 To study an aspect or theme in British history beyond 1066. *(egWWII)*
Objective 2 To build an overview of world history	To know about events beyond living memory globally *(eg first aeroplane flight)*	To know about the achievements of early civilizations *eg Ancient Egypt, The Indus Valley* y3 To study the Roman Empire and its impact on Britain y4; within this To carry out a depth study of an aspect of the local history or how a locality has changed over time *(beyond 1066) y4* by looking at the Roman town of Durobrivae.	To study one contrasting non European society *eg Mayan civilization y5* To study Ancient Greece and their influence on the western world y5
Objective 3 To understand chronology	To place events and artefacts in order on a time line.	To place events, artefacts and historical figures on a time line using dates.	To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

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	To label time lines with words or phrases such as: past, present, older and newer. To recount changes that have occurred in their own lives. To use dates where appropriate.	To understand the concept of change over time, representing this, along with evidence, on a time line. To use dates and terms to describe events.	To identify periods of rapid change in history and contrast them with times of relatively little change. To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. To use dates and terms accurately in describing events.
Objective 4 To communicate historically	To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. To show an understanding of the concept of nation and a nation's history. To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	To use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	To use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. To use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. To use original ways to present information and ideas.

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History Knowledge Organisers: Guy Fawkes (Year 1/2)

GUY FAWKES KNOWLEDGE ORGANISER

Overview

Guy Fawkes (1570-1606) was an important member of an English Catholic group who **wanted England to become Catholic again.**

He is famous for trying (and failing) to blow up the Houses of Parliament in the **1605 Gunpowder Plot.**

He and his friends wanted to blow up important buildings in London, where the King and his leaders were, so that a **Catholic person could rule England instead.**

He was caught before he was able to do this, and was arrested on November 5th 1605.

It is in memory of this event that people in Britain celebrate **Bonfire Night** every November 5th.

An artist's illustration of Guy Fawkes

Times in His Life

Early Life

-Guy Fawkes was born in 1570 in Stonegate, York.

-When Guy was 8 years old, his father died. His mother remarried a man who had secret Catholic links.

-The Church of England was the official religion of the time, but Fawkes' school was also thought to be run by Catholics.

Eighty Years War

-Around 1591, Fawkes travelled to Europe to fight for Catholic Spain in the Eighty Years War against the Netherlands and France.

-Known as 'Guido Fawkes' throughout this time, Fawkes rose to Captain. He tried to get Philip III to support a rebellion in England, but failed.

The Gunpowder Plot

-From 1604 onwards, Fawkes joined with a small group of English Catholics, who wanted to kill King James I. They would replace him with his daughter, Elizabeth.

-The five men who would do the deed first met at the Duck and Drake pub on 20th May 1604.

-The men leased a house right next to the Houses of Parliament and began using it as a store for gunpowder. It was decided in October that it was Fawkes who would light the fuse and then escape across the River Thames to avoid the explosion.

Discovery

-Some of Fawkes' Catholic friends had been worried about some other Catholics who would be at the Houses of Parliament on the night of the blast.

-A man called Lord Monteagle was sent a mystery letter telling him to 'stay away' from the Houses of Parliament on 5th November. This letter was eventually shown to James I.

Arrest

-The King ordered Sir Thomas Knyvet to search the cellars underneath the Parliament.

-Shortly after midnight, Fawkes was found leaving the cellar. The barrels of gunpowder were then discovered inside the cellar.

Answers to Important Questions and Key Vocabulary

Why did Guy Fawkes want a Catholic monarch so much?		-In Britain at the time, people were deeply religious. Most people were either a Catholic or a Protestant: two different kinds of Christianity. -There had been lots of arguments about whether England should be Catholic or Protestant. Other Catholic and Protestant countries were involved. -People believed that in fighting for their religion they were doing what God wanted.
What did he tell the police?		-Fawkes told the police that he intended to blow up the Houses of Parliament. -However, he gave a false name (John Johnson) and would not give up any of his friends. -James I men tortured him to get to the truth.
What happened to Guy Fawkes in the end?		-Most men involved in the plot were put on trial, starting on Monday 27th January 1606. -The King watched the trial in secret. -The men were all found guilty of high treason. -The men were then executed on 31st January 1606. -As it was considered to be such a bad crime, the men were given the worst kind of execution. -The courts were sending a message to other traitors.
How is Guy Fawkes remembered now?		-On 5th November, Londoners were encouraged to celebrate the King's escape from being killed by lighting bonfires. -Parliament decided that every 5th November from then on would be a thanksgiving celebration. -Even though many men were involved in the plot, Guy Fawkes is the one who everyone remembers.

Key Vocabulary

Gunpowder
Plot
Conspirator
Catholic
Protestant
Bonfire
Treason
Houses of Parliament
Eighty Years War
Cellar
Execution
Fireworks

Top 10 Facts!

1. Bonfire Night is also sometimes known as 'Guy Fawkes Night.'
2. Some people throw a doll (normally made of hay or wood) into their bonfires – this is called a 'guy.'
3. In total, 13 men were involved with the plot.
4. Guy Fawkes was not actually the leader of the plot – a man called Robert Catesby was.
5. Guy Fawkes main job was to keep guard of the gunpowder, and light it when told to.
6. 'Guido' is the Italian name for 'Guy.' Guy Fawkes liked it because Italy was Catholic.
7. There were 36 barrels of gunpowder in the basement – much more than was needed!
8. The warning letter that Lord Monteagle received still exists!
9. The second part of the planned plot was to start an uprising in Northern England.
10. On Bonfire Night, people sometimes eat Parkin Cake, which is made of oatmeal and treacle.

Guy Fawkes Timeline

- 13th April 1570: Guy Fawkes is born in York.
- 1591: Fights alongside Catholics for Spain in Eighty Years War.
- 24th March 1603: King James I was crowned King of England.
- 20th May 1604: Guy met others involved in the plot for the first time.
- March 1605: Guy fill a basement beneath Houses of Parliament with gunpowder.
- 26th October, 1605: Lord Monteagle receives a letter warning him of a 5th November plot.
- 1st November 1605: Letter shown to King James I.
- 5th November 1605: He is arrested in the Houses of Parliament.
- 31st January 1606: Guy Fawkes is put to death.

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History Knowledge Organisers: The Great Fire of London (Year 1/2)

THE GREAT FIRE OF LONDON KNOWLEDGE ORGANISER

Summary

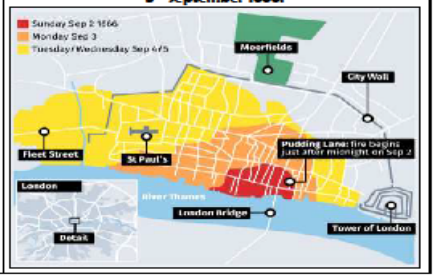
The Great Fire of London was a major fire that swept through London from Sunday 2nd September to Thursday 6th September 1666.

The fire destroyed:
-13200 houses (the homes of 70,000 people);
-87 parish churches;
-St. Paul's Cathedral;
-Many government buildings

The fire spread from a bakery on Pudding Lane to consume most of the medieval City of London. It threatened (but did not quite reach) Westminster, King Charles II's palace and the suburban slums

Only 6 deaths were reported: But, many historians think that there were lots of unrecorded deaths. **The temperature of the fire** may have reached 1,600°C!

Map showing the spread of the fire, between 2nd and 5th September 1666.



Key People

Samuel Pepys (1633-1703)

Samuel Pepys was a navy officer and a diary writer. He was in and around the city throughout the disaster, and his diaries give the most complete account of the tragedy. Pepys was staying ¼ of a mile away from Pudding Lane. He was awoken by his maid at 3am, but initially thought the fire was not serious, so he went back to bed!

Thomas Farriner (1615-1670)

Thomas Farriner was the owner of the bakery on Pudding Lane where the fire started. He was 'Conduct of the King's Bakehouse.' This meant that he had a contract to bake biscuits for the navy. Thomas Farriner and his children escaped the fire, but his maid perished in the flames. After the fire, he returned to work as a respected baker.

King Charles II (1630-1685)

Charles II was the King of England at the time of the fire. He had been an unpopular king before the fire, as many people considered him to be a lazy drunkard. However, his leadership in stopping the fire, and then making sure that the homeless were fed, improved his reputation. Some people have argued that he was not helpful because he cared, but because he feared that there may soon be an uprising!

Robert Hubert (1640-1666)

Robert Hubert was a watchmaker from France, who was executed after confessing to starting the fire. He claimed that he had started the fire by throwing a grenade through the window of the bakery. The authorities were been to catch someone, and thought that he may be a spy. However, Hubert was in fact innocent, as it was later discovered that the fire was started accidentally.

Sir Christopher Wren (1632-1723)

Sir Christopher Wren was one of the most respected architects at the time of the Great Fire of London. He was given the task of rebuilding the 52 of the churches that were destroyed by the fire. His masterpiece was the redesigned St Paul's cathedral, which became the tallest building in London from 1710 up until 1967. He was given a knighthood for his work rebuilding the city. Wren was a talented man, who was also a skilled mathematician and scientist. His scientific work was praised by Isaac Newton and Blaise Pascal!

Answers to Important Questions

HOW DID THE FIRE START?		The fire started around 1am in Thomas Farriner's bakery, on pudding lane. The most likely cause was a spark from an oven falling onto something close by, probably flour sacks that were laying close by. The flame spread through the house, down Pudding Lane, and into the nearby streets.	**Did you know?** Despite the proof against him, Thomas Farriner always claimed that the fire was not his fault.
WHY DID THE FIRE SPREAD SO QUICKLY?		Many factors caused the fire to spread rapidly. Firstly, it had been a long and dry summer. Also, houses at the time were mostly made of wood, and were built very close together – a strong wind helped to blow the fire across them. Finally, the area was filled with flammable things like timber and oil.	**Did you know?** In 1979, 20 barrels of tar were found in the cellar of a shop on Pudding Lane. This would have spread the fire more quickly.
DID MANY PEOPLE DIE?		Official records show that only 6 people died in The Great Fire of London, although it is commonly thought to be more. The deaths of the poor were unlikely to have been recorded at the time. Furthermore, the temperature of the fire was so hot that there would be very little remains of those who perished.	**Did you know?** Some historians believe that several hundred people actually died in the Great Fire of London.
WHERE WAS THE MAYOR?		The Lord Mayor of London at the time was Si Thomas Bloodworth. When the fire started, those fighting it needed his permission to pull down nearby houses, to stop the fire spreading. However, he refused. As a result, he was widely blamed for not taking enough action to stop the fire.	**Did you know?** It was reported that after meeting about the fire, Bludworth seemed faint and retired to bed!
WHO PUT THE FIRE OUT?		There was no fire brigade in London at the time, and so Londoners had to try and put out the fire themselves, helped by local soldiers. They used leather buckets, water squirts, and fire hooks, to pull buildings down. On the 3rd day, the wind began to drop and the fire-fighters gained control.	**Did you know?** From the 3rd day onwards, gunpowder was used to bring down houses quick enough to control the fire.
WHAT HAPPENED AFTERWARDS?		After the fire had been extinguished, investigations were held to find out its cause, the people who started it, and to make plans so that it couldn't happen again. The city began to be rebuilt. (King Charles gave Christopher Wren creative control of this) but this took around 50 years to rebuild.	**Did you know?** Houses were mostly rebuilt using brick, and were built further apart. Also, many streets were widened.
HOW DO WE KNOW ABOUT ALL OF THIS?		We know about what happened at the time because people wrote about it in newspapers and in letters (for example, Samuel Pepys' diary). Also, artists who were around at the time painted pictures of the fire as they remembered it.	**Did you know?** Perhaps the most famous painting of the fire was by Jan Griffier in 1666.

Top 10 Facts!

1. Before the fire began, there had been a drought that had lasted for over 10 months!
2. People whose homes had burnt down lived in tents, in fields around London, until their houses were rebuilt.
3. Sir Christopher Wren designed a memorial for the Great Fire, which still stands today.
4. It took 6 years to build and is 61 metres high.
5. There were rumours Catholics or the French had started the fire, but these weren't true.
6. Samuel Pepys reported seeing smoke coming from London roofs 6 months after the fire!
7. King Charles gave rewards to people who were helping with putting out the fire.
8. When fire struck, London was still reeling from the plague, which had killed 100,000 people.
9. 436 acres of London were destroyed.
10. The first London home insurance company opened in 1680. 10 years later, 1 in 10 houses were insured.

Timeline of The Great Fire of London

- 2nd Sept 1666: 1am – The fire starts in a bakery in Pudding Lane
- 7am – 300 houses have already been destroyed.
- 3rd Sept 1666: 9pm – Houses are pulled down to prevent the fire reaching the Tower of London
- 4th Sept 1666: 8pm – St. Paul's Cathedral catches fire.
- 5th Sept 1666: 2am – Buildings along the strand are blown up to prevent the fire spreading.
- 6th Sept 1666: 8am – The fire is officially extinguished.
- 25th Sept 1666: A committee is set up to look into what caused the fire.
- 10th Oct 1666: A day of fasting is held to commemorate the fire.
- 27th Oct 1666: Robert Hubert is hanged for starting the fire, but is later found to be innocent
- 22nd Jan 1667: The committee finds that the fire was in fact an accident.
- 1677 – A monument to The Great Fire of London is finished.

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History Knowledge Organisers: Grace Darling (Year 1/2)

GRACE DARLING — KNOWLEDGE ORGANISER

Overview

Grace Darling was a lighthouse keeper's daughter who saved 9 men when their ship sank in 1838.

She became famous for her heroic actions and this was recognised by Queen Victoria.

A photograph of Grace Darling.

Times in Her Life

Early Life

Grace Darling was born on 24th November 1815 in the village of Bamburgh, Northumberland.

William Darling, Grace's father was the main keeper of the Longstone Lighthouse on the Farne Islands (a group of islands off the coast of Northumberland). Grace's mother was called Thomasina.

Grace had three sisters and five brothers.

Young Adulthood

Grace, her parents and her brothers and sisters, lived in the Longstone Lighthouse.

In Victorian times many children would have to go out to work to earn money but Grace stayed at home and helped her father with his job.

Grace didn't have to go to school. Her father taught Grace and her brothers and sisters reading, writing and maths.

Rescue of the Forfarshire

On 7th September 1838 a massive storm wrecked the *SS Forfarshire*, a ship carrying about 60 passengers and crew from England to Scotland. It had broken into two pieces about 3/4 of a mile from the Longstone Lighthouse.

Grace's father decided that they needed to try and rescue any survivors. They saw some of the survivors clinging to the rocks. His sons weren't at the lighthouse, so he took Grace with him in their rowing boat. Between them, they managed to rescue nine survivors. It was very dangerous!

Queen Victoria

After the rescue Grace became a heroine. People were amazed that a young woman of 22 could be so barave and strong enough to row a boat by herself in a storm. It was unusual for a woman to be part of a rescue like this.

Queen Victoria was queen of the United Kingdom and the whole British Empire from 1837 to 1901. Grace got a letter from Queen Victoria and two medals for bravery. Grace did not enjoy being famous.

Later Life

Grace Darling died of tuberculosis on 20th October 1842. She was 26 years old.

She was buried in a family grave in, Bamburgh. A monument to her was built in the churchyard.

Top Facts!

1. At five years of age, Grace had a pet eider duck that nested close to the lighthouse. The eiders grew so trusting of Grace's gentle nature she could actually stroke them at their nests. Puffins would wander inquisitively into the house, looking for scraps.
2. In Victorian England, it was possible to buy Grace Darling themed plates, postcards and even boxes of chocolates!
3. Grace Darling received a personal letter from Queen Victoria and a reward of £50. She also got lots of fan-mail asking for locks of her hair or pieces of the dress she wore on 7th October 1838.
4. The Victorian newspapers loved the story of the rescue of the survivors of the SS Forfarshire shipwreck, and they made the most of Grace's role and she became a celebrity.
5. In 1880, Thomasina, Grace Darling's sister, published a book called *Grace Darling: Her True Story*, which aimed to describe the real Grace without any of the exaggeration. It didn't sell very many copies as the public wanted to believe that Grace Darling was nothing but an angelic, daring heroine
6. Britain's oldest lighthouse was built in 1669. It was build at Eddystone Rocks in Cornwall.

Key Vocabulary

legacy
heroic
famous
lighthouse
storm
Northumberland
rescue
shipwreck
survivors
boat
heroine
Victorian
brave
coast

Grace Darling painted by Thomas Brooks

Key Places

Grace Darling Timeline

- 1815 — Grace Darling was born
- 18254 — The Darlings move to Longstone Lighthouse
- September 1838 — The SS Forfarshire crashes
- November 1838 — Queen Victoria rewards Grace Darling.
- 1842 — Grace Darling dies.
- 1880 - 'Grace Darling: Her True Story' is published
- 1938 — Museum opened dedicated to Grace Darling.

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History Knowledge Organisers: Florence Nightingale (Year 1/2)

FLORENCE NIGHTINGALE KNOWLEDGE ORGANISER

Overview

Florence Nightingale was a famous British nurse who lived between 1820 and 1910.

She helped to make hospitals cleaner, safer places, and wrote books about how to be a good nurse. People often think of her as the **'founder of modern nursing.'**

Lots of what we know today about how to keep hospitals clean and organised places is due to the hard work and research of Florence Nightingale.

Because of her, thousands (possibly even millions) of lives have been saved, - she found ways to **stop many infections and diseases from spreading.**

She also helped wounded soldiers in the **Crimean War.**

A photograph of Florence Nightingale from 1860.

Times in Her Life

Early Life

-She was born in Florence in Tuscany, Italy. She was named after the city of her birth.

-She was from a wealthy family, who moved back to Hampshire, England in 1821 (when Florence was 11).

-Her family also had a large estate at Lea Hurst in Derbyshire.

Young Adulthood

-In 1838, Florence's father took her on a tour around Europe. Here, she met Mary Clarke, who she became friends with for 40 years. Mary showed Florence that women could be equal to men.

-Florence decided to devote her life to nursing.

The Crimean War

-During the Crimean War (1853-1856) Nightingale helped to treat wounded soldiers. She also made sure that hospitals were clean places for the soldiers to recover.

-She became known as the 'Lady with the Lamp' as she would work all night to make sure that the soldiers were treated well, with water and warm blankets.

-She had seen that lots of soldiers die of diseases like typhus and cholera. She worked to improve their nutrition and care to stop diseases and illnesses from developing.

The Nightingale Fund

-The Nightingale Fund was set up to reward all of Florence Nightingale's hard work.

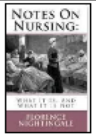
-In 1860, Nightingale used some of this money to set up the Nightingale Training School at St. Thomas' Hospital.

Later Life

-In 1883, Nightingale met Queen Victoria, who awarded her the Royal Red Cross Medal for her work.

-She died in her sleep in 1910, aged 90 years old.

Answers to Important Questions and Key Vocabulary

How did she help nurses and hospitals to be better?		-Before Florence Nightingale was around, nursing was not seen to be a very good job. In many fiction books from the time, nurses were shown as lazy and careless. They were untrained and badly paid. -She helped to provide training to nurses so that they were educated and respected. -She noticed that hospitals were often dirty places where disease spread. She helped to clean them up.
What made her become a nurse?		-In 1937, Florence Nightingale believed that she was given a message from God in a dream, telling her to that she had a purpose to help other people.
What books did Florence Nightingale publish? What were they about?		-Florence Nightingale published books, notes and reports about hospital planning and organization. -Her most famous book was called *'Notes on Nursing: What it is and What it is Not'* (1859). -She said that the book was written to help anyone to safely treat others in need. -Even as late as the 1970s, the book was still used to help nurses in training.
What happened to the Florence Nightingale Training School?		-The nursing school that Florence Nightingale set up is now called the Florence Nightingale School of Nursing and Midwifery. -It is a part of Kings' College University in London. It is the world's first nursing school to be connected to a full hospital and medical school.

Key Vocabulary

Nursing
Health
Disease
Infection
Victorian
Hospital
Conditions
Medicine
Illnesses
Sanitation
Wounded
Soldiers
Training

Top 10 Facts!

1. Florence Nightingale's parents did not want her to become a nurse.
2. She refused to ever get married. She instead devoted her life to her work.
3. During the Crimean War, Florence Nightingale was in charge of 38 other nurses.
4. She often had to write letters home from dying soldiers to their families.
5. She helped the government to change laws to make buildings cleaner and safer.
6. She was the first woman to be allowed onto the 'Order of Merit', an honour created by King Edward VII.
7. Her birthday on May 12th is celebrated as International Nurses Day.
8. Her very first patient was a dog!
9. She also had a baby pet owl called Athena, who she kept in her pocket.
10. There are not many pictures of her today, as she didn't like having her photo taken.

Florence Nightingale Timeline

- 12th May 1820: Born in Florence, Italy.
- 1844: Tells everyone that she wants to be a nurse.
- 1851: Studied nursing at Kaiserwerth, Germany.
- 1853-1856: Nightingale served during the Crimean War.
- 1856: Asked Queen Victoria to investigate hospital conditions
- 1859: Published her 'Notes on Nursing' book.
- 9th July 1860: Opened the Nightingale Training School at St. Thomas' Hospital.
- 1883: Awarded the Royal Red Cross.
- 1901: Became completely blind.
- 13th August 1910: Died in London, in her sleep.

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History Knowledge Organisers: Toys (Year 1/2)

TOYS PAST AND PRESENT KNOWLEDGE ORGANISER

Overview

Toys are objects that we play with.

Toys can be anything from **simple pieces of wood** and string, to modern **computers and consoles.**

Civilisations from **all points in time**, from way back in history, and from **all around the world**, produced and played with different kinds of toys.

Toys have **developed and changed** a lot over time, as new materials have been used and new technologies have become available.

Many toys, for example dolls, have been around for **hundreds of years**, but the way that they look and have been made have **changed lots over time!**

Popular Toys

Dolls

-A doll is a model of a human.

-The earliest dolls can be traced back to the early civilisations of Egypt, Greece and Rome.

-With new materials such as plastic, there are now thousands of different types of dolls that are mass-produced.

Board Games

-A board game is a game that is played on a flat surface.

-It involves counter pieces being moved around on a 'board.'

-They have been played from the earliest civilisations, e.g. Egypt and Mesopotamia.

Physical Activity Toys

-These are toys that require the user to be active, e.g. trampolines and hula-hoops.

-Some of these toys, e.g. skipping ropes and balls, have been around for hundreds of years!

-These toys can be used to build up physical fitness.

Teddy Bears

-A teddy bear is a soft toy in the form of a bear.

-The first teddy bears were sold in 1992 – named after Theodore 'Teddy' Roosevelt.

-There are now thousands of types of teddies.

Construction Toys

- Construction toys allow the user to build using blocks or pieces.

-The most famous example is Lego, which was first released in Denmark in 1949.

-Over 600 billion Lego parts have been produced!

Computer Games Consoles

-A video games console is a computer system on which the user can play games.

-The first games consoles were around from the 1970s, but were nothing like games consoles today! The biggest selling console of all time is the PS2.

Toys through Time

Ancient Toys		-Toys were mostly carved from stone, as humans did not know how to use other materials yet. -Using stone, craftsmen were able to make items such as dice and dolls. -As bronze and iron were used, people began to make toys out of metal.	**Key Vocabulary** Toy Console Batteries Electronic Cog Lever Axis Factory Museum Entertainment Figurine Pulley
Toys in the Middle Ages		-Toys were often carved out of wood throughout the middle ages. -Sometimes, children made their own toys, such as swords made out of sticks and boats made out of hollowed loaves of bread.	
Victorian Toys		-Rich girls played with dolls and teas sets, and rich boys played with toy soldiers and marbles. -Poor families did not have enough money for toys, so made their own. It was before electricity was widely used, so pulleys, cogs and levers were so users could make toys move.	
Modern Toys		-Modern toys have changed rapidly, as different materials and technologies have been used. -For example, remote control cars became popular after batteries were invented and video games consoles became popular after computers were invented.	

Top 10 Toys Facts!

1. Before electric toys were invented, many toys had levers, hinges and wheels, so that the user could move them.
2. The word 'toy' comes from the Old English word meaning 'tool.'
3. You can often tell when a toy is from by the material that it is made from.
4. Toys changed a lot after TV was invented: many were based on TV shows that children watch – this still happens today!
5. Rubik's Cubes are a popular puzzle toy – more than 350 million have been sold!
6. Toys can be very big or very small – from tiny finger puppets to huge dollhouses!
7. Even a piece of string can be used as a toy! When both ends are tied together, people have used it over the years to play Cat's Cradle.
8. Sometimes toys go through a 'craze' period when they are popular – like the hula hoop in the 1950s or rollerblades in the 1990s.
9. The first ever video arcade game was called 'Pong' and was made by Atari in 1972.
10. It takes 63 feet of wire to make a slinky toy.

Toys Timeline

- 4000BCE: Ancient Egyptians played with stone dice, marbles, and dolls.
- 50BCE - Stonehenge: Toy animals carved from stone were played with.
- 500CE: The game of chess is invented, with carved chess pieces.
- 1000: Vikings played a game using a stick and a ball.
- 1693: Children played with alphabet blocks.
- 1800s –Victorian children played with wooden crafted toys e.g. trains, boats.
- 1902: The Teddy Bear was invented, named after US President Theodore Roosevelt.
- 1959: The first Barbie doll.
- 1990: The Super Nintendo games console is released.

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History Knowledge Organisers: Nelson Mandela (Year 1/2)

NELSON MANDELA KNOWLEDGE ORGANISER

Overview

Nelson Mandela (1918-2013) was a South African campaigner and politician. He was the President of South Africa between 1994 and 1999.

He campaigned for justice and equality, and because of this **spent 27 years in prison.**

He was the first President of South Africa to be **voted for by all people**, black and white.

He worked to remove the old system of racism in South Africa (called the **apartheid**) and to make the country fair and safe for everyone.

He won the **Nobel Peace Prize**, and was given many awards for his **bravery and courage.**

A photograph of Nelson Mandela from 2008.

Times in His Life

Early Life

-Nelson Mandela was born in Mvezo in South Africa's Cape Province on 18th July 1918.

-He had the nickname Rolihlahla, meaning 'troublemaker.'

-He was the son of a chief, and was the first person in his village to go to school. He always valued his education.

African National Congress

-In 1942 Mandela joined the African National Congress (ANC). The ANC had been formed in 1912 to bring equal rights to Africa.

-In 1948, the South African government created apartheid. This meant that white and black people had to live separately.

Imprisonment

-The ANC party (that Mandela was a part of) started to use **peaceful protest** to disobey the government. They wanted equal rights for black and white people.

-Because of his role in going against the government, Mandela was sentenced to life in prison. He served **27 years in prison in total,** 18 of them on Robben Island.

-Through the 1980s, people from all over the world began a campaign to get Nelson Mandela **released from prison**. Eventually, he was released.

Time as President

-On 10th May 1994, Nelson Mandela became the first black President of South Africa, aged 77, after the first election that both black and white vote in.

-Throughout his time as President, he made many new rules to try and make sure the country stayed fair.

Later Life

-Mandela retired from politics in 1999, and from public life in 2000.

-In 2007, he created a new group of ex-world leaders called the 'Elders', who worked to make sure there was peace and equality in the world.

Answers to Important Questions and Key Vocabulary

What did Mandela do for a job before he went to prison?		-Mandela worked as both a guard and a clerk, whilst he continued his studies to become a lawyer. -In 1953, Mandela and his close friend Oliver Tambo opened the law firm Mandela and Tambo. It was the first law firm that would help black people in the whole of South Africa! -They gave low-cost (and in some cases free) legal advice to black people who had been mistreated by white people and the police.
What was apartheid?		-Apartheid was a set of laws that separated white and black people from one another in South Africa. -South Africans had to live, learn, eat and spend their leisure time separately from one another.
How did Mandela get out of prison?		-In the 1980s, a huge international campaign fought to get Mandela out of prison. -The South African government offered to release him if he gave up his fight for freedom, but he refused, so stayed in prison. -In 1990, President FW de Klerk released Mandela from prison. For his actions, de Clerk jointly won the Nobel Peace Prize with Mandela in 1993.
What did Mandela achieve as President?		-Whilst President of South Africa, Mandela slowly removed the laws of apartheid. -He also worked hard to try and change people's hatred towards one another, which had been caused by apartheid. -He is widely considered one of the most popular and successful leaders in the world.

Key Vocabulary

Campaigner
Activist
President
Racism
Apartheid
Equality
Peaceful Protest
African National Congress (ANC)
Government
Prison
Nobel Peace Prize
Equal Rights

Top 10 Facts!

1. Mandela was named 'Nelson' by one of his teachers, when he was aged 7.
2. He ran away to Johannesburg to escape an arranged marriage.
3. He enjoyed boxing and running when younger.
4. Whilst in prison on Robben Island, Mandela was only allowed 1 visit and letter every 6 months.
5. He wrote his book, *The Long Road to Freedom*, when he was still in prison.
6. Mandela has a species of spider and woodpecker named after him!
7. He was inspired by the book 'Invictus' and the Indian leader Mahatma Gandhi.
8. In the 1950s, he ran the first law firm in South Africa for black people.
9. His wife, Winnie Mandela, was also an activist.
10. Robben Island Prison has become a major tourist attraction.

Nelson Mandela Timeline

- 18th July 1918: Nelson Mandela is born in Mvezo.
- 1939: He goes to University College of Fort Hare.
- 1940-42: Mandela runs away to Johannesburg and joins the ANC.
- 1948: The South African government introduces apartheid.
- 1949: The ANC begins peacefully protesting the apartheid.
- 1963: Mandela is sentenced to life in prison.
- 1990: After a major campaign, he is released from prison.
- 1993: He jointly wins the Nobel Peace Prize.
- 1994-99: Mandela is President of South Africa.
- 5th December 2013: He dies aged 95 in Johannesburg.

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History Knowledge Organisers: Christopher Columbus (Year 1/2)

CHRISTOPHER COLUMBUS KNOWLEDGE ORGANISER

Overview

Christopher Columbus (c.1451-1506) was an Italian explorer who is famous for his voyages across the Atlantic Ocean to the Americas.

He was the first European to set foot on the South American mainland.

Many people mistakenly think that Columbus discovered America. An estimated **100 million indigenous people** lived there already.

Also, the Viking explorer **Leif Ericsen** had already visited Newfoundland around 1000CE.

Many people at the time believed that the world was flat. Columbus aimed to prove that **Earth was round.**

A portrait of Christopher Columbus from 1519

Times in His Life

Early Life

-Columbus was known to have been born before 1451, in Genoa (now Italy).

-Around his birth, Constantinople fell, a major event in Europe,

-Columbus went to sea at a young age, and travelled widely, from Iceland (possibly) in the north, to Ghana in the south.

Personal Life

-Around 1479, Columbus married Filipa Moniz. They had one son, called Diego Columbus.

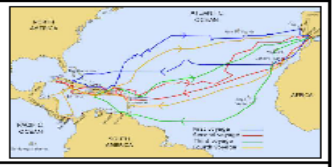
-She may have died in 1485.

-After this, he had another son with a mistress.

First and Second Voyages

-On his first voyage, he had 104 men. He was looking for Asia, which he thought he found when they reached land. He had reached the present day Bahamas. On the same trip, he also found Cuba and Hispaniola.

-On the second voyage, Columbus took around 1200 men. He discovered Dominica, Guadeloupe and Jamaica. He set sail back for Spain, and reached Cadiz after 5 months.



Third and Fourth Voyages

- On his third trip, he reached the island of Trinidad, and finally the South American mainland.

-His final voyage took him as far as Central America. He reached Panama, and he is believed to have found a small amount of gold there. However, the local people forced him out of the area. He sailed back to Spain in 1504.

Answers to Important Questions and Key Vocabulary

What did Columbus want to discover?		-In the 15th and 16th centuries, European people wanted to find new trade routes to India, China, Japan and the 'Spice Islands.' -If someone could find a quicker way to get there, it could to make them a lot of money! -Columbus knew that the world was round, and believed that if he sailed West long enough that he would eventually get to Asia. In a way, he was right, but he underestimated the size of the Earth!
How did he fund his trips?		-Columbus moved from his home in Genoa to Spain and Portugal, where he was able to persuade King Philip and Queen Isabella of Spain to finance his trip.
What disasters did Columbus encounter?		-Columbus encountered many problems throughout his voyages. - In the most famous example, one of his ships (the *Santa Maria*) hit a rock and was destroyed. Columbus was able to transfer to another ship and find a way home, but he left 39 members of his crew behind on the island of Hispaniola.
How did Columbus treat indigenous peoples?		-Columbus has received a lot of criticism from many historians, as he is not thought to have treated the indigenous people that he encountered with respect. -Believing that he had reached Asia, he called them 'Indians.' He and his crew also used violence and slavery, and made the people convert to Christianity.

Key Vocabulary

Explorer
America
Asia
Europe
Sail
Sea-faring
Christianity
Catholicism
Slavery
Caribbean
Atlantic
Voyage

Top 10 Facts!

1. Columbus believed that he had been chosen by God to achieve extraordinary things.
2. Columbus never set foot on the North American mainland.
3. He knew that the earth was round, but he thought that it was much smaller than it is.
4. His first sea voyage may have been as early as 1465.
5. Columbus tried to convert every population that he reached to Christianity.
6. As a young man, Columbus made a living by selling maps and charts to people.
7. The only portraits of Columbus are from after his death – no paintings exist from his lifetime.
8. Around half of his voyages ended in disaster. In 1492, the Santa Maria ran aground. He left 39 men behind. They are believed to have died.
9. He sometimes struggled to find a crew, as some people still believed the world was flat.
10. They thought that he would eventually fall from a waterfall off the end of the world!

Christopher Columbus Timeline

- 1451: Columbus is born in Genoa, (now Italy).
- 1453: The Fall of Constantinople by Ottoman Empire.
- 1476: Columbus visits the UK, Ireland, and possibly Iceland.
- 1479: He marries Felipa Moniz. They have a son together.
- 1492: First voyage – he sets foot on the Caribbean Islands inc. Cuba.
- 1493-96: Second voyage – reaches more Caribbean Islands.
- 1498-1500: 3rd voyage reaches South American mainland.
- 1502-1504: Columbus makes his final voyage, exploring much of Central America.
- 1506: Columbus dies in Valladolid, in Spain.

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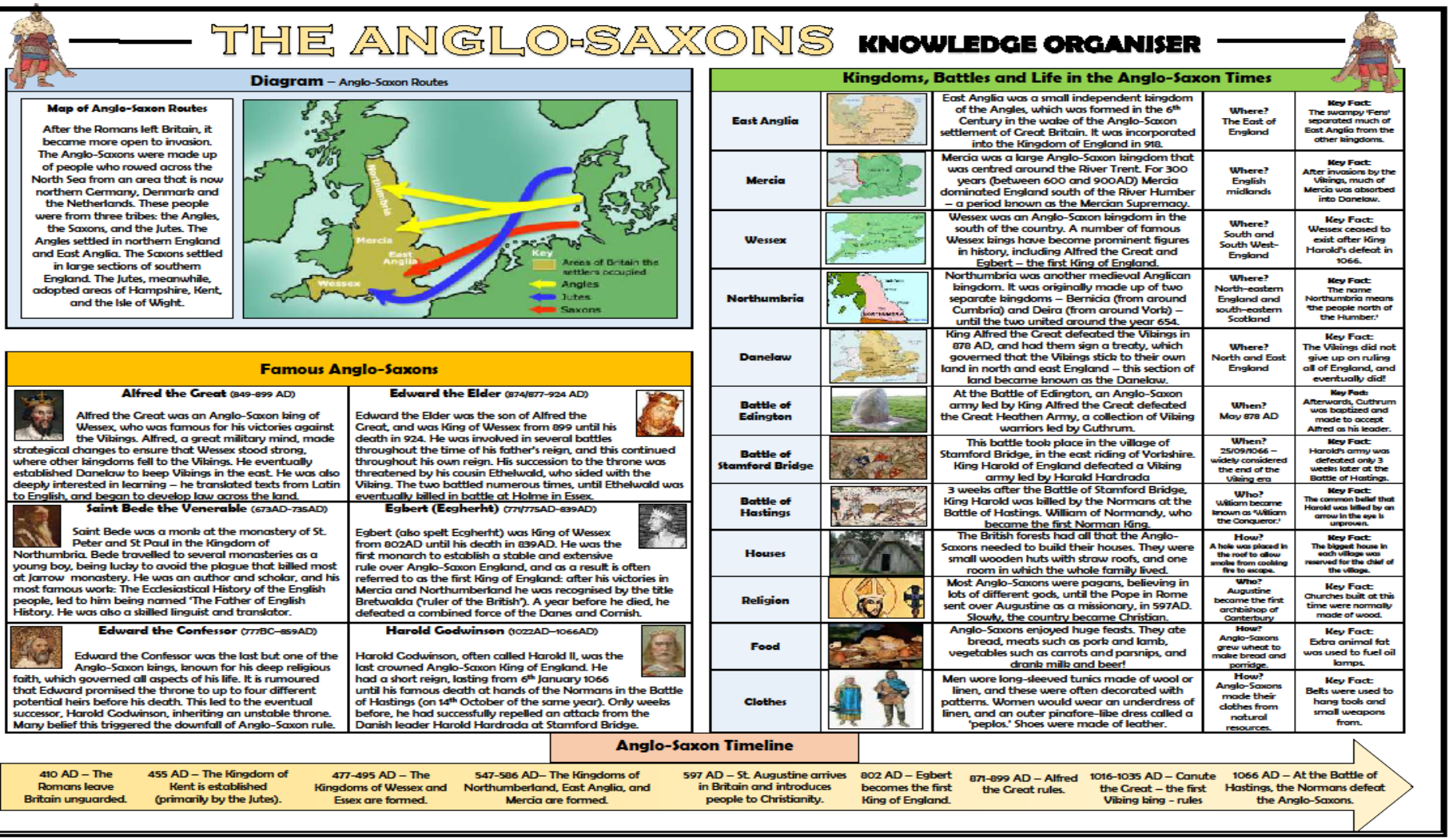
History Knowledge Organisers: Anglo-Saxons (Year 3/4)



THE ANGLO-SAXONS KNOWLEDGE ORGANISER

Diagram – Anglo-Saxon Routes

Map of Anglo-Saxon Routes

After the Romans left Britain, it became more open to invasion. The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands. These people were from three tribes: the Angles, the Saxons, and the Jutes. The Angles settled in northern England and East Anglia. The Saxons settled in large sections of southern England. The Jutes, meanwhile, adopted areas of Hampshire, Kent, and the Isle of Wight.

Northumbria
Mercia
East Anglia
Wessex
Key
Areas of Britain the settlers occupied
Angles
Jutes
Saxons

Famous Anglo-Saxons

Alfred the Great (849-899 AD)

Alfred the Great was an Anglo-Saxon king of Wessex, who was famous for his victories against the Vikings. Alfred, a great military mind, made strategical changes to ensure that Wessex stood strong, where other kingdoms fell to the Vikings. He eventually established Danelaw to keep Vikings in the east. He was also deeply interested in learning – he translated texts from Latin to English, and began to develop law across the land.

Edward the Elder (874/877-924 AD)

Edward the Elder was the son of Alfred the Great, and was King of Wessex from 899 until his death in 924. He was involved in several battles throughout the time of his father's reign, and this continued throughout his own reign. His succession to the throne was threatened by his cousin Ethelwald, who sided with the Viking. The two battled numerous times, until Ethelwald was eventually killed in battle at Holme in Essex.

Saint Bede the Venerable (673AD-735AD)

Saint Bede was a monk at the monastery of St. Peter and St Paul in the Kingdom of Northumbria. Bede travelled to several monasteries as a young boy, being lucky to avoid the plague that killed most at Jarrow monastery. He was an author and scholar, and his most famous work: The Ecclesiastical History of the English people, led to him being named 'The Father of English History. He was also a skilled linguist and translator.

Egbert (Ecgherht) (771/775AD-839AD)

Egbert (also spelt Ecgherht) was King of Wessex from 802AD until his death in 839AD. He was the first monarch to establish a stable and extensive rule over Anglo-Saxon England, and as a result is often referred to as the first King of England: after his victories in Mercia and Northumberland he was recognised by the title Bretwalda ('ruler of the British'). A year before he died, he defeated a combined force of the Danes and Cornish.

Edward the Confessor (777BC-859AD)

Edward the Confessor was the last but one of the Anglo-Saxon kings, known for his deep religious faith, which governed all aspects of his life. It is rumoured that Edward promised the throne to up to four different potential heirs before his death. This led to the eventual successor, Harold Godwinson, inheriting an unstable throne. Many belief this triggered the downfall of Anglo-Saxon rule.

Harold Godwinson (1022AD–1066AD)

Harold Godwinson, often called Harold II, was the last crowned Anglo-Saxon King of England. He had a short reign, lasting from 6th January 1066 until his famous death at hands of the Normans in the Battle of Hastings (on 14th October of the same year). Only weeks before, he had successfully repelled an attack from the Danish leader Harold Hardrada at Stamford Bridge.

Kingdoms, Battles and Life in the Anglo-Saxon Times

East Anglia		East Anglia was a small independent kingdom of the Angles, which was formed in the 6th Century in the wake of the Anglo-Saxon settlement of Great Britain. It was incorporated into the Kingdom of England in 918.	Where? The East of England	Key Fact: The swampy 'Fens' separated much of East Anglia from the other kingdoms.
Mercia		Mercia was a large Anglo-Saxon kingdom that was centred around the River Trent. For 300 years (between 600 and 900AD) Mercia dominated England south of the River Humber – a period known as the Mercian Supremacy.	Where? English midlands	Key Fact: After invasions by the Vikings, much of Mercia was absorbed into Danelaw.
Wessex		Wessex was an Anglo-Saxon kingdom in the south of the country. A number of famous Wessex kings have become prominent figures in history, including Alfred the Great and Egbert – the first King of England.	Where? South and South West-England	Key Fact: Wessex ceased to exist after King Harold's defeat in 1066.
Northumbria		Northumbria was another medieval Anglican kingdom. It was originally made up of two separate kingdoms – Bernicia (from around Cumbria) and Deira (from around York) – until the two united around the year 654.	Where? North-eastern England and south-eastern Scotland	Key Fact: The name Northumbria means 'the people north of the Humber.'
Danelaw		King Alfred the Great defeated the Vikings in 878 AD, and had them sign a treaty, which governed that the Vikings stick to their own land in north and east England – this section of land became known as the Danelaw.	Where? North and East England	Key Fact: The Vikings did not give up on ruling all of England, and eventually did!
Battle of Edington		At the Battle of Edington, an Anglo-Saxon army led by King Alfred the Great defeated the Great Heathen Army, a collection of Viking warriors led by Guthrum.	When? May 878 AD	Key Fact: Afterwards, Guthrum was baptized and made to accept Alfred as his leader.
Battle of Stamford Bridge		This battle took place in the village of Stamford Bridge, in the east riding of Yorkshire. King Harold of England defeated a Viking army led by Harald Hardrada	When? 25/09/1066 – widely considered the end of the Viking era	Key Fact: Harold's army was defeated only 3 weeks later at the Battle of Hastings.
Battle of Hastings		3 weeks after the Battle of Stamford Bridge, King Harold was killed by the Normans at the Battle of Hastings. William of Normandy, who became the first Norman King.	Who? William became known as 'William the Conqueror.'	Key Fact: The common belief that Harold was killed by an arrow in the eye is unproven.
Houses		The British forests had all that the Anglo-Saxons needed to build their houses. They were small wooden huts with straw roofs, and one room in which the whole family lived.	How? A hole was placed in the roof to allow smoke from cooking fire to escape.	Key Fact: The biggest house in each village was reserved for the chief of the village.
Religion		Most Anglo-Saxons were pagans, believing in lots of different gods, until the Pope in Rome sent over Augustine as a missionary, in 597AD. Slowly, the country became Christian.	Who? Augustine became the first archbishop of Canterbury	Key Fact: Churches built at this time were normally made of wood.
Food		Anglo-Saxons enjoyed huge feasts. They ate bread, meats such as pork and lamb, vegetables such as carrots and parsnips, and drank milk and beer!	How? Anglo-Saxons grew wheat to make bread and porridge.	Key Fact: Extra animal fat was used to fuel oil lamps.
Clothes		Men wore long-sleeved tunics made of wool or linen, and these were often decorated with patterns. Women would wear an underdress of linen, and an outer pinafore-like dress called a 'peplos.' Shoes were made of leather.	How? Anglo-Saxons made their clothes from natural resources.	Key Fact: Belts were used to hang tools and small weapons from.

Anglo-Saxon Timeline

- 410 AD – The Romans leave Britain unguarded.
- 455 AD – The Kingdom of Kent is established (primarily by the Jutes).
- 477-495 AD – The Kingdoms of Wessex and Essex are formed.
- 547-586 AD– The Kingdoms of Northumberland, East Anglia, and Mercia are formed.
- 597 AD – St. Augustine arrives in Britain and introduces people to Christianity.
- 802 AD – Egbert becomes the first King of England.
- 871-899 AD – Alfred the Great rules.
- 1016-1035 AD – Canute the Great – the first Viking king - rules
- 1066 AD – At the Battle of Hastings, the Normans defeat the Anglo-Saxons.

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History Knowledge Organisers: Vikings (Year 3/4)

THE VIKINGS KNOWLEDGE ORGANISER

Diagram – Map of Viking Routes

Map of Viking Routes

The Vikings came from the Scandinavian countries of Norway, Sweden and Denmark. The time between 787AD and 1050AD is known as the time of the Vikings. Initially, they settled in northern Scotland and eastern England, also establishing the city of Dublin in Ireland. Around 1000AD, some Vikings settled in North America, but did not stay long. They also travelled to southern Spain and Russia, and traded as far a Turkey.

Famous Viking Leaders and Explorers

Ragnar Lodbrok (740/780–840 AD)

Ragnar Ladbrok is a legendary Danish and Swedish Viking leader, who is largely known from Viking Age Old Norse poetry and literature (there is debate as to whether he actually existed under this name). According to these accounts, he spent the 9th Century engaged in many conflicts with the British and French leaders. He was reportedly executed by Ella of Northumbria, who cast him into a pit full of snakes.

Ivar the Boneless (794-873 AD)

Ivar the Boneless was a notoriously ferocious Viking leader and commander who invaded what is now England. He was a son of the legendary Viking Ragnar Lodbrok. It is said that Ivar and his brothers led the 'Great Heathen Army' to attack Britain to avenge the death of their father. His 'boneless' nickname could have been for a number of reasons: impotence, a physical deformity, his lack of empathy, or his large stature.

Erik the Red (950AD-1003AD)

Erik Thorvaldsson, known as Erik the Red, was a Norse explorer, famed for having founded the first settlement in Greenland. Before this, he was exiled from Iceland (around 980), reportedly for a number of violent conflicts and murders. Erik's nickname was reportedly coined as a result of his dark, flowing red hair and beard, in conjunction with his volatile temperament. Erik eventually returned to Iceland, in 986, forming a colony.

Leif Erikson (970AD-1020AD)

Leif Erikson was a Norse explorer from Iceland. The son of Erik the Red, Leif was the first European known to have set foot on continental America – hundreds of years before Christopher Columbus. He reportedly established a settlement at 'Vinland', what is now the northern tip of Newfoundland in Canada. He was reportedly a wise, strong, and considerate man, in contrast to his father's more brash, brazen personality.

Bjorn Ironside (777BC–859AD)

Bjorn Ironside was another son of the legendary Ragnar Lodbrok, who is believed to have been the King of Sweden at some point in the 9th Century. He led numerous successful raids across Europe, mostly famously in France and across the Mediterranean Sea. He is known for founding the house of Munso, who ruled for many generations in Sweden.

Eric Bloodaxe (885AD–954AD)

Eric Haraldsson, nicknamed Eric Bloodaxe, was a 10th Century Norweigian ruler. He is thought to have had short reigns as both the King of Norway and twice as the Kinng of Northumberland (c.947-948 and 952-954). He is said to have taken part in bloody raids across Europe from the age of just 12, quickly learning that violence was the best way to establish himself as distinguished Viking.

Life in the Viking Times

Scandinavia		The Vikings descended from all over Scandinavia (now Sweden, Norway, Finland, and Denmark). The terrain of Scandinavia was not great for farming, so Vikings left their homeland in search of more fertile lands.	Where? Northern Europe	Key Fact: The Vikings were also known by the name 'Norsemen.'
Viking Longships		The Vikings had advanced sailing and navigational skills for the time. They were aided by their longboats, which were long, narrow wooden vessels. These could be sailed in both deep and shallow water.	When? The longship first appeared in the 9th Century	Key Fact: The methods used in building longships are still used today!
Norse Runes		The Vikings spoke in a language called Norse, and had their own alphabet system (futhark) made up of symbols called Runes. The original futhark had 24 letters, although this was later expanded. Runes were regarded as sacred.	How? Vikings would scribe on wood, bone and stone.	Key Fact: The word 'futhark' comes from the first 6 letters of the Viking alphabet.
Danelaw		King Alfred the Great defeated the Vikings in 878 AD, and had them sign a treaty, which governed that the Vikings stick to their own land in north and east England – this section of land became known as the Danelaw.	Where? North and East England	Key Fact: The Vikings did not give up on ruling all of England, and eventually did!
Jorvik		The Vikings invaded York and renamed it Jorvik. Here, a settlement was formed, which reigned prosperously for over 100 years, until Eric Bloodaxe was expelled in 954 AD.	Where? York, UK	Key Fact: Many streets in York end in 'gate', the Viking word for 'street.'
Valhalla and Odin		Vikings believed that when they died in battle, half of them would go to an enormous, majestic hall called Valhalla. This is where the king of the gods lived, named Odin.	What? Vikings believed the other ha	Key Fact: The other half were believed to descend to goddess Freyja's field: Folkvangr.
Battle of Stamford Bridge		This battle took place in the village of Stamford Bridge, in the east riding of Yorkshire. King Harold of England defeated a Viking army led by Harald Hardrada	When? 25/09/1066 – widely considered the end of the Viking era	Key Fact: Harold's army was defeated only 3 weeks later at the Battle of Hastings.
Viking Homes		Vikings lived in long rectangular houses made with upright timbers. They used woven sticks, covered with mud, to keep out the rain. They were often one room, with a central fire.	How? Smoke escaped through a hole in the roof.	Key Fact: Animals and people often lived at different ends of the same building.
Weapons		According to custom, Vikings were permitted (and encouraged) to carry a weapon at all times. Weapons included bow and arrows, spears, knives, swords, axes and slings.	How? Bow and arrows were made from yew, ash, or elm.	Key Fact: Grand, well-finished weapons were seen as a sign of wealth and prestige amongst Vikings.
Life for Children		In old Norse society, formal schooling for children did not exist. Boys worked on farms from a young age, and girls contributed to housework. Many died young.	What? Viking children played with wooden toys.	Key Fact: Some Vikings who could not support their babies left them out to die.
Food		Vikings ate whatever food they could grow, hunt, or make, for example leeks, nuts, berries, bread, porridge, spinach, deer, boar, trout, chicken, eggs, sheep and pigs.	How? Vikings grew grains to make a number of foods.	Key Fact: Vikings also ate honey from bees.
Clothes		The Vikings were skillful weavers, and women and children often made clothes for their families. They could also use natural dyes from plants to give colour. Men wore tunics and trousers, whilst women wore long dresses.	How? Most clothes were made from wool and animal skins	Key Fact: Vikings fastened their clothes with belts and brooches.

Viking Timeline

- 787-789 AD – The Vikings begin their attacks on Britain.
- 840 AD – Viking settlers establish the city of Dublin in Ireland.
- 866 AD – Danish Vikings establish a kingdom in York, England.
- 878-886 AD– King Alfred divides England under the Danelaw Act, granting Vikings north & east England.
- 900-911 AD – The Vikings raid the Mediterranean, and found Normandy in France.
- 981 AD – Eric the Red discovers Greenland.
- 1000 AD – Leif Erikson explores the coast of North America
- 1013 AD – The Danes conquer England. From 1028. Knut rules.
- 1066 AD – The Vikings, led by Harold Hardrada, are defeated at Stamford Bridge.

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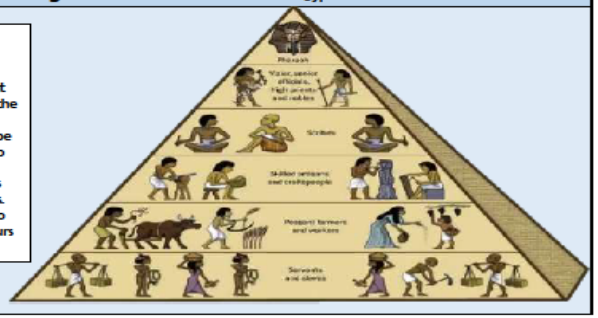
History Knowledge Organisers: Ancient Egypt (Year 3/4)

ANCIENT EGYPT KNOWLEDGE ORGANISER

Diagram – Social structure of Ancient Egypt

Ancient Egypt Social Class Structure

The pharaoh and those that were linked to religion were the most powerful in society. Pharaohs were believed to be gods in human form, and so they had power over everything. Skilled workers made up the middle classes. Those at the bottom had no power, and worked long hours for little return.



Ancient Egyptian Pharaohs

Tutankhamun

Tutankhamun is often known as 'The Boy King', as he ruled from when he was 9 years old, and died when he was just 18 (between 1332 and 1323BC). His golden coffin was buried in the Valley of Kings, and was surrounded by around 5,000 priceless treasures. His tomb is one of the few that was found with everything still in it (by Howard Carter in 1922), meaning he has become possibly the most famous pharaoh of all.

Ramesses II

Ramesses II is often considered as the greatest, most powerful Egyptian pharaoh of all – later Egyptians often called him 'The Great Ancestor.' He led the Egyptians into many battles (which were almost always won), and constructed many temples and buildings. His queen, Nefertari, was famed for her beauty. Ramesses II lived until the age of 92, which was an exceptionally old age back in Ancient Egyptian times.

Menes

Menes is believed by many to have been the first pharaoh of Ancient Egypt (between 3407 and 3346 BC) – it is said that he did so by bringing upper Egypt and lower Egypt together for the first time. He is thought to have even worn both crowns: the white crown of lower Egypt and the red crown of upper Egypt. He built the city of Memphis and made it the capital. He may have been killed by a hippopotamus.

Cleopatra

Cleopatra was the last pharaoh of Ancient Egypt, living between 69 BC and 30 BC. After her father's death, the throne was left to 18 year old Cleopatra and her 10 year old brother, Ptolemy, and the two were married. She quickly became the main ruler. It is believed that then, as ruler, she had all three of her siblings killed. She became a close ally of Julius Caesar of Rome, and had his baby. It is said that she could speak 7 languages.

Egyptian Gods

The ancient Egytpians worshipped many gods and goddesses (there were around 2000 in total!) Some of these looked very much like humans, whereas others were part human and part animal. Animals were chosen to represent the powers of the god. Ra was possibly the most important god. He was deemed to be the god of the sun and the lord of all of the other gods. He was often presented as having the head of a hawk. Another important god was Anubis, who was the god of the dead. Jackals were often seen in cemeteries, as it was believed that they were watching over the dead. So, Anubis was often shown with the head of a dog.

Places, Objects, and Occupations in Ancient Egypt

The Great Pyramid of Giza		The Great Pyramid of Giza is the oldest and largest of the Great Pyramids complex near Cairo. It is the oldest of the 7 wonders of the Ancient World, and the only one still intact. It was built for pharaoh Khufu.	**Where?** Cairo, northern Egypt	**Key Fact:** The Great Pyramid is 146 metres tall.
Valley of the Kings		The Valley of the Kings is a place where pharaohs were buried for nearly 500 years, between 16th-11th Century BC. Tombs were cut out of the rock. Tutankhamun's famous tomb is located in the valley.	**Where?** Banks of the River Nile, Luxor, southern Egypt	**Key Fact:** The tombs were stocked with goods that the pharaoh would need in the next world.
The Great Sphinx		The Great Sphinx is a large limestone sculpture of a sphinx: a mythical creature with the body of a lion and the head of a human. At some point in the past, the nose has been removed. It is one of the oldest monuments in existence.	**Where?** Cairo, northern Egypt	**Key Fact:** The Great Sphinx is 73 metres long from head to tail!
The River Nile		The River Nile is the life source upon which life in Ancient Egypt flourished. It created (and still creates) banks of fertile soil for the Egyptians to live and farm on. In total it is 4,160 miles long!	**Where?** North to south across Egypt (and beyond!)	**Key Fact:** The Nile is often considered the longest river in the world.
Ancient City of Thebes		Thebes was an Ancient Egyptian city that was the capital during the Middle Kingdom and New Kingdom. Its ruins lie within what is now the city of Luxor.	**Where?** Luxor, southern Egypt	**Key Fact:** It is often called the 'world's greatest open air museum.'
Mummies		Egyptian believed that their bodies would be needed for the afterlife. So, the rich paid for their bodies to be mummified: purified, preserved & wrapped in linen.	**How?** Salts were used to dry out the body.	**Key Fact:** It could take up to 70 days to mummify a body!
Clothes		As Egypt is a hot country, people wore lightweight linen clothes to keep them cool. Until the age of six, most children would not wear any clothes.	**How?** Linen is made from the flax plant.	**Key Fact:** Egyptians wore jewels & make-up to please the gods.
Farming		The pharaoh made peasants farm on the fertile lands. The people of Egypt were able to grow things like wheat, barley, fruit, vegetables, figs and melons.	**How?** Fertile Nile soil was ideal for farming.	**Key Fact:** Every June, farming stopped as the Nile flooded.
Sports		The Ancient Egyptians enjoyed many sports. Most were designed to prepare young men for battle, for example wrestling, boxing, chariot racing and archery.	**How?** Egyptians invented rules for many sports.	**Key Fact:** Many sports they played are still played today!
Festivals		Throughout the year the Egyptians held various festivals. Many of these were in honour of the gods, and there would be both offerings and celebrations.	**How?** Some took place according to the moon.	**Key Fact:** The most well-known festival was the Opet Festival.
Hunting		The Egyptians hunted for both food and entertainment. This was normally an activity for the rich, however the poor also enjoyed hunting when there was time.	**How?** They used spears, arrows and sticks.	**Key Fact:** Even dangerous animals like lions were hunted.
Hieroglyphics		Hieroglyphics were pictures that Ancient Egyptians used to represent objects, actions, sounds, and ideas. In total, there were more than 700 different hieroglyphics. Some of the pictures stood for whole words.	**How?** Plants were crushed to make ink.	**Key Fact:** Hieroglyphics were often carved onto the walls of tombs.

Ancient Egypt Timeline

- 6000 BC – People began to settle in the Nile valley
- 5000 BC – Egyptians farmed sheep and cattle, and grew wheat and barley
- 3500 BC – Craftsman begin to create wall paintings using hieroglyphic symbols
- 3000 BC– Walled towns and villages begin to be built, made of mud brick
- 2500 BC – The Great Sphinx and the Great Pyramid are built at Giza.
- 1550 BC – Many of the royal tombs are built in the Valley of Kings.
- 1325 BC– King Tutankhamun was buried in the Valley of Kings
- 30 BC – Queen Cleopatra died, signalling the end of Ancient Egypt as is it is normally known

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History Knowledge Organisers: Bronze Age (Year 3/4)

THE BRONZE AGE KNOWLEDGE ORGANISER

Overview

The Bronze Age

The Bronze Age is the name given to the time period when bronze replaced stone as the preferred material for making tools and weapons. This, along with other developments, helped to influence big changes in the ways that people lived.

The Bronze Age is the period of time between the Stone Age and the Iron Age. It is difficult to give an exact time period for when the Bronze Age occurred, as it bronze was discovered in different places at different times. However, most experts suggest that the Bronze Age started around 3300BCE and ended in most regions by 1200BCE.

Bronze Age Civilisations

Ancient Egypt

The Ancient Egyptians are perhaps the most well-known of the Bronze Age civilisations. They settled around the Nile River (now Egypt) around 3100BCE right up until 332BCE. They built the pyramids that still exist today, and contributed a great deal to the fields of medicine, maths, and farming. They were also amongst the first to record information, using hieroglyphics drawn on paper made out of papyrus.

Mesopotamia

Mesopotamia is the region in which the rivers Tigris and Euphrates meet (mostly modern-day Iraq). Here, the Ancient Sumer civilisations lived – this was a number of city states which each had their own patron god/goddess and a ruling priest king. The Sumerians were around from before the Bronze Age (5300BCE) but survived right up until 1940BCE. They are credited with advancing writing, irrigation, laws and astronomy.

Mycenae

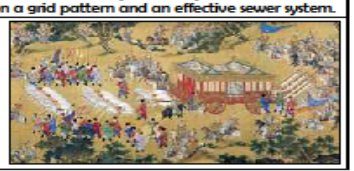
Mycenae was a Greek civilisation that was based around 75 miles south-west of modern day Athens. Mycenae is known for having a large palace complex, its trade with other civilisations and its pottery and jewellery. The period of Greek history between 1600BCE and 1100BCE is called Mycenaean because of the dominance of Mycenae.

Indus Valley

The Indus Valley or 'Harappa' civilisation was the largest Bronze age civilisation, dating from 3300BCE to 1700BCE. There is still a lot for us to learn about these peoples, as they left behind few temples, palaces, or written works, and little evidence of their rulers or priests. We can see that they were very advanced, with streets built on a grid pattern and an effective sewer system.

Shang Dynasty

The Shang Dynasty was the first Chines dynasty for which there is written and archaeological evidence. It appeared towards the end of the Bronze Age, between 1600BCE and 1046BCE, before it was succeeded by the Zhou Dynasty. It originally centred around the Yellow River in north-eastern China, however moved its capital several times over the years. The Dynasty had a number of master craftsman, which had made it famous for its bronze and jade work – many beautiful artefacts have been recovered from their tombs. They believed in a supreme god named Shang Di, and also in an afterlife. Their society was broken up into different social classes.



Life in the Bronze Age

Bronze		Bronze was made by heating the metals tin and copper, and then mixing them together. They combined to form liquid bronze, which could be poured and moulded into different shapes. Bronze allowed for a greater range of tools and weapons.	**Fact** Bronze is harder than both of the materials that it is made from.
Agriculture		Bronze age ploughs were more efficient than the earlier wooden ploughs, meaning that turning larger areas of soil was possible. Bronze axes were able to clear areas of forest more efficiently, meaning that larger areas could now be utilised for architecture.	**Fact** Farming allowed for more people to live in area than could survive by hunter-gathering.
Trade		Improved sailing skills and nautical understanding, along with better sailing equipment, meant that trade could take place over long distances. Early tracks and roads were able to support carts and wagons that were drawn by animals, such as horses.	**Fact** Water systems, such as the Nile or Tigris, became busy trade highways.
Divided Society		Trade in bronze and other goods meant that some people in society became extremely wealthy and powerful. Over time, this led to a divided society, with kings and priests at the top, farmers and traders in the middle, and lowly slaves at the bottom.	**Fact** Burial arrangements, and what people were buried with, were determined by the person's wealth.
Empire Building		A greater range of travel options (e.g. by chariot) and weapons (e.g. armour) allowed for raids and warfare of other settlements. In time, this led to empires being built. Many had an overriding king or emperor.	**Fact** Amongst the largest were those in Egypt and the Indus Valley.
Bronze Age Britain		The Bronze Age in Britain spanned from around 2500BCE until around 800BCE. One of the most common forms of Bronze Age housing in Britain was the roundhouse, which was built to a circular plan, and had walls posts built of wood or stone filled with 'wattle' and 'daub.' Spirituality grew in Britain at this time, with giant monuments (such as Stonehenge and Avery) being erected around this time.	**Fact** Many historians believe that bronze was brought to Britain by the 'Beaker People' who travelled from Europe – so named as they drank from bell-shaped 'beakers.'
Weaving		People could now weave wool into cloth. There is evidence of looms from the era, and paintings from the time show people wearing more elaborate clothing.	**Fact** Evidence of weaving is limited, as cloth perishes.
Writing		Writing developed in many countries, meaning that important events and information and events could be recorded for the first time. This in turn led to the more structured establishment of laws.	**Fact** Egyptian hieroglyphics used pictures to represent ideas in writing.
Law		As society developed from dispersed villages to larger, collective empires, laws were established in order to keep the peace. There is evidence of centralized governments overseeing the development of these laws.	**Fact** There is some evidence of capital punishment used in some societies.
Roles/ Occupations		Changes across society meant that there were now more refined jobs for different people to do. For example, some became skilled metal workers, whilst others would live their lives as tradespeople.	**Fact** Exceptionally skilled metal workers were celebrated in their society.
Clothing and Fashion		During the Bronze Age, both men and women wore tunics – now deliberately weaved into shapes to cover their bodies. In many civilisations, people also began to wear hats, scarves, and leather shoes. As with many aspects of life, the clothes that a person wore depended a great deal upon their background and wealth.	**Fact** Primitive razors meant that most Bronze age men in the UK were clean shaven. Most men and women had long hair.

Bronze Age Timeline

- 3800BCE – Bronze is discovered in the Middle East.
- 3500 BCE – The first Ancient Egyptian cities appear.
- 3300BCE – The Bronze Age begins in Sumer.
- 3300BCE – The Indus Valley Civilisation begins.
- 2700BCE – The Sumerians begin writing.
- 2100BCE – The Bronze Age begins in Britain.
- 1700BCE – The Nordic Bronze Age begins
- 1700BCE– The Shang Dynasty begins
- 1700BCE – Indus Valley era mysteriously ends.
- 1600BCE – The Mycenaean era begins in Greece.
- Around 1200BCE – Bronze fades out as civilisations begin using iron predominantly.

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History Knowledge Organisers: Stone Age (Year 3/4)

THE STONE AGE KNOWLEDGE ORGANISER

Overview

The Stone Age

The Stone Age is the name given to the earliest period of human culture – from the dawn of civilisation 2.5 million years ago, to around 5000 years ago, when humans began utilising metal to make tools and objects. The Stone Age is often divided into three periods:

-Paleolithic (Old Stone Age);

-Mesolithic (Mid Stone Age);

-Neolithic (New Stone Age);

The Paleolithic era lasted for such a long time that it accounts for 99% of all human history!

Hominids and Animals

Homo Erectus

Homo Erectus lived from about 2 million years ago, to about 150,000 years ago. Although they came from Africa, scientists believe that they may have spread to Asia and Europe. The nose and jaw of homo erectus skeletons are much wider than ours, their teeth were bigger, and they had considerably smaller brains. It is uncertain whether the demise of homo erectus was due to the arrival of the more intelligent homo sapiens species.

Homo Denisova

The Denisovans were a species of human that were closely related to the Neanderthals – it is thought that the two species branched off somewhere in the Middle East, with the Denisovans occupying the far-eastern hemisphere. Denisovans are a recent discovery, with the first bone fragments found in 2010. It is thought that humans and Denisovans co-existed for some time; up to 5% of modern Aboriginal and Melanesian DNA is Denisovan.

Homo Neanderthalensis

Neanderthals are a species of hominid that lived relatively recently, from about 400,000 years ago, to about 40,000 years ago. They were a very near relative to our own species, and were probably highly intelligent, with large brains. They were shorter, but stockier, than modern humans. Their bones have only been found in Europe and parts of Asia. It is thought that they may have died out unable to compete with homo sapiens.

Homo Sapiens

Homo sapiens is the scientific name for our species – modern humans. It is thought that homo sapiens originated in Africa between 300 and 150,000 years ago, and branched out into Eurasia about 60,000 years ago. It may be coincidental, but it appears that wherever homo sapiens went, other hominids died out (most scientists believe that they could not adapt to compete with intellectually-superior homo sapiens).

Stone Age Animals

The world was filled with creatures in the Stone Age, many of which are still around today, but lots of which are now extinct. One of the most famous examples of those that are now extinct is the wooly mammoth, a species of elephant that was covered in fur – adapted to survive in the last ice age. Another example is the sabre-toothed tigher, a large big cat with long canine teeth, weighing up to 400lbs! (the largest tigers are around 300lbs). Giant ground sloths were another interesting animal from the time. Living in South America, these sloths were as large as elephants, weighing up to 4 tonnes! It could stand on two legs in order to reach food from trees.

Life in the Stone Age

Food - Hunter Gatherers		In the Paleolithic era, humans found their food from the local environment. They mainly used tools such as spears and slings to kill and capture animals. They moved from site to site depending on the season, following sources of food as it migrated.	**Fact** Early humans were also able to forage for fruit and nuts.	THE PALEOLITHIC ERA
Tools		Early hominids (even homo erectus) used tools in order to aid everyday life. Many were chopping and cutting tools, although basic spears and hand axes have been found from the era. Tools increased in complexity over the Paleolithic era.	**Fact** Oldowan tools, the earliest tools, were shaped from rocks.	
Language		Perhaps the most important innovation of the Paleolithic era was the beginnings of language. Scientists can infer from cave drawings and the establishment of social structures that Paleolithic humans must have developed language.	**Fact** Scientists think the language part of the brain developed at this time.	
Religion		The period also saw the development of religions. Cave paintings suggest that many tribes believed in 'animism', or the idea that everything has a spirit, including animals, plants and inanimate objects.	**Fact** Cave paintings found in France are about 40,000 years old!	
Food – Hunting and Fishing		More elaborate weapons, such as arrows and spears, were developed. Canoes were constructed to allows humans to fish in the rivers and seas, probably carved from tree trunks and branches	**Fact** The oldest discovered canoe is 8,200 years old!	THE MESOLITHIC ERA
Domestication		Humans began to domesticate animals for various uses. For example, it is thought that dogs were domesticated from breeding the tamest wolves, and were used to aid hunting.	**Fact** It is thought Stone Age man also bred dogs to be cute pets!	
Clothes		Mesolithic humans used to wear clothes made of bark and leaves in the summer months, and clothes made of animal skins in the winter months.	**Fact** The first leathers were probably made in this era.	
Culture		As languages developed, so did distinct cultures. Art, dance, and social traditions appear to have been formed by this point in time.	**Fact** Burials took place for the dead	
Food - Agriculture		Animals such as cows and sheep were domesticated, providing a ready-made supply of meat, milk and bone. Crain was developed as it could be stored for a long time.	**Fact** Agriculture meant that people settled in one place	THE NEOLITHIC ERA
Construction		Better tools and permanent settlements meant that large scale construction could take place. People lived in more permanent houses, which were congregated together in villages.	**Fact** 'Skara Brae' off Scotland, is a well-preserved Neolithic village.	
Roles/ Occupations		Neolithic peoples created different roles in their societies, for example farmers, priests, and hunters. There is evidence that some people were made into leaders, whilst some became slaves.	**Fact** Roles were decided based on gender and age.	
Culture		A range of carvings and other art forms demonstrate rapid developments in culture. These moved beyond what was literally seen in the world to include moral/ spiritual ideas. This was influenced by improved language, society structures and tools.	**Fact** People from this time were able to make mud and clay objects.	

Stone Age Timeline

- 2.5 million years ago – Stone Age begins – first rock artefacts.
- 300-150,000 years ago – Home sapiens appear in Africa.
- 40,000 VA – First cave painting and carved figures, (Spain).
- 30,000 VA – Neanderthals become extinct
- 25,000 VA– Use of needles, saws and harpoons
- 25,000 VA – Earliest examples of pottery
- 15,000 VA – Domestication of pigs
- 11,000 VA– End of the last Ice Age
- 10,500 VA – Cattle were domesticated
- 8,000 VA – Wheel invented, irrigation begins
- Around 6,000 VA –Writing invented in Sumer. Horses domesticated

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History Knowledge Organisers: Iron Age (Year 3/4)

THE IRON AGE KNOWLEDGE ORGANISER

Overview

The Iron Age

The Iron Age is the name given to the time period in which iron became the preferred choice of metal for making tools. It followed the Bronze Age, which had followed the Stone Age.

The Iron Age began in the Ancient Near East (today the countries of the Middle East) around 1200BCE, spreading quickly to the Mediterranean basin and to South Asia. However, it did not reach central Asia until some time later, and did not reach Northern Europe until around 500 BCE. The Iron Age in Britain is defined as being between 800BCE and 43CE.

Iron Age Civilisations

The Persian Empire

Around 600 BCE, a once nomadic population of farmers began to develop a state that became known as Persia (around the area that is now Iran). They used steel weapons that were sharper & stronger than those made from bronze, and were the first to attack with armoured men on armoured horses. At its peak, the Persian Empire was one of the largest in history, extending from Eastern Europe to India.

Greece

Greece had been a major cultural hub at the end of the Bronze Age, but mysteriously entered a period of turmoil known as the Greek Dark Ages throughout the early Iron Age. By the late Iron Age, however, Greece had recovered, and achieved a number of architectural, academic and cultural successes, e.g. the Parthenon was built and Socrates became a founder of western and moral philosophy.

Iron Age China

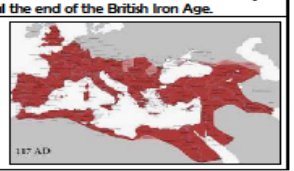
The Iron Age in China began in 600BCE and lasted until the rise of the Qin Dynasty around 221BCE. Cast iron objects appeared in the Yangzi Valley towards the end of the 6th Century BC. Wars at the time drove the more widespread use of iron, utilised to make bigger and stronger weapons, which were helpful throughout the Warring States Period.

The Celts and Britain

The Celtic peoples travelled over to Britain from mainland Europe around 500BCE, and lived in dispersed tribes around the country. European links were reinforced by trade between the southern half of Britain and continental Europe. In 43CE Britain was invaded by the Romans – the following 'Romanisation' is generally considered to signal the end of the British Iron Age.

The Roman Empire

The Roman Iron Age took place long before Rome became a mighty empire, but it is partially thanks to the use of iron weapons that the Roman military was so effective. Towards the end of the second century BCE, Roman influence grew across the European continent, initially through trade. As the Romans than began to rapidly invade other civilisations and expand its empire, the Iron Age in these countries came to an end. The Roman Empire would go on to become one of the mightiest Empires the world has seen, extending over all of western and southern Europe, as well as the Mediterranean coastal regions of Africa.



Life in the Iron Age

Iron		From 1200BCE, ironworking by blacksmiths became increasingly popular in order to make tools and weapons. Iron was found in rocks called iron ore. Making iron from the iron ore required extremely high temperatures in charcoal-fired shaft furnaces.	**Fact** Techniques for making iron were first developed in the Middle East around 1500BCE.
Agriculture		Iron ploughs called ards were much tougher and more efficient than the earlier bronze or wooden ploughs. They were able to turn heavier soil, meaning that more widespread and difficult areas of land could be dedicated towards agriculture.	**Fact** As farming became more productive, the population rose more quickly.
Rotatory Quern		The rotatory quern was one of the most important time-saving inventions of the Iron Age. It was used for grinding grain in order to make flour. It consisted of two circular stones – the top of which was rotated using a handle, which ground the grain in between.	**Fact** Because of rotatory querns, bread became more widely available and popular.
Trade		Trade in the Iron Age was more intensive and far – reaching than had been achieved in the Bronze Age. For example, people of higher status could afford wine, which they would trade in return for high quantities of grain. Pottery from France was also popular.	**Fact** The first evidence of widespread ship-building is dated from around this time.
Empire Building		An even greater range of travel options than in the Bronze Age period meant that many civilisations could now travel vast distance. Huge empires, for example the Persian and Roman Empires, flourished.	**Fact** The Persian Empire is known as the world's first superpower.
Iron Age Britain - Housing		Britain was a violent place throughout the Iron Age. People lived in clans and tribes, which would attack one another. As a result, many people lived in hill forts to keep themselves safe. Forts were surrounded by walls and ditches, and warriors were trained to defend villages from attack. Houses were typically one-roomed, with pointed thatched roofs and walls made from wattle and daub (a mixture of wood and twigs).	**Fact** Many houses had a fire in the centre – smoke from this would leave through the top of the roof. Beds were made from straw, which was covered by animal skins.
Iron Age Britain - Religion		People in Iron Age Britain were highly spiritual. They believed in powerful gods and spirits, which helped them to explain the world around them. They would often congregate in sacred places, such as on the edge of waterways, or forest clearings, in order to pay their respects to their gods. Surviving art and pottery from the time details some of their beliefs.	**Fact** Druids were priests who held religious ceremonies. Sometimes, they would sacrifice animals (or even humans) as an offering to the Gods.
Wealth		Coins began to be used around this time. In the Bronze Age, those who made bronze were the wealthiest. However, as iron was so accessible, the rich were now those who making surplus food on their land.	**Fact** It is thought that coins were first used around 600BCE by the Lydians.
Life Expectancy		Improvements in agriculture and diet meant that people lived longer. Due to childhood deaths, life expectancy at birth was only 26, but if someone lived to be 20, they could expect to live for another 30 years.	**Fact** Because of this, the population of Britain grew to over 1 million!
Clothing and Fashion		Clothes varied from place to place, and tended to be made of local materials. They were similar in many ways to the clothes of the bronze age, but were of a better quality due to better looms and techniques. In colder Britain and Northern Europe, fur capes and heavy boots were worn by both men and women.	**Fact** Women's clothing was generally wool blouses, dresses and skirts, whilst men wore wool tunics.

Iron Age Timeline

- 1200BCE – The Iron Age begins in the Ancient Near East.
- 1100 BCE – The widespread use of iron quickly spreads along the Mediterranean.
- 800BCE – Iron becomes the main material for tools in Central Europe.
- 800BCE – The first Iron Age hill forts are built in Britain.
- 700BCE – Iron is now the material of choice across Britain.
- 500BCE – Celtic people arrive in Britain from Central Europe.
- 400-300BCE – Rotatory quern arrives in Britain.
- 100BCE – The first coins are minted in Britain.
- 54BCE – Julius Caesar arrives in Britain.
- 43CE – Britain is invaded by the Romans.

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History Knowledge Organisers: The Romans (Year 3/4)

THE ROMANS KNOWLEDGE ORGANISER

Diagram – Map of the Roman Empire

Map of the Roman Empire (117AD)

This map shows the Roman Empire at its largest, during the rule of Trajan in 117AD. Much of what is now Europe and North Africa was dominated by the empire, as was virtually all of the Mediterranean coastline. However, with the increasing size, the Romans' ability to run the empire effectively was decreased, meaning that there was a gradual loss of territory from this point onwards, particularly in the 3rd Century.

Roman Leaders and Emperors

Julius Caesar (100BC–44BC)

Julius Caesar was best known for the being the first dictator of Rome – putting to an end the Roman Republic. A powerful army general, Caesar gathered enormous support amongst Romans. In opposition to the rules of the Senate, he marched his army to Rome and took control. As leader, he built many famous buildings and changed the calendar to the type we use today. He was eventually murdered by members of the Senate.

Nero (37AD–68AD)

Nero has a reputation for being one of the worst Emperors of Rome. It is rumoured that he executed anyone who did not agree with him (including his own mother!) and that he played the fiddle whilst Rome burned in a great fire (this is debated). Despite starting out with good intentions, Nero became a tyrant, killing people in horrible ways, often with little proof of their guilt. In 68AD, fearing that he would be executed, Nero committed suicide.

Claudius (10BC–54AD)

Claudius was the fourth Roman Emperor. He had some kind of disability, in both speech and walking, which meant he was kept from power until he was the last remaining male in the family, aged 38. Claudius, however, proved himself to be a good leader, expanding the Empire and doing a great deal for the public. Unfortunately his adopted son, Nero, later undid much of his good work.

Augustus (63BC–14AD)

Augustus is best known for being the first Emperor of Rome and for establishing the Roman Empire. Formerly known as Octavian, Augustus gained his title when he became the ruler. After many years of civil war, he brought peace to the land, and began to rebuild the empire, including roads and buildings. He also expanded the empire around the Mediterranean, and brought peace and prosperity to Rome.

Marcus Aurelius (121AD–180AD)

Marcus Aurelius was considered the last of Rome's 'Five Good Emperors.' He was well-liked – the word 'Aurelius' itself means golden. He skillfully guided the Roman Empire through wars on several fronts, whilst also receiving loyalty from those in positions of power around him. Aurelius made sure that his son (Commodus) succeeded him after his death – a bad choice as Commodus proved to be self-centred and inexperienced.

Hadrian (76AD–138AD)

Hadrian was the Roman Emperor who is now best-known for building Hadrian's Wall, which marked the northern limit of Roman territory in Britain. He also built the Pantheon in Rome, amongst many other famous buildings. Hadrian was a kind Emperor who was considered the third of the 'Five Good Emperors.' Throughout his reign, he travelled to almost every province.

Important Places and Daily Life in the Roman Empire

The Colosseum		The Colosseum was built between around 80 AD by the Emperor Vespasian. It could seat about 50,000 spectators who came to watch events including gladiatorial combats, wild animal hunts and sporting games.	**Where?** Rome, Italy	**Key Fact:** The Colosseum is 189m long and 156m wide!
The Pantheon		The Pantheon was originally built as a temple to the gods of Ancient Rome, however was rebuilt in its current form in 126AD. It is the best preserved of the Roman buildings in Rome. Since it was built, it has always been used.	**Where?** Rome, Italy	**Key Fact:** Pantheon translates as 'temple of all gods.'
Hadrian's Wall		Hadrian's Wall, begun in 122AD, was a fortification designed to stop tribes in Scotland attacking England (part of the Roman Empire). It took over ten years to build. It was the most heavily fortified wall in the Empire.	**Where?** 73 miles along northern England	**Key Fact:** Lots of the wall still exists, and can be followed by path.
Diocletian's Palace		Diocletian's Palace was built as a retirement residence for the Roman Emperor Diocletian around 305AD. He lived in the palace until his death in 316AD. Although called a palace, it was also space for a whole army garrison!	**Where?** Split, Croatia	**Key Fact:** It is so huge that it makes up about half of the old town of Split!
Aqueduct of Segovia		The Aqueduct of Segovia is a well-maintained Aqueduct in Spain. It is predicted to have been built around 112AD. It once transported water from the Rio Frio river to Segovia.	**Where?** Segovia, Spain	**Key Fact:** At its tallest, the aqueduct reaches a height of 28.5m!
Family Life		Family was an important part of Roman life – laws were written to protect the family structure. The family that you belonged to had a lot to do with your place in Roman society.	**How?** Slaves and servants were counted as a part of the 'familia.'	**Key Fact:** The 'familia' of Roman Emperors could extend into thousands!
Slaves and Peasants		Slaves performed much of the hard work and construction in the Roman Empire. Most slaves were people captured in times of war, but some children were born as slaves.	**How?** Most slaves worked in building or on farms.	**Key Fact:** Some people sold themselves into slavery to pay debts!
Life in the City		In Ancient Rome, the city was the hub of life. It was the place where goods could be traded, people could be entertained, and important decisions took place.	**How?** The Romans used city grids to plan their new cities	**Key Fact:** Although Rome was the biggest, there were many important cities across the Empire
Life in the Country		Most of the Roman population lived in the countryside – many were farmers. Life was hard, with most people working from dawn right up until dusk.	**How?** Crops were grown in the country to be shipped to cities like Rome	**Key Fact:** The city of Rome had to import 6 million sacks of grain a year!
School		Roman children started school at the age of seven. Wealthy children could be taught by a tutor, whilst others went to public school. Poor children could not go to school.	**How?** Children learnt reading, writing and maths.	**Key Fact:** Many girls were not allowed to school.
Food		A wide variety of foods were available, depending upon a person's wealth and where they lived. The Romans ate 3 meals a day, with the largest meal eaten in the afternoon.	**How?** Foods were imported all around the empire.	**Key Fact:** The poor largely ate a porridge called 'puls.'
Clothes		Most men and women wore tunics, with a belt. However the women's tunic was normally slightly longer. Women wore white until they were married. Most Romans wore sandals (made of leather) on their feet.	**How?** Most clothes were made from wool.	**Key Fact:** The rich could afford linen and silk clothes.

Roman Timeline

- 753 BC – The city of Rome is founded.
- 509 BC – Rome becomes a republic. Rome is run by elected senators.
- 73 BC – Spartacus the gladiator leads the slaves in an uprising.
- 45 BC– Julius Caesar becomes the first dictator of Rome, signaling the end of the Roman republic.
- 27 BC – The Roman Empire begins, with Augustus as the first Roman emperor.
- 80 AD – The Colosseum is built.
- 121 AD – Hadrian's Wall is built.
- 306 AD – Constantine converts to Christianity, making Rome a Christian
- 476 AD – Romulus is overthrown and the Roman Empire is no more.

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History Knowledge Organisers: World War I (Year 5/6)

WORLD WAR I KNOWLEDGE ORGANISER

Main Participating Countries

ALLIED POWERS			CENTRAL POWERS		
Country	Date Joined	Death Toll	Country	Date Joined	Death Toll
FRANCE	3rd Aug, 1914	approx. 1,700,000 4.3% of population in 1914	GERMAN EMPIRE	1st Aug, 1914	approx. 2,500,000 4% of population in 1914
BRITISH EMPIRE	4th Aug, 1914	approx. 900,000 2% of population in 1914	AUSTRIA-HUNGARY	28th Jul, 1914	approx. 1,900,000 3.7% of population in 1914
RUSSIA	1st Aug, 1914	approx. 3,100,000 13.7% of population in 1914	OTTOMAN EMPIRE	31st Oct, 1914	approx. 3,000,000 14% of population in 1914
USA	6th Apr, 1917	117,466 0.13% of population in 1914	BULGARIA	12th Oct, 1915	187,500 3.4% of population in 1914

Key People

Archduke Franz Ferdinand – (1863-1914) was a high-ranking member of the Habsburg Dynasty, who was the presumed heir to the Austro-Hungarian throne. As was customary of Habsburg men, he had begun his military career young (aged just 12). He rose through the ranks quickly, becoming inspector general of the armed forces in 1913. This role brought him to Sarajevo in 1914, where he was assassinated alongside his wife, Sophie. The perpetrator was Gavrilo Princip, a member of the Serbian Black Hand secret society. Austria-Hungary's subsequent declaration of war on Serbia prompted a chain of events that led to World War I.

Kaiser Wilhelm II – (1859-1941) was the last German Emperor (Kaiser), reigning between 15th June 1888 until 9th November 1918. Wilhelm was a grandchild of Queen Victoria, and was related to many of the monarchs of Europe, including George V of the UK and Nicholas II of Russia. His support for Austria-Hungary in the crisis of July 1914 was a leading factor in the outbreak of World War I. Many sources suggest that he was not respected as a leader, and as a result, his two leading generals Paul von Hindenburg and Erich Ludendorff dictated most of German policy and strategy during the war. He abdicated in 1918, and fled to the Netherlands.

Woodrow Wilson – (1856-1924) was the 28th President of the United States, serving between 1913 and 1921. At the outbreak of World War I, in 1914, the US was neutral, but remained an important supplier to Great Britain and the Allies. However, after 2 ½ years of war, America declared war on Germany on 6th April 1917, after Germany continued to attack neutral boats and ships. In early 1918, Wilson gave his outline of 14 points that he thought would bring lasting peace. This influenced the eventual Treaty of Versailles. He received the 1919 Nobel Peace Prize for his efforts.

David Lloyd George – (1863-1945) was the Prime Minister of the United Kingdom throughout the latter part of the war effort, and in the years following the war. He was integral to reorganising the Allied military strategy to work more cohesively under one military commander. Lloyd George also played an important role after the war, being one of the 'Big Three' (alongside the leaders of France and the US) to negotiate the Treaty of Versailles with Germany. He represented the halfway point between the harsh demands of Clemenceau and the more lenient requests of Wilson.

Tsar Nicholas II – (1868-1918) was the last Emperor of Russia, ruling from 1894 until his forced abdication on 2nd March 1917. Throughout his regin, Russia fell from being one of the foremost great powers of the world, to economic and military collapse. These factors, coupled with the perception of Nicholas' week leadership, led to the events of the Russian Revolution, Nicholas' abdication, and his eventual execution. The Russians' catastrophic losses forced them to leave the war effort before the end of the war, with Russia eventually becoming a part of the communist Soviet Union.

Wilfred Owen – (1893-1918) Wilfred Edward Salter Owen was a British poet and soldier. He was one of the most prominent World War I poets, detailing the horrors of trench warfare in a similar style to his mentor: Sigfried Sassoon. His poetry brought a sense of realism to public perceptions of war, in stark contrast to the earlier works of poets such as Rupert Brooke. He composed almost all of his poetry in just over a year, from August 1917 to September 1918. Among the most famous are *Dulce et Decorum est* and *Anthem for Doomed Youth*. He was killed one week before the end of the war.

Major Events

Event	Image	Description	Date/s	Fact
Entangling Alliances		In the early 20th Century, there was no one dominating European country. Consequently, each of the most powerful countries moved to make alliances with one another. Military defensive pacts were held between the allied powers of France, Great Britain, Russia and others, whilst an opposing central alliance was formed including Germany and Austria-Hungary.	1879-1914	Defensive pacts stated that participating countries must aid an ally under attack.
Assassination of Archduke Franz Ferdinand		Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, and his wife Sophie, were assassinated by Gavrilo Princip, a member of the Serbian Black Hand Society. The aim of the assassination was to make the South Slav provinces a part of Yugoslavia.	28th June 1914	Earlier, another assassination attempt against the Archduke had failed.
July Crisis		After Serbia's failure to make amends for the assassination, Austria-Hungary declared war on them. Russia (in pact with Serbia) declares war on Austria-Hungary, before Germany consequently declares war on Russia. By the 4th August, all of the European powers from the Allied and Central Powers are at war.	July-August 1914	Britain were the last of the powers to declare war, on 4th August 1914.
Trench Warfare		To prevent enemy advances, both sides built large trenches, which stretched from the North Sea, through Belgium and France. As a result, neither side made much ground from late 1914 until early 1918. Attacks involved going across No Man's Land (in the middle) where attackers were open to machine gun fire, mines, and shells. Casualties were huge. Life in the trenches were awful, with diseases like trench foot rife. Mustard gas was a war agent used, causing blisters on skin and lungs. It caused excruciating pain and often death.	From September 1914 until November 1918 (the end of the war).	The enemy trenches were generally 50 to 250 metres apart. In between, No Man's Land was littered with barbed wire, mines, and bodies.
Gallipoli Campaign		The Gallipoli campaign was an unsuccessful attempt by the Allies to control the sea route from Europe to Russia. It included a failed naval attack in February 1915, and a major land invasion on 25th April, which resulted in major losses to the Ottoman Empire.	19th February 1915 – 9th January 1916	The Allies eventually evacuated in Dec 1915/ Jan 1916.
Battle of the Somme		The Battle of the Somme was the largest battle of World War I on the Western Front. More than 3 million fought in the battle, with more than 1 million killed or injured. At the end of the battle, the Allies had advanced slam.	1st July 1916 – 18th November 1916	The battle is known for being the first use of the tank.
America Declares War		President Woodrow Wilson declared war on Germany, citing Germany's violation of its pledge to suspend unrestricted German warfare in the Northern Atlantic and Mediterranean. This had caused sinking of US ships.	6th April 1917	The arrival of fresh US troops helped to turn the war.
Second Battle of Marne		The Second Battle of Marne was the last major German offensive in the war. They were defeated as the Allies counter-attacked. This triggered the start of the Allied advanced which led to the Armistice 100 days later.	15th July - 6th August 1918	There were 168,000 German casualties.
Armistice of 11th November		The Armistice of the 11th November 1918 signalled the end of the fighting between the Allies and Germany. Previous armistices had already been agreed with the other central powers. It came into force at 11am. It marked a victory for the Allies and defeat for Germany although was not officially a German surrender.	11th November 1918	The fighting ended on the 11th hour of the 11th day of the 11th month in 1918.
The Treaty of Versailles		The Treaty of Versailles was the most important of the peace treaties bringing to an end World War I, ending conflict between Germany and the Allied Powers. It was signed in Versailles, but mostly negotiated in Paris. The most contentious of the requirements in the peace treaty was that Germany had to accept responsibility for all of the loss and damage in the war. They had to make massive repayments to other countries.	28th June 1919	Many suggest that the treaty was too harsh on Germany, and created tensions which partially escalated World War II.

Timeline of Major Events

- 28 Jun, 1914 – Archduke Franz Ferdinand is killed by a Serbian
- 28 Jul 1914 – Austria-Hungary declares war on Serbia. Russia steps in to help Serbia
- Aug 1-4 1914 – Keeping promises to their allies, Germany, France, and Britain all enter the war.
- Sep 5-12 1914 – The advancing German army is stopped by British and French forces before Paris. 4 years of trench warfare begins.
- 11 Nov 1914 – The Ottoman Empire declares war on the Allies.
- 25 Apr 1915 – The Ottomans defeat the Allies at the Battle of Gallipoli.
- 1 Jul 1916 – The Battle of the Somme begins. Over 1 million soldiers will be killed or wounded
- 8 Mar 1917 – The Russian Revolution begins. Tsar Nicholas II is removed from power.
- 6 Apr 1917 – The U.S enters the war, declaring war on Germany.
- 15 Jul 1918 – The Allies decisively win at the Second Battle of Marne.
- 11 Nov 1918 – Armistice signed. The fighting ends.

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History Knowledge Organisers: World War II (Year 5/6)

WORLD WAR II KNOWLEDGE ORGANISER

Main Participating Countries

ALLIED POWERS			AXIS POWERS		
Country	Date Joined	Flag	Country	Date Joined	Flag
FRANCE	3rd Sep, 1939		GERMANY	1st Sep, 1939	
UK	3rd Sep, 1939		ITALY	11th Jun, 1940	
SOVIET UNION	22nd Jun, 1941		BULGARIA	1st Mar, 1941	
USA	8th Dec, 1941		JAPAN	7th Dec, 1941	

Key People

Sir Winston Churchill – (1874-1965) was a British politician who served as the Prime Minister between 1940 and 1945 (most of World War II) and again from 1951 to 1955. He took over in May 1940, after a disastrous start to the war in which Nazi Germany had conquered much of Europe. He did his best to rally the nation in defiance of Adolf Hitler, possessed excellent military knowledge and forged crucial alliances with both the USA and Russia.

Adolf Hitler – (1889-1945) was a German politician who was the leader of the Nazi party, Chancellor of Germany from 1933-1945, and the Fuhrer of Germany from 1934-1945. Hitler's Germany invaded Poland in September 1939 to start the war, and it was he who initiated the Holocaust. He is therefore significantly responsible for the deaths of millions. He committed suicide on 30th April 1945, when it was clear the war was lost.

Franklin Roosevelt – (1882-1945) was the 32nd President of the United States, from 1933-1945. Whilst the USA remained officially neutral at the start of the war, Roosevelt offered diplomatic and financial support to the UK, Russia and China. After the Japanese attacked Pearl Harbor on 7th December 1941, he declared war on the Axis powers. The US helped the Allies to win the war - He died months before it ended.

Benito Mussolini – (1883-1845) the leader of Italy's National Fascist Party. He was Prime Minister from 1922-1945 –from 1925 onwards this was not democratically as he established a dictatorship. Italy entered the war on the side of Germany in 1940, but suffered some disastrous losses. In 1943, Mussolini was dismissed as leader and arrested, but was rescued by Hitler's paratroopers. He was later caught and executed in 1945.

Joseph Stalin – (1878-1953) was the Communist leader/ dictator of the USSR during WWII. He had signed a non-aggression pact with Germany in August 1939, but in June 1941, Hitler broke it and the Germans invaded. Although initially suffering heavy losses, the USSR's key victories in pushing the Germans back signalled a shift in the war in favour of the Allies.

Anne Frank – (1929-1945) was a German-born diarist. As a young Jewish girl, her family were forced into hiding, fleeing Germany for a secret attic in Amsterdam. She wrote a diary of her time there. After years in hiding, her family was betrayed and arrested, and Anne died of Typhus in Bergen-Belsen concentration camp. Her diary became famous after her death.

Major Events

Event	Image	Description	Date/s	Fact
WWII Begins		On 1st September 1939, Germany invaded Poland. Britain and France (Poland's allies) gave notice for the Germans to withdraw. When they did not, Britain and France declared war on 3rd September.	1st-3rd September 1939	Hitler claimed to attack Poland to give the German people 'Lebensraum' – living space
Evacuation of Children		People expected cities to be bombed, as enemy planes tried to hit targets. This put city children in danger, and so they were evacuated to the countryside.	September 1939 onwards	About 800,000 children left their homes throughout the war.
The Holocaust		The Holocaust was a genocide committed by Germany before and during WWII. It involved the murder of 6 million Jews, and millions of others. Many perished in concentration camps.	1933-1945	During the Holocaust, about two thirds of the Jews in Europe were killed.
Evacuation of Dunkirk		Large numbers of British, French, and Belgian troops were surrounded by German soldiers and seemed set to perish. Remarkably, 338,226 were saved by a fleet of 800 boats.	26th May – 4th June 1940	Mary was the first queen to rule England in her own right.
Battle of Britain		In the Battle of Britain, the Royal Air Force (RAF) successfully defended UK against attacks by Nazi Germany's air force: Luftwaffe.	10th July – 31st October 1940	This was seen by many as Germany's first major defeat in the war.
Attack on Pearl Harbor		This was a surprise military attack by Japan on the United States naval base at Pearl Harbor. It led to the US joining the Allies in the war.	7th December 1941	188 aircraft were destroyed and 2,403 Americans were killed.
D-Day Landings		The Normandy Landings, also known as D-Day, were a series of landing operations by the Allies to claim back Europe. It was the largest seaborne invasion in history.	6th June 1944	Between 14,000 and 19,000 men died in the D-Day landings
Hitler's Suicide		With the Germans facing defeat, Hitler married his long-time love Eva Braun on 29th April. The next day, they committed suicide.	30th April 1945	There is debate as to how they killed themselves.
Germany Surrenders		Germany officially surrendered to the Allies, bringing to an end the European fighting in World War II.	7th May 1945	VE (Victory in Europe) Day is still celebrated on 8th May.
America drops the atomic bombs		Japan refused to surrender. The US considered an invasion, but have lost around 500,000 men. Instead, they dropped atomic bombs on Hiroshima (6th Aug) and Nagasaki (9th Aug).	6th-9th August 1945	It is thought that 135,000 people died in Hiroshima and 70,000 in Nagasaki.
WWII Ends		The surrender of Japan was announced on August 15th 1945 and formally signed on 2nd September 1945. Allied civilians and military alike celebrated the end of World War II.	2nd September 1945	Some rogue Japanese soldiers and pilots refused to surrender even into the 1970s!

Timeline of Major Events

- 1 Sep, 1939 – Germany invades Poland - WWII begins
- Apr-Jun 1940 – Germany invades Denmark and Norway
- May-Jun 1940 – Germany takes over most of Western Europe
- Jul-Oct 1941 – The Battle of Britain
- 22 Jun 1941 – The Axis attack Russia
- 7-8 Dec 1941 – Japan attack US. US joins Allies
- 4 Jun 1942 – Battle of Midway. US beats Japan
- 3 Sep 1943 – Italy surrenders
- 6 June 1944 – D-Day – allies invade Normandy
- 25 Aug 1944 – Paris liberated from German control
- 7 May 1945 – Germany surrenders
- Aug 1945 – The US drops atomic bombs on Japan
- 2 Sep 1945 – Japan surrenders – WWII is over.

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History Knowledge Organisers: Mayan Civilization (Year 5/6)

Maya Civilization Knowledge Organiser

Summary

Centres around the country now known as Guatemala, the Maya Empire was at its most powerful around 600 A.D. They Maya are known for their skilled agriculture, pottery, hieroglyphic writing, calendar making and mathematics. They left behind an impressive amount of architecture and symbolic artwork. The Maya were deeply religious and worshiped various gods. They performed elaborate religious rituals and ceremonies in order to please them.

Top 5 Maya Facts

1. The Mayans predicated that the world would end in 2012.
2. Flat foreheads were fashionable so they would put baby's heads in a press to squash them.
3. It was considered beautiful to be cross-eyed so parents would hang balls in-between their children's eyes to make them look inwards.
4. Mayans sacrificed humans for religious and medical reasons. It was an honour to be sacrificed!
5. Noblewomen would file their teeth into sharp points.

Vocabulary List

Ancient	Belonging to the very distant past and no longer in existence.
Astronomy	The branch of science which deals with space and the physical universe as a whole.
Cacao	Seeds that they Maya used to make chocolate.
Cenote	A sinkhole or pit filled with water, cenotes were sources of water for the Maya.
Chichen itza	The most powerful city.
Civilisation	The society, culture and way of life of a particular area.
Classic Period	The golden age of the Maya civilization.
Code	A book written by the Maya that was created by one long sheet of paper.
Glyph	A symbol used in writing.
Itzamma	The main god of the Maya who created the Earth.
Popol Vuh	A book or codex that described Mayan religion and mythology.
Pyramid	The Maya built step pyramids with flat tops. At the top, they built a temple to their gods.
Sacrifice	To give up something valued for the sake of something else.
Settlement	A place where people have come to live and have built homes.
Temple	A building devoted to the worship of god or gods.
Yutcan Peninsula	An area in south-eastern Mexico where some of the Maya civilization lived.

Language

Hello: Ba'ax ka wa'alik	Goodbye: Taak ulak k'iin
Welcome: Kilmak 'oolal	Thank you: Dios bo'otik

Timeline

- 1100 BC Hunter gatherers settle along the Pacific coast.
- 1100 BC Settlements begin to appear.
- 700 BC Maya writing is developed
- 100 BC The first Maya Pyramids are built.
- 900 -1200 AD El Castillo is built.
- 250 AD Beginning of the Classic Period.
- 1000 AD Chichen Itza is the most powerful city.
- 1502 AD First contact with Europe.

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History Knowledge Organisers: William Shakespeare (Year 5/6)

WILLIAM SHAKESPEARE KNOWLEDGE ORGANISER

Overview

William Shakespeare (1564-1616) was a British **playwright and poet** (he wrote plays and poems).

He is often considered to be the most **talented writer** of all time. His plays and poems are still studied and performed 400 years later!

Shakespeare lived in the **16th and 17th centuries**, throughout the reigns of Queen Elizabeth I and King James I. They are both known to have watched his plays.

Some of his most famous plays include **Romeo and Juliet, Macbeth, Hamlet and Much Ado About Nothing.**

Some of the phrases that Shakespeare wrote have become a part of our **everyday language!**

A portrait thought to be of William Shakespeare, from around 1600.

Times in His Life

Early Life

-Shakespeare was born in Stratford-upon-Avon in 1564, although we don't know the exact date!

-He was the son of John Shakespeare, who was a successful glover. William was the 3rd of 8 children!

-He is thought to have been educated at King's New School.

Marriage and Move

-At the age of 18, Shakespeare married 26-year-old Anne Hathaway.

-They are known to have had at least 3 children.

At some point around 1592, Shakespeare moved to London and began writing.

Elizabethan Work

-The reign of Queen Elizabeth was a largely happy time in Britain, and this is shown in Shakespeare's works from the time, he wrote lots of comedies.

-His plays began to be performed his theatre group, the Lord Chamberlain's Men, in 1594. They were known to be popular.

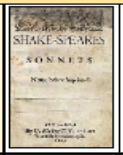
-Shakespeare wrote many sonnets at this time, and Romeo and Juliet in 1595.

Jacobean Work

- After the death of Queen Elizabeth, her relative King James of Scotland came to rule in England. This was a darker time, and Shakespeare wrote more tragedies.

-James became the official patron of The Chamberlain's Men, and so their name was changed to 'The King's Men.' The Globe Theatre had been built at this point, and so most of Shakespeare's plays were performed there – a sign of his popularity.

Answers to Important Questions and Key Vocabulary

What kind of poems did Shakespeare write?		-Shakespeare wrote a type of poem called a sonnet. -Sonnets are poems of 14 lines, which are normally about love. Shakespeare wrote a particular type of sonnet, which is now called a Shakespearean Sonnet. There are three stanzas (paragraphs) which each have 4 lines, and rhyme ABAB. After this, there are two final lines that rhyme together (a rhyming couplet).
Was Shakespeare popular during his life?		-There is no doubt that Shakespeare was a popular playwright at the time that he was alive – his plays were performed in some of the best spots in central London! However, he has become more and more popular as his works have stood the test of time!
What are Shakespeare's most famous plays?		-Romeo and Juliet is possibly Shakespeare's most famous play. It is a tragedy about two young people who are in love, but their families do not like one another! -Another famous Shakespeare play is Macbeth, about a soldier (Macbeth) who billed the King so that he could be king himself. Things do not turn out so well for Macbeth!
What else do we know about Shakespeare?		-Considering that he is now so famous, we know little about William Shakespeare as a person. -Shakespeare lived a long time ago, when there was no photographs, TV, or social media! -He was not from a famous family, and so many of his early records either don't exist or have been lost!

Key Vocabulary

Playwright
Poet
Actor
Chamberlain's Men
The Globe
Sonnet
Comedy
Tragedy
Theatre
Bard
Sonnet
Rhyming Couplet

Top 10 Facts!

1. Shakespeare's three children were called Susanna, Hamnet and Judith.
2. In total, Shakespeare wrote 154 sonnets and around 40 plays.
3. He was sometimes called 'The Bard of Avon.' A bard is another word for a poet.
4. The Globe Theatre was shaped like an octagon, with eight sides.
5. Not many people could read at the time, so Shakespeare hung up coloured flags to let people know the type of play to be performed.
6. Shakespeare's first play was called Henry VI.
7. Another theatre that Shakespeare's plays were performed in was Blackfriars Theatre.
8. Some of Shakespeare's phrases that are still used today include 'wild goose chase', 'green-eyed monster', and neither here nor there.'
9. A Midsummer Night's Dream is Shakespeare's most performed play.
10. Some believe that Shakespeare never existed, and was a different writer using a pen name.

William Shakespeare Timeline

- 1564: Shakespeare is born in Stratford-upon-Avon
- 1582: Shakespeare married Anne Hathaway.
- 1592: The earliest records of Shakespeare in London.
- 1593: Shakespeare's first poems were published.
- 1594: Shakespeare's first plays were performed by Lord Chamberlain's men.
- 1599: The Globe Theatre was built in London.
- 1603: James I became King. Shakespeare's theatre group was renamed the 'King's Men.'
- 1609: Shakespeare's sonnets were published.
- 1611: He retired back to Stratford-upon-Avon.
- 1616: William Shakespeare died.

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History Knowledge Organisers: Tudors and Stuarts (Year 5/6)

TUDORS and STUARTS KNOWLEDGE ORGANISER

Life for Everyday People

Tudor Lords – The wealthy in Tudor society lived privileged lives:
-Fashion: Men wore doublets (jackets) with rounded fronts and slashed trunks. Women wore kirtles (overskirts) over wooden frames (farthingales) and high collars.
- Foods: mainly meat, with few vegetables. Beer or wine were popular drinks.
- Activities: jousting, hunting, dancing, and real tennis.

Stuart Lords – The wealthy in Stuart times also lived privileged lives:
-Fashion: Cavaliers would dress colourfully - Many women wore beauty spots on their faces. Puritans would dress in plain colours such as black and white, made of hard-wearing cloth.
- Food: The rich ate salad, grown in their own greenhouses, and drank tea and cocoa
-Activities: horse-racing, board games and cards.

Life in Towns–
90% of people lived in towns and villages
Towns had inns and dwellings for tired travelers (there were no cars or planes back then! Towns also had market places, and leisure facilities.
London living conditions improved
Running water for the rich, and streets were lit by oil lamps after 1680. Most people travelled by boat on the River Thames, paying local 'Ferrymen.'

Life for the Poor – Poor people had a harsh life. For farmers, the day would begin at 5am. Work would continue throughout most of the day, only breaking for mealtimes (e.g. vegetable stew). People who were too old or weak to work were forced to beg, steal, or die. Punishments for crime were brutal – death by hanging for stealing, beggars were whipped through the streets, and poisoners were boiled alive!

Major Events and Key Information

Battle of Bosworth – 22nd August 1485

This was the last main battle in the 'War of the Roses', a civil war between the houses of Lancaster and York. The battle was won by the Lancastrians, and Henry Tudor became the first King of the Tudor period. Richard of York had been an unpopular King, and so Henry took his chance to take the throne.

Henry VIII's Wives– In total, Henry VIII had six wives:

1st Wife: Catherine of Aragon – Divorced (child: Mary I)
2nd Wife: Anne Boleyn – Beheaded (child: Elizabeth I)
3rd Wife: Jane Seymour – Died (child: Edward VI)
4th Wife: Anne of Cleeves – Divorced
5th Wife: Catherine Howard – Beheaded
6th Wife – Catherine Parr – Survived

The Civil War – 1642-1651
-Who? Those who wanted Parliament rule (named the 'Roundheads') against those who wanted Royal rule (the 'Cavaliers')
-When? 3 three major battles. The war was ended at the Battle of Worcester on 3rd September 1651 - the Parliamentarians won.
-What happened? Charles put on trial and executed, his son Charles II driven out of England, England eventually ruled by the Protectorate: Oliver Cromwell.

Great Fire of London – 2nd-5th September 1666

The fire destroyed over 13,200 houses, St Paul's Cathedral, and many churches. The fire damaged at least 70,000 of London's 80,000 homes. Although the death count was low (6), many believe that the deaths of the poor were not recorded. The fire started at the bakery of Thomas Farriner on Pudding Lane and spread quickly throughout the whole of the City of London.

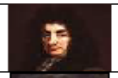
The Great Plague of London – 1665-1666

The great plague killed around 100,000 people, almost a quarter of London's population, in 18 months. It was caused by an infected rat flea bite. There was no duty to report deaths at the time, so many more poor may have died.

The Glorious Revolution – 1688-1689

King James II was unpopular with the people. Parliament plotted with William of Orange (of the Netherlands) to overthrow him. William took the throne with his wife Mary II (James's daughter). This became known as the 'Glorious Revolution.'

Tudor and Stuart Monarchs - date of reign, biography, spouse info, and key facts.

Henry VII 1485-1509		Henry VII was the first Tudor monarch, after winning the Battle of Bosworth Field. He married Elizabeth of York to end the war. He made England rich during his reign.	**Elizabeth of York** m.1486-1503	In total, Henry had 9 children with his wife, including Henry VIII.
Henry VIII 1509-1547		Henry VIII is famous for having six wives (including having two of them executed) and bringing England away from the Catholic church. He formed the Church of England.	**Henry had six wives** – see the section on the left.	As many as 72,000 people were executed through his rein.
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 and then the Duke of Northumberland.	**Did not marry**	Apparently, the rumours are not true about Edward being a sickly child!
Mary I 1553-1558		Mary I was Henry VIII's first daughter. She aggressively tried to return England to Rome and Catholicism, burning those against her on the stake and earning the name 'Bloody Mary.'	**Philip II of Spain** m.1554-1558	Mary was the first queen to rule England in her own right.
Elizabeth I 1558-1603		Henry VIII's second daughter, Elizabeth turned the country Protestant again. She had a long and successful reign, including the defeat of the Spanish Armada in 1588.	**Did not marry**	She may have owned as many as 2,000 sets of gloves!
James I 1603-1625		As Elizabeth had no children, James (already the King of Scotland) was brought to rule over England as well. He believed in the 'Divine Right' of Kings (kings were chosen by God).	**Anne of Denmark** m.1589-1619	James had become King of Scotland at just 13 months old.
Charles I 1625-1649		Charles I attempted to start wars and run the country into debt. Eventually people grew angry with him and a Civil War started. Charles lost and he was executed.	**Henrietta Maria of France** m.1625-1649	Charles I is the only English king to be executed.
Interregnum Oliver Cromwell 1649-1658		Oliver Cromwell was a 'Protectorate' – he led the country instead of a King. He was a puritan and made strict religious rules.	**Elizabeth Cromwell** m.1620-1658	It is a myth that Cromwell personally banned Christmas.
Charles II 1660-1685		Charles had to flee England earlier in his life, but was invited back to rule by Parliament in 1660 - known as the Restoration. Unlike Cromwell, he loved music and dancing.	**Catherine of Braganza** m.1662-1685	Charles reportedly used to play with a toy spaniel at meetings!
James II 1685-1688		Parliament tried to make it so James couldn't be King, because he was Catholic. When he did make it to the throne, they were executed in trials known as 'The Bloody Assizes.'	**Anne Hyde** m.1660-1671 **Mary of Modena** m.1673-1701	James II died of a brain hemorrhage in France.
William III 1688-1702 **& Mary II** 1688-1694		When James II became unpopular, William III and Mary II (daughter of James II) overthrew him and were made joint sovereigns of England - The 'Glorious Revolution.'	**William III and Mary II were joint monarchs**	William and Mary had 3 stillborn children
Queen Anne 1702-1714		Queen Anne was the sister of Mary II and was married to Prince George of Denmark. She was a committed Protestant and supported to Glorious Revolution. In 1707 the Act of Union joined England and Scotland. She left no heirs, ending the Stuart line.	**Prince George of Denmark** m.1683-1708	None of her 18 children survived infancy.

Timeline of Major Events

1485 – Battle of Bosworth → 1509 – Henry VIII born → 1534 – 'Act of Supremacy' → 1553 – Mary takes the throne → 1558 – England defeats the Spanish Armada → 1603 – Eliazbeth I dies – end of Tudor line → 1642 – Civil War begins → 1689 – Charles I executed → 1660 – Charles II returns to lead → 1689 – Glorious Revolution complete → 1714 – Queen Anne dies – end of Stuart line

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History Knowledge Organisers: Ancient Greece (Year 5/6)

ANCIENT GREECE KNOWLEDGE ORGANISER

Diagram – Map of Ancient Greece

Map of Ancient Greece

Greece's position next to the sea (there are over 1400 islands) meant Ancient Greeks were a seafaring people. Trade between the islands led to the creation of 'city-states' (polis). Each city-state was ruled by a powerful city, led by a ruler or (later) government. Greece is a warm country, but winds from the Mediterranean, and rains from the north, kept temperatures livable and created fertile farming conditions.

Ancient Greek Gods

Zeus

Zeus was the king of the Greek gods, who lived on the Mount Olympus. He was also the god of the sky and the god of thunder. He was married to the goddess Hera and his symbol was the lightning bolt. Zeus was believed to be able to control the weather, creating huge storms. It was thought that he could change people into animals as punishment. His two brothers were Hades and Poseidon.

Hades

Hades (brother of Zeus and Poseidon) was the God of the Underworld. He was normally depicted as having a pitchfork and his three-headed dog, Cerberus. He rode a chariot pulled by black horses. The Underworld was where dead people went in Greek Mythology. Hades originally wasn't happy about this, until Zeus reminded him that it meant that all people would eventually be his subjects!

Poseidon

Poseidon (brother of Zeus and Hades) was the God of the sea, earthquakes, and horses. Along with his brothers, he was one of the three most powerful gods. As god of the ocean, he was especially important to sailors and fisherman. He was usually pictured with a trident, curly hair, and a beard. It was thought that Poseidon could create sea storms to ruin ships, or clear weather to help them along.

Hera

As the wife of Zeus, Hera was considered as the queen of Mount Olympus. She was most often considered to be the goddess of women, marriage and childbirth. She was normally pictured wearing long flowing robes and a crown, and holding a scepter. The women of ancient Greece prayed to Hera during childbirth, and to aid them through their marriages. As wife of Zeus, she also had power over the skies.

Apollo

Apollo was the Greek God of music, poetry, light, prophecy and medicine. He was often pictured as a handsome athletic youth with curly hair. Items associated with him are his bow and arrow and his lyre. It was believed that he could see into the future, and heal people. As a punishment, he could bring people illness and disease.

Aphrodite

Aphrodite was the Greek God of love and beauty. She was famous for being the most beauiful of all of the Goddesses. She was often shown as being a beautiful young woman with an apple, scallop shell, dove or swan. It was said that Aphrodite had a belt, which made people fall in love with the wearer. Fighting couples would look to Aphrodite to help them fall in love again.

Places, People, and Daily Life in Ancient Greece

The Acropolis		The Acropolis of Athens is the best known acropolis in Greece – an acropolis is a settlement built on high ground. It was built during the rules of Pericles, a golden age for Athens, as a monument to the city's greatness.	**Where?** Athens	**Key Fact:** The Acropolis is on a flat-topped rock that rises 150m above sea level
The Parthenon		The Parthenon is a temple in the middle of the Acropolis in Athens. It was a temple to Athena, the goddess of wisdom, and originally had a statue to her. It has now stood for nearly 2,500 years, a superb architectural achievement!	**Where?** Athens	**Key Fact:** The building used 22,000 tonnes of marble!
Mount Olympus		Mount Olympus is the highest mountain in Greece. It was believed in Ancient Greek times that when things needed to be decided in the mystical world, the 12 main Gods would gather at Mount Olympus, and that many lived there.	**Where?** 50 miles southwest of Thessaloniki	**Key Fact:** Mount Olympus rises to 2,918m
Knossos Palace		Knossos Palace is positioned in what was the capital of Minoan Crete. It is the site of a beautiful and expansive palace, which is supposed to be the same location as the fabled labyrinth in which the minotaur dwells!	**Where?** Northern Crete	**Key Fact:** The Knossos Palace was rumoured to originally hold 5000 rooms!
Socrates		Socrates was a famous philosopher, who taught others to question things. This led to his downfall, as he questioned the Gods and was arrested for influencing the young.	**When?** Socrates was born around 470BC	**Key Fact:** Socrates died when he drank poison in prison.
Plato		Plato, a philosopher, was a student of Socrates. After Socrates' death, Plato founded the first university, called the Academy. He believed a philosopher's job was to seek the truth.	**When?** Plato was born around 428BC	**Key Fact:** Plato was one of the first to argue that women should receive the same education as men.
Aristotle		Aristotle was a philosopher and scientist. At the age of 17, he travelled to Athens to attend Plato's university. He began to dissect animals to learn more about their anatomy.	**When?** Aristotle was born around 384BC	**Key Fact:** Aristotle was the private tutor of Alexander the Great!
Alexander the Great		Alexander the Great gained a strong and united Greece when he became King. He used his military genius to then win battle after battle, conquering eastern Europe and Egypt.	**When?** 356-323BC	**Key Fact:** He died aged only 32. He accomplished a lot in his short life!
Greek Homes		Ancient Greek homes were built around a courtyard, which was the centre of activity. Around the courtyard were the rooms of the house, including work rooms and bedrooms.	**How?** Homes were made of sun-dried bricks.	**Key Fact:** Most houses had an 'andron' – a room just for men.
Childhood		When a child was born, a father could decide whether to keep or abandon the child. At age seven, the child could start school, learning maths, reading, and writing.	**How?** Sometimes, children also studied music.	**Key Fact:** Children were considered adults at only 13!
Food		The Ancient Greeks mostly ate bread dipped in wine, cheeses, fish, olives, and vegetables. Meat was eaten on rare occasions, such as festivals. Watered down wine was the main drink.	**How?** Foods/wines were traded between cities.	**Key Fact:** Many food festivals were for men only!
Clothes		The Ancient Greeks wore a tunic called a 'chitin' – worn by both men and women. These were fastened together at different places, and a belt was also normally worn at the waist. Chitins came in many sizes and colours.	**How?** Chitins were generally made out of a thin wool material	**Key Fact:** The rich could afford linen and silk chitins.

Ancient Greece Timeline

- 776 BC – The first Olympic games take place in honour of Greece
- 600 BC – The first Greek coins are used to buy and sell goods
- 570 BC – Pythagoras is born. He made major breakthroughs in science and maths
- 508 BC– Democracy begins in Athens, giving greater power to the people
- 432 BC – The Parthenon, the most famous building in Athens, is completed
- 400-300 BC – Socrates, Plato and Aristotle live, advancing learning
- 336 BC– Alexander the Great is King and completes many conquests
- 146 BC – Rome conquers Greece, making it a part of the Roman Empire.

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Music

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Music Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Your Imagination	Christmas	Zootime	Hey You	Hand, Feet, Heart	Round and Round
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Dragon Song	Blackbird	Three Little Birds	Lean On Me	Bringing Us Together	KS2 Performance
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Make You Feel My Love	Classroom Jazz 1	Classroom Jazz 2	Fresh Prince of Bel Air	Music and Identity	KS2 Performance

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Friendship Song	Christmas	Rhythm in the Way we Walk	I Wanna Play in a Band	Instruments: Ocarina/ Recorders	
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Mamma Mia	Instruments: Glockenspiel 1	Instruments: Glockenspiel 2	Let Your Spirit Fly	Stop	KS2 Performance
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Happy	Livin' on a Prayer	You've Got a Friend	Dancing in the Street	Music and Identity	KS2 Performance

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Music Progression Document

Objectives	Y1 – Y2	Y3 – Y4	Y5 – Y6
Listen and Appraise	• To listen with direction. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music. • To start to use the correct musical language to suit the style of music being learnt about. • To start to recognise different instruments. • To start to recognise and explore varied musical styles and traditions and their basic style indicators. • To start to develop an understanding of the history and context of music. • Listen to high quality live and recorded music	• To listen with direction to a wide range of high-quality music. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types. • To build on the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music. • To recognise different instruments. • To confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • To continue to develop an understanding of the history and context of music. • Listen and recall sounds	• To listen with direction to a wide range of high-quality music. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types. • To use the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music. • To confidently recognise different instruments. • To confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • To continue to develop an understanding of the history and context of music. • Listen with attention to detail and recall sounds with increasing aural memory

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Perform	• To work together in an ensemble/band. • To appreciate the importance of starting and ending together by learning to follow the conductor/band leader. • To sing and play instruments to an audience.	• To work together in an ensemble/band and perform solo pieces using their voice or an instrument. • To appreciate the importance of starting and ending together. • To sing and rap – in one or two parts – to each other and to an audience. • To sing/play simple rhythms on instruments with the beginnings of control and accuracy to an audience. • To improvise with growing confidence as part of a performance. • To appreciate that performance can influence how music is presented.	• To work together in an ensemble/band and perform solo pieces using their voice or an instrument. • To appreciate the importance of starting and ending together. • To sing and rap – in one or two parts – to each other and to an audience. • To sing/play simple rhythms on instruments with control and accuracy to an audience. • To improvise confidently as part of a performance. • To appreciate that performance can influence how music is presented.
Sing	• To learn appropriate songs, rhymes and raps for their age group. • To understand the importance of warming up their voices, good posture and projecting their voices. • To start to sing in two parts.	• To have a good understanding of working together in an ensemble or as a group singing. • To understand the importance of warming up their voices, good posture and projecting their voices. • To sing songs and melodies musically, with increasing difficulty and growing musical understanding. • To sing in two parts.	• To have a solid understanding of working together in an ensemble or as a group singing. • To understand the importance of warming up their voices, good posture and projecting their voices. • To sing songs and melodies musically, with increasing difficulty and solid musical understanding. • To sing in two parts, understanding how the two parts fit together.
Learn a Musical Instrument	• To use classroom percussion (tuned and untuned) to play accompaniments and tunes, using correct techniques. • To improvise and compose (explore and create musical sounds). • To play different parts within a band or ensemble.	• To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques. • To improvise and compose (explore and create musical sounds). • To play different parts within a band or ensemble. • To play and perform in solo.	• To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques. • To improvise and compose (explore and create musical sounds). • To play different parts within a band or ensemble. • To play and perform in solo.

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Improvisation	• To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work.	• To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory. • To improve with 2 notes and building to 3.	• To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory. • To improve with 5 notes or a pentatonic scale. • To understand musical improvisation – a melody or tune that makes sense.
Composition	• To begin to create their own tunes and melodies within the context of the song they are learning. • To start composing using two notes, increasing to three notes and beyond if required. • To record compositions in any appropriate ways. • To notate music in different ways – using graphic/pictorial notation, ICT or with formal notation if appropriate.	• To create their own tunes and melodies within the context of the song they are learning. • To compose using three notes and beyond if required. • To record compositions in any appropriate ways. • To notate music in different ways – using graphic/pictorial notation, ICT or with formal notation.	• To create their own tunes and melodies within the context of the song they are learning. • To compose using five notes. • To record compositions in any appropriate ways. • To notate music in different ways – using graphic/pictorial notation, ICT and with formal notation.
Understand and explore how music is created, produced and communicated, including through the inter-related	• To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition.	• To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed.	• To start to find the pulse within a context of different songs/pieces of music with ease. • To begin to understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the

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dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	• To start to find the pulse within a context of different songs/pieces of music. • To begin to understand, by copying, that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To begin to understand that pitch is high and low sounds. • To start to understand how pulse, rhythm and pitch work together. • To start to understand the basics of formal notation.	• To find the pulse within a context of different songs/pieces of music. • To understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To understand that pitch is high and low sounds. • To understand how pulse, rhythm and pitch work together. • To start to understand the basics of formal notation.	context of the song/piece of music, but the rhythm does. • To understand that pitch is high and low sounds. • To understand how pulse, rhythm and pitch work together. • To understand the basics of formal notation.

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Music Knowledge Organisers: Your Imagination (Year 1/2)

Knowledge Organiser – Your Imagination – Year 1, Unit 5

charanga MUSICAL SCHOOL

1 – Listening: Your Imagination

Find the pulse as you are listening to the music: Use your imagination as you move, What did you see as you listened and closed your eyes?

The instruments/voices you can hear: Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs ?

2 – Musical Activities

Find the pulse!

- Can you be a pop star finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing and have fun using your imagination

Playing instruments using one or two notes: C or C + G. *Which part did you play?*

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E.
Which notes did you use?

3 — Perform & Share

A class performance of Your Imagination – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Have a think...

What did you like doing best?

😃 😐 ☹️

Singing?

😃 😐 ☹️

Playing?

😃 😐 ☹️

Dancing?

😃 😐 ☹️

Improvising?

😃 😐 ☹️

Composing?

😃 😐 ☹️

Listening?

😃 😐 ☹️

Words you need to know: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination

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Music Knowledge Organisers: Zootime (Year 1/2)

Knowledge Organiser – Zootime – Year 2, Unit 4

MUSICAL SCHOOL

1 – Listening: Zootime

Find the pulse as you are listening to the music: Dance, wiggle, march, clap.

Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers.

2 – Musical Activities

Find the pulse!
- Be an animal of your choice

Clapping Rhythms
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Singing and dancing and having fun!

Playing instruments using up to two notes – C or C + D. *Which part did you play?*

Improvise using the notes C + D:
- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

3 — Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?

Playing?

Dancing?

Improvising?

Composing?

Listening?

This unit is about animals and Reggae music

Words you need to know: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

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Music Knowledge Organisers: Hey You! (Year 1/2)

Knowledge Organiser – Hey You! – Year 1, Unit 1

charanga MUSICAL SCHOOL

1 — Listening: Hey You!

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs ?

2 — Musical Activities

Find the pulse!
- March in time with the pulse
- Be an animal that finds the pulse

Clapping Rhythms
- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing
- Rap and sing Hey You! in groups
- Have fun!

Playing instruments using one or two notes – C or C + G. *Which part did you play?*

Improvise using the notes C + G:
- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.
Which notes did you use?

3 — Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Have a think...
What did you like doing best?

Singing? 😃 😐 ☹️

Rapping? 😃 😐 ☹️

Playing? 😃 😐 ☹️

Dancing? 😃 😐 ☹️

Improvising? 😃 😐 ☹️

Composing? 😃 😐 ☹️

Listening? 😃 😐 ☹️

Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform

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Music Knowledge Organisers: Hands, Feet, Heart (Year 1/2)

Knowledge Organiser – Hands, Feet, Heart — Year 2, Unit 1

MUSICAL SCHOOL

1 — Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.

2 — Musical Activities

Find the pulse!
- What animal can you be finding the pulse?

Clapping Rhythms
- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing
- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes – G or G, A + C. *Which part did you play?*

Improvise using the notes C + D:
- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.
Which notes did you use?

3 — Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Have a think...

What did you like doing best?

Singing?

Playing?

Dancing?

Improvising?

Composing?

Listening?

This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

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Music Knowledge Organisers: Round and Round (Year 1/2)

Knowledge Organiser – Round And Round — Year 1, Unit 4

charanga MUSICAL SCHOOL

1 – Listening: Round And Round

Find the pulse as you are listening to the music: Can you dance, get funky of find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs ?

2 – Musical Activities

Find the pulse!

- Use your imagination to find the pulse!

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds.

Singing and dancing and having fun!

Playing instruments using up to three notes – D or D, F, C + D. *Which part did you play?*

Improvise using the notes D + E:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

3 — Perform & Share

A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing? 😃 😐 ☹️

Playing? 😃 😐 ☹️

Dancing? 😃 😐 ☹️

Improvising? 😃 😐 ☹️

Composing? 😃 😐 ☹️

Listening? 😃 😐 ☹️

Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience

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Music Knowledge Organisers: Friendship Song (Year 1/2)

Knowledge Organiser – Friendship Song – Year 2, Unit 5

MUSICAL SCHOOL

1 – Listening: Friendship Song

Find the pulse as you are listening to the music: Dance, move, sway with your friends

Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel

2 – Musical Activities

Find the pulse!
- You can decide how to find the pulse!

Clapping Rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing in two-parts

Playing instruments using up to three notes – C or E and G. *Which part did you play?*

Improvise using the notes C + D
- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. *Which notes did you use?*

3 — Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Have a think...

What did you like doing best?

Singing?

Playing?

Dancing?

Improvising?

Composing?

Listening?

This unit is about being friends

Words you need to know: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,

'A cord of three strands is not easily broken.' Ecclesiastes 4:12
Inspiring a love of learning through the bonds of **family, faith** and **friendship.**

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Music Knowledge Organisers: Rhythm In The Way We Walk (Year 1/2)

Knowledge Organiser – Rhythm In The Way We Walk & Banana Rap – Year 1, Unit 2

MUSICAL SCHOOL

1 – Listening: Rhythm In The Way We Walk & Banana Rap

Find the pulse as you are listening to the music: Can you dance, get funky of find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs ?

2 – Musical Activities

Find the pulse!

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds.

Singing: Rap and sing the songs.

Have fun!

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3 – Perform & Share

A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

😃 😐 ☹️

Singing?

😃 😐 ☹️

Rapping?

😃 😐 ☹️

Playing?

😃 😐 ☹️

Dancing?

😃 😐 ☹️

Finding the pulse?

😃 😐 ☹️

Words you need to know: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,

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Music Knowledge Organisers: I Wanna Play in a Band (Year 1/2)

Knowledge Organiser – I Wanna Play In A Band — Year 2, Unit 3

MUSICAL SCHOOL

1 – Listening: I Wanna Play In A Band

Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.

2 – Musical Activities

Find the pulse!
- You decide what you will be.

Clapping Rhythms
- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

Singing in all the different styles!

Playing instruments using up to three notes – F or D and C. *Which part did you play?*

Improvise using the notes F + G:
- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

3 — Perform & Share

A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Have a think...

What did you like doing best?

Singing?

Playing?

Dancing?

Improvising?

Composing?

Listening?

Being a rock star?

This unit is about playing together in a band and rock music

Words you need to know: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

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Music Knowledge Organisers: Dragon Song (Year 3/4)

Knowledge Organiser – The Dragon Song — Year 3, Unit 4

MUSICAL SCHOOL

1 – Listen and Appraise: The Dragon Song

Themes: Kindness, respect, friendship, acceptance and happiness.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? *Does the music create a story in your imagination? What story?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G + A.
Bronze: no notes | Silver: G, sometimes A | Gold: G + A challenge.
Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.
Bronze: G | Silver: G + A | Gold: G, A + B challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Facts/info: This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Listen to 5 folk melodies from around the world:

- Birdsong – Chinese Folk Music
- Vaishnava Java – A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

Reflection

This song will help you to think about many things, including the respect we must have for each other and the environment.

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Blackbird (Year 3/4)

Knowledge Organiser – Blackbird – Year 4, Unit 5

MUSICAL SCHOOL

1 – Listen & Appraise: Blackbird (Pop)

Themes: Equality, civil rights.

Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

Do the words of the song tell a story? *Does the music create a story in your imagination? What story?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using 2 notes – C + D.
Bronze: no notes | Silver: C | Gold: C, sometimes D challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.
Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: The Beatles, equality and civil rights.

Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.

Listen to 5 other songs by The Beatles

- Yellow Submarine
- Hey Jude
- Can't Buy Me
- Yesterday
- Let It Be

Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Three Little Birds (Year 3/4)

Knowledge Organiser – Three Little Birds – Year 3, Unit 3

MUSICAL SCHOOL

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.
Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.
Bronze: C | Silver: C + D | Gold: C, D + E challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 — Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Reggae music?
How do you know this is Reggae music?

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Music Knowledge Organisers: Lean On Me (Year 3/4)

Knowledge Organiser – Lean On Me – Year 4, Unit 4

MUSICAL SCHOOL

1 – Listen & Appraise: Lean On Me (Soul/Gospel)

Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.

Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ.

Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – F + G.
Bronze: no notes I Silver: F, sometimes G I Gold: F + G challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G.
Which part did you play?

Improvise using up to 3 notes – F, G + A.
Bronze: F I Silver: F + G I Gold: F, G + A challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.

3 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Soul/Gospel music and helping each other.

Facts/info: Lean On Me is a soul song written by Bill Withers in 1972. The song has been covered and interpreted as a Gospel song because of its lyrics.

Listen to 5 other soul/gospel songs:

- He Still Loves Me by Walter Williams and Beyoncé
- Shackles by Mary Mary
- Amazing Grace by Elvis Presley
- Ode To Joy Symphony No 9 by Beethoven
- Lean On Me by The ACM Gospel Choir

Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Bringing Us Together (Year 3/4)

Knowledge Organiser – Bringing Us Together – Year 3, Unit 5

MUSICAL SCHOOL

1 – Listen and Appraise: Bringing Us Together (Disco)

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? *Does the music create a story in your imagination? What story?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C + A.
Bronze: no notes | Silver: C + A | Gold: C + A Challenge. *Which challenge did you get to?*

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G.
Which part did you play?

Improvise using up to 2 notes – C + A.
Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: This is a Disco song about friendship, peace, hope and unity.

Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

Listen to 5 other disco songs

- Good Times by Nile Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Disco music?
How do you know this is Disco music?

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Music Knowledge Organisers: Mamma Mia (Year 3/4)

Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.
Bronze: no notes | Silver: G, sometimes A | Gold: G + A challenge.
Which challenge did you get to?

Singing in unison

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.
Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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MUSICAL SCHOOL

About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary: Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Glockenspiel 1 (Year 3/4)

Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

MUSICAL SCHOOL

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

About this Unit

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Glockenspiel 2 (Year 3/4)

Knowledge Organiser – Glockenspiel Stage 2 – Year 4, Unit 2

MUSICAL SCHOOL

1 – Musical Activities using glocks

Learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

About this Unit

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Let Your Spirit Fly (Year 3/4)

Knowledge Organiser – Let Your Spirit Fly – Year 3, Unit 1

1 – Listen & Appraise: Let Your Spirit Fly (RnB)

Structure: Introduction, verse, chorus.

Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.
Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge.
Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.
Which part did you play?

Improvise using up to 3 notes – C, D + E.
Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 — Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: RnB and other musical styles.

Facts/info: RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

Listen to 4 other songs/pieces:

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of RnB music?
How do you know this is RnB music?

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Music Knowledge Organisers: Stop! (Year 3/4)

Knowledge Organiser – Stop! – Year 4, Unit 3

MUSICAL SCHOOL

1 – Listen & Appraise: Stop! (Grime)

Structure: Intro and 6 rapped verses, each with a sung chorus.

Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums.

Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.
Bronze: no notes I Silver: C, sometimes D I Gold: C + D challenge.
Which challenge did you get to?

Singing and rapping in unison and in parts.

Compose your own rapped lyrics about bullying or another topic or theme that you decide.

3 — Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Compositions • Rapped lyrics that you composed

About this Unit

Theme: Grime and other styles of music.

Facts/Info: Stop! is a song/rap written in a Grime style for you to compose your own lyrics.

Listen to 5 pieces of music in different styles:

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

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Music Knowledge Organisers: Make You Feel My Love (Year 5/6)

Knowledge Organiser – Make You Feel My Love – Year 5, Unit 3

MUSICAL SCHOOL

1 – Listen & Appraise: Make You Feel My Love (Pop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.

Instruments/voices you can hear: Strings, piano, guitar, bass, drums.

Can you find the pulse as you are listening? *Is the tempo fast, slow or inbetween? Dynamics? Texture?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C, D + E.
Bronze: C | Silver: C + D | Gold: C, D + E challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.
Which part did you play?

Improvise using up to 3 notes – C, D + E.
Bronze: C | Silver: C + D | Gold: C, D + E challenge
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Pop ballads.

Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. It was written by Bob Dylan in 1997 and covered by Adele in 2008.

Listen to 5 other pop ballads

- Make You Feel My Love by Bob Dylan
- So Amazing by Luther Vandross
- Hello by Lionel Ritchie
- The Way You Look Tonight by Tony Bennett
- Love Me Tender by Elvis Presley

Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of a Pop ballad?
How do you know this is a Pop ballad?

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Music Knowledge Organisers: Classroom Jazz 1 (Year 5/6)

Knowledge Organiser – Classroom Jazz 1 – Year 5, Unit 2

MUSICAL SCHOOL

1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated.

Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated.

Instruments/voices you can hear: Piano, bass, drums, glockenspiel

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes G, A + B.

Improvise in a swing style using the notes D, E, G, A + B.

Did you play both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances

About this Unit

Themes: Jazz and improvisation, and Swing.

Facts/info:
- Bossa Nova originated in South America.
- Swing became popular in the 1940s.

Listen to 4 other bossa nova or swing pieces:
- Desafinado by Stan Getz (swing)
- Cotton Tail by Ben Webster
- 5 Note Swing by Ian Gray
- Perdido by Woody Herman

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Bossa Nova and Swing?
How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?

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Music Knowledge Organisers: Classroom Jazz 2 (Year 5/6)

Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2

MUSICAL SCHOOL

1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes C, Bb, G, F + C.

Did you do both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?
Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

About this Unit

Themes: Jazz, improvisation and composition.

Facts/info:

- Bacharach Anorakl has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O'Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

Can you find out more about these styles of music?

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Music Knowledge Organisers: Fresh Prince of Bel Air (Year 5/6)

Knowledge Organiser – The Fresh Prince Of Bel-Air – Year 5, Unit 4

MUSICAL SCHOOL

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

Can you find the pulse as you are listening? *Is the tempo fast, slow or inbetween? Dynamics? Texture?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – D, E + F.
Bronze: D | Silver: D + E | Gold: D, E + F challenge.
Which challenge did you get to?

Singing/rapping in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A.
Which part did you play?

Improvise using up to 3 notes – D, E + F.
Bronze: D | Silver: D + E | Gold: D, E + F challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Old-school Hip Hop.

Facts/info:
The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name. The music and show were written by Quincy Jones.

Listen to 5 other hip hop songs:

- Me Myself and I by De La Soul
- Ready or Not by Fugees
- Rapper's Delight by The Sugarhill Gang
- U Can't Touch This by MC Hammer
- It's Like That by Run DMC

Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Hip Hop?
How do you know this is Hip Hop?

Are there other hip hop artists do you know or like listening to? Any young female rappers?

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Music Knowledge Organisers: Music and Identity (Year 5/6)

Knowledge Organiser — Music and Me — Year 6, Unit 5

charanga MUSICAL SCHOOL

1 – Listen & Appraise music from four different inspirational female artists

As you listen to each of the featured artists, think about:
What could you hear? Did you recognise any instrumental sounds or voices?
Did you like the music? Why? Or why not?
Did anything stand out to you about any of the pieces you listened to?

2 – About the Artists

The videos will introduce each artist, who will talk about themself and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

Questions to think about in this unit:

How do they each go about creating music?
How has creating music helped them to build their confidence?
How do you know that making music and performing makes them happy?
What do they say about themselves through their music?

3 – Create

You will write your own music using 'Music and Me' ('Identity') as your theme.
From the list below, which options and which tools did you choose? Did you work alone? Or in a group?

- **Which 'beat' did you use?**
- **Music Explorer**
- **An instrument**
- **Write a rap**
- **Write lyrics for a song**
- **Use 'Quickbeats'**
- **A combination of the above**
- **Interview each other**

4 – Perform, Share and Present

Decide how your group will introduce your composition and how much you will tell your audience about it.
How did you put your identity into the music and the performance?
Record the performance and talk about it afterwards.

About this Unit

Theme: Music and Me: Identity

Facts/Info:

- **Anna Meredith - Something Helpful.** Anna is a British composer and performer of Electronic and Acoustic music.
- **Shiva Feshareki - O and V-A-C Moscow.** Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
- **Eska Mtungwazi - Heroes & Villains and Shades Of Blue.** Eska is a London-born UK singer-songwriter and multi-instrumentalist.
- **Afrodeutsche - And! and The Middle Middle.** Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- **Listen to and find out about 6 other artists from the Inspirational Women's Timeline.**

Vocabulary; Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.

Reflection

What are you most proud of about the music you have written?

Do you have any strong thoughts or feelings you would to share about it?

What did you like best about this unit? Why? Was there anything you didn't enjoy about it? Why?

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Music Knowledge Organisers: Happy (Year 5/6)

Knowledge Organiser – Happy – Year 6, Unit 1

MUSICAL SCHOOL

1 – Listen & Appraise: Happy (Pop/Neo soul)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.
Which part did you play?

Improvise using up to 3 notes – A, G + B.
Bronze: A | Silver: A + G | Gold: A, G + B challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Being Happy!

Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

Listen to 5 other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?

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Music Knowledge Organisers: Livin' On a Prayer (Year 5/6)

Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

MUSICAL SCHOOL

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? *Is the tempo fast, slow or inbetween? Dynamics? Texture?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.
Bronze: G | Silver: G + A | Gold: G, A + B. challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G
Which part did you play?

Improvise using up to 3 notes – G, A + B.
Bronze: G | Silver: G + A | Gold: G, A + B challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Rock anthems.

Facts/info:
- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

Listen to 5 other rock songs:
- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Rock music?
How do you know this is Rock music?

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,

Music Knowledge Organisers: You've Got a Friend (Year 5/6)

Knowledge Organiser – You've Got A Friend – Year 6, Unit 4

MUSICAL SCHOOL

1 – Listen & Appraise: You've Got A Friend (The music of Carole King)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – A, G + E.
Bronze: A | Silver: A + G | Gold: A, G + E challenge.
Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F.
Which part did you play?

Improvise using up to 3 notes – A, G + E.
Bronze: A | Silver: A + G | Gold: A, G + E challenge
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: The music of Carole King.

Facts/info:

- You've Got A Friend was a song written by Carole King in 1971.
- It was first recorded by Carole and featured on her famous album, Tapestry.
- In the 1960s, Carole King was employed to write pop songs for artists to perform.

Listen to 5 other songs written by Carole King:

- The Loco-Motion sung by Little Eva
- One Fine Day sung by The Chiffons
- Up On The Roof sung by The Drifters
- Will You Still Love Me Tomorrow
- (You Make Me Feel Like) A Natural Woman sung by Carole King

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

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Music Knowledge Organisers: Dancing in the Street (Year 5/6)

Knowledge Organiser – Dancing In The Street – Year 5, Unit 5

MUSICAL SCHOOL

1 – Listen & Appraise: Dancing In The Street (Motown)

Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

Can you find the pulse as you are listening? *Is the tempo fast, slow or inbetween? Dynamics? Texture?*

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – F, G + A.
Bronze: F | Silver: F + G | Gold: F, G + A challenge.
Which challenge did you get to?

Singing in unison. And with backing vocals

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms).
Which part did you play?

Improvise using up to 3 notes – D, E + F.
Bronze: D | Silver: D + E | Gold: D, E + F challenge
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Motown.

Facts/info: Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

Listen to 5 other Motown songs:

- I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops
- I Heard it Through the Grapevine by Marvin Gaye
- Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell
- You Are the Sunshine of My Life by Stevie Wonder
- The Tracks of My Tears sung by Smokie Robinson

Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Motown?
How do you know this is Motown?

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Personal, Social, Health and Citizenship Education (PSHCE)

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,

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PSHCE Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Rights, Rules & Responsibilities	My Emotions Anti-Bullying	Diversity & Communities	Drug Education	Personal Safety	Managing Change
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Rights, Rules & Responsibilities	My Emotions Anti-Bullying	Diversity and Communities	Drug Education	Personal Safety	Managing Change
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Rights, Rules & Responsibilities	My Emotions Anti-Bullying	Diversity and Communities	Drug Education	Personal Safety Relationship & Sex Education	Managing Change

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Beginning & Belonging	Family & Friends	Working Together	Relationships & Sex Education	Managing Risk Safety Contexts	Healthy Lifestyles
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Beginning & Belonging	Family & Friends	Working Together	Relationships & Sex Education	Managing Risk Safety Contexts	Healthy Lifestyles
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Beginning & Belonging	Family & Friends	Working Together Financial Capability	Relationships & Sex Education	Managing Risk Safety Contexts	Healthy Lifestyles

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PSHCE Progression Document

Cambridgeshire Personal Development Programme • Years 1 and 2 Framework

CAMBRIDGESHIRE PSHE SERVICE

Myself and My Relationships 4
Beginning and Belonging (NB)
- What can I do to help make the school and classroom a safer and fair place?
- How can I get to know other children in my class?
- How do I feel when I am doing something new?
- How can I make someone feel welcome?
- How can I help other people to feel better?
- What do I know about how to solve problems?

- Belonging in the class / school / community
- Ground rules / class charters
- Similarities and differences
- Recognising feelings
- Calming down
- Problem solving
- Asking for help
- Safety circles
- Mapping

Citizenship 5
Rights, Rules and Responsibilities (NB)
- How do rules make me feel happy and safe?
- How do I take part in making rules?
- Who looks after me and what are their responsibilities?
- What jobs and responsibilities do I have in school and at home?
- Can I listen to other people, share my views and take turns?
- Can I take part in discussions and decisions in class?

- Class and school rules and charters
- Rules and laws in society
- Understanding right and wrong
- Explaining views
- Decision making
- School and class councils
- Responsibilities to other people

Myself and My Relationships 5
Me and My Emotions (GTBM)
- Can I name some different feelings?
- Do I know what makes me feel happy, sad, cross etc?
- How do my feelings and my actions affect others?
- How do I manage some of my emotions?
- What helps me to feel relaxed?
- How can I control my behaviour?
- Who do I share my feelings with?
- How can I stand up for myself?

- Self awareness
- Identifying and naming emotions
- Coping with feelings
- Feelings, thoughts and behaviour
- Likes and dislikes
- Feeling proud
- Impulsive behaviour
- Calming down and relaxing
- Worry and anxiety
- Assertiveness

Myself and My Relationships 6
Family and Friends (GOFO)
- Can I describe what a friend is and does?
- How do I make new friends?
- How do I keep friends?
- How can I make up with my friends when things go wrong?
- Who is in my family, and how do we care for each other?
- Who are my special people and what makes them special to me?
- How am I similar to and different from other people?
- Who do I get support from when I need it?

- Friendship
- Special people
- Families
- Changing friendship patterns
- Valuing difference
- Different points of view
- People who help
- Safety circles
- Conflict resolution
- Problem solving in relationships

Citizenship 3
Working Together (GFG)
- What am I and other people good at?
- What new skills would I like to develop?
- How can I listen well to other people?
- How can I work well in a group?
- Why is it important to take turns?
- How can I negotiate to sort out disagreements?
- How are my skills useful in a group?
- What is a useful evaluation?

- Recognising strengths
- Developing skills
- Steps towards goals
- Effective communication
- Compromise and co-operation
- Discussion and negotiation
- Applying group work and communication skills
- Evaluating

Myself and My Relationships 7
Anti-bullying (SNTB)
- Can I recognise behaviour that is bullying?
- Do I understand some of the reasons why bullying happens?
- How does bullying make people feel?
- Do I know what to do if I am being bullied?
- Do I know what to do if I witness someone being bullied?
- How does my school help positive and safe relationships?
- Where might bullying happen in my school?

- Valuing difference and diversity
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Safety circle
- Asking for help and telling
- Supporting others
- Creating an anti bullying ethos

Citizenship 4
Diversity and Communities
- What are some of the similarities and differences between me and others
- What do I understand about my culture and beliefs and those of other people?
- Who are the people who help me, and what do they do?
- What does 'my community' mean and what do people do there?
- How do we care for animals and plants?
- How can I help look after the school environment?

- Similarities and differences
- Valuing diversity
- Different cultures and beliefs
- Groups in and out of school
- Respect
- Community
- Stereotypes
- People who help us
- School environment
- Local environment
- Needs of people / animals / pets / plants

Economic Wellbeing 1
Financial Capability
- Where does money come from and where does it go when we 'use' it?
- How might I get money and what can I do with it?
- How do we pay for things?
- What does it mean to have more or less money than you need?
- How do I feel about money?
- How do my choices affect me, my family, others?
- What is a charity?

- Money in different / familiar contexts
- Cash values
- Money as a finite resource
- Uses of money
- Saving and spending
- Effects of loss
- How banks etc work
- Emotions in relation to money
- Charity

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Healthy and Safer Lifestyles 4
Managing Risk
- What are risky situations and how can I keep myself safer?
- How do I feel in risky situations?
- What is my name, address and phone number and when might I need to give them?
- What is an emergency and who helps?
- How can I help in an emergency?

- Risky situations
- Emotions associated with risk
- Basic personal information
- Asking for and giving help in an emergency
- Safety eyes and ears

Healthy and Safer Lifestyles 5
Safety Contexts
- Where are the safer places I can play?
- What are the risks for me in using the roads, and how can I stay safe?
- What are the risks for me in the sun and how can I stay safe?
- What are the risks for me near water and how can I stay safe?
- What are the risks for me if I am lost and how can I stay safe?
- What are the best ways to keep safe from accidents?

- Road safety
- Travel to and from school
- Rules for keeping safer
- Sun safety
- Water safety
- Keeping safe from accidents

Healthy and Safer Lifestyles 6
Sex and Relationships Education
- What are the names of the main parts of the body?
- What can my body do?
- When am I in charge of my actions and my body?
- Do I understand how amazing my body is?
- How can I keep my body clean?
- How can I stop common illnesses and diseases spreading?

- External parts of the body
- Valuing the body
- Personal hygiene

Healthy and Safer Lifestyles 7
Healthy Lifestyles
- How can I stay healthy?
- What does it feel like to be healthy?
- What does healthy eating mean and why is it important?
- Why is it important to be active?
- What foods do I like and dislike and why?
- What can help us eat healthily?
- Why do we need food?
- What healthy choices can I make?

- Staying healthy
- Physical activity
- Healthy eating
- Eatwell plate
- Fruit and vegetables
- Food preparation
- Making real choices
- Rest and sleep

Healthy and Safer Lifestyles 8
Drug Education
- What happens when things enter the body?
- What are medicines and why do some people use them?
- What do I understand about the roles of doctors, nurses and hospitals?
- What can I do if I feel poorly?
- What are the potentially risky substances at home and at school?
- How can I keep safe from harm if I come across risky substances?
- What is it like to be persuaded?

- Medicines
- Attitudes to health professionals
- Feeling ill, feeling better
- Risky household substances
- Safety rules
- Being persuaded

Healthy and Safer Lifestyles 9
Personal Safety
- Can I describe my home and neighbourhood?
- Who are the people who help keep me safer?
- Who could I talk to if I felt unsafe or unsure?
- Do I understand what good and bad secrets might be?
- What can I do if someone tries to persuade me?
- Can I recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings?
- How can I get the attention of an adult if I need to?

- Being / feeling lost
- Trusted people
- Safety circles
- Feeling safe
- Uncomfortable feelings
- Good and bad secrets
- Promises, tricks and threats
- Good and bad touches
- Internet safety
- E-Safety
- Asking for help

Healthy and Safer Lifestyles 10
Sex and Relationships Education
- How do babies change and grow?
- How have I changed since I was a baby?
- What do babies and children need?
- What are my responsibilities now I'm older?

- Babies to children to adults
- Growing up
- Changing responsibilities

Myself and My Relationships 8
Managing Change (R, C)
- How am I changing as I grow up?
- How are my achievements, skills and responsibilities changing?
- How can I change my behaviour when something goes wrong?
- How do I cope when friendships change?
- How do I feel and how do I cope when I lose something special to me?
- What helps me to feel better when I am hurt?
- When can I make choices about changes?

- Changing friendship patterns
- Changing skills an responsibilities
- Habits
- Transitions within school
- Losing things
- Emotions involved with change
- Sharing people

SEAL Links: NB=New Beginnings; GOFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes

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CAMBRIDGESHIRE PSHE SERVICE

Myself and My Relationships 9
Beginning and Belonging (NB)

- What does it feel like to be new or to start something new?
- What helps me to feel like I belong and am valued in school?
- How can I make other people feel welcome?
- What will help us to feel safer and to learn well in our class and school?
- What different rules do we sometimes need in different places?
- How can I manage my feelings and calm them down if necessary?
- Who can I talk to when I need help?

- Ground rules / class charters
- Responsibilities
- Belonging
- New situations
- Meeting new people
- Managing feelings
- Calming down
- Making choices
- Problem solving
- Asking for help
- Network of support

Citizenship 8
Rights, Rules and Responsibilities (NB)

- Why do we need rules at home and at school?
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

- Class and school rules and charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

Myself and My Relationships 10
My Emotions (GTBM)

- What is special about me and other people?
- How can I communicate my emotions?
- How do I cope with difficult emotions?
- How can I deal with fears and worries?
- How do my actions and emotions affect the way I and others feel?
- How do I care for other people's feelings?
- Who can I talk to about the way I feel?
- How can I disagree without being disagreeable?

- Understanding feelings
- Coping with feelings
- Communicating emotions
- Impact of emotions
- Sharing feelings with others
- Impulsive behaviour
- Stopping and thinking before acting
- Relaxation
- Assertiveness
- Help and support

Myself and My Relationships 11
Family and Friends (GOFO)

- What does a good friend do?
- Do I know how to listen to and support my friends?
- How do I cope when relationships change?
- What are some of the similarities and differences between me and my classmates?
- Who is now in my network of special people, and how do we affect each other?

- Managing friendships
- Special people and networks
- Understanding and valuing difference
- Other points of view
- Compromise
- Emotions in relationships
- Conflict resolution
- Family patterns
- Networks of support

Citizenship 6
Working Together (GFG)

- What am I good at and what are others good at?
- What new skills would I like or need to develop?
- How well can I listen to other people?
- How do I ask open questions?
- How can I share my views and opinions effectively?
- How can different people contribute to a group task?
- How can I persevere and overcome obstacles to my learning?
- How can I work well in a group?
- What is useful evaluation?
- How do I give constructive feedback and receive it from others?

- Recognising and valuing strengths
- Developing skills
- Steps towards goals
- Effective communication
- Questioning skills
- Problem solving and perseverance
- Decision making
- Communication and group work skills
- Evaluating
- Giving and receiving feedback

Myself and My Relationships 12
Anti-bullying (SNTB)

- What are the key characteristics and forms of bullying?
- Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?
- Do I understand how bullying affects the way we think, feel and behave?
- How can I keep myself safe if I am being bullied?
- How might bystanders intervene and help someone who is being bullied?

- Types of bullying including prejudice driven bullying
- Homophobic bullying
- Bullying related to race, religion or culture
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Networks of support
- Bystanders

Citizenship 7
Diversity and Communities

- What makes me 'me'?
- How are we different from each other?
- What are some of the different lifestyles and beliefs people have?
- What are stereotypes and how can I challenge them?
- What are the roles of different people in my community?
- How can we care for the environment?
- What do animals need, and what are the responsibilities of humans towards them?
- How do we choose pets, and how do we look after them?

- Identity
- Similarities and differences
- People in the community
- People with different backgrounds
- Stereotypes
- Community cohesion
- Roles in the community
- Local and wider environment
- Basic animal welfare
- Pet care
- Role of the media

Economic Wellbeing 2
Financial Capability

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is 'value for money'?
- How do my feelings about money change?
- How do my choices affect my family, the community, the world and me?

- Understanding large amounts of money
- Sources of money
- Saving and spending
- Cash versus money
- Keeping track of money
- Value for money
- Impact of choices
- Charities
- Emotions

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CONTENTS PAGE

Healthy and Safer Lifestyles 11
Managing Risk

- What risks are there to my safety, my friendships and my feelings?
- How might my friends affect my decisions about risk?
- How do I feel and how does my body react in risky situations?
- Can I make decisions in risky situations?
- Who would I ask for help if things went wrong?
- What action is it okay for me to take in an emergency?

- Identifying types of risk
- Dealing with pressure in risky situations
- Reactions to risk
- Taking action in an emergency

Healthy and Safer Lifestyles 12
Safety Contexts

- How are roads risky and how can I reduce the risks?
- How is fire risky and how can I reduce the risks?
- How is water risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening?

- Road safety
- Fire safety
- Beach safety
- Safety near inland waterways
- Safety during activities and visits
- Preventing accidents in familiar settings

Healthy and Safer Lifestyles 13
Sex and Relationships Education

- How are males and females different and what are the different parts called?
- What can my body do and how is it special?
- Why is it important to keep clean?
- What can I do for myself to stay clean and how will this change in the future?
- How do different illnesses and diseases spread and what can I do to prevent this?

- Difference between males and females
- Valuing the body's uniqueness and capabilities
- Responsibilities for hygiene

Healthy and Safer Lifestyles 14
Healthy Lifestyles

- How can I have a healthy lifestyle?
- How do nutrition and physical activity work together?
- What does healthy eating and a balanced meal mean?
- How can I plan and prepare simple, healthy food safely?
- How can I look after my teeth and why is it important?
- Who is responsible for my lifestyle choices and how are they influenced?

- Effects of healthy eating and physical activity
- Influences on food choices
- Balanced diet
- Eatwell plate
- Basic food hygiene
- Dental care
- Leisure activities

Healthy and Safer Lifestyles 15
Drug Education

- What medical and legal drugs do I know about, and what are their effects?
- Who uses and misuses legal drugs?
- Why do some people need medicine and who gives it?
- What are the safety rules for storing medicine and other risky substances?
- What should I do if I find something risky, like a syringe?
- What do I understand about how friends and the media influence me?

- Medicines and legal drugs
- People who use medicines and legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media

Healthy and Safer Lifestyles 16
Personal Safety

- How can I be responsible for my own personal safety?
- What sorts of physical contact do I feel comfortable with?
- Who are the adults and friends I can trust and to whom I can talk about my feelings?
- When might I need to break a promise or tell a secret?

- Personal safety
- Responsibility for safety
- Good and bad touches
- Secrets, promises and tricks
- Assertiveness
- E-safety
- Networks of support
- Telling

Healthy and Safer Lifestyles 17
Sex and Relationships Education

- What are the main stages of the human life?
- What does it mean to be 'grown up'?
- What am I responsible for now and how will this change?
- How do parents and carers care for babies?

- Stages of human life
- Being grown up
- My responsibilities
- Parents' responsibilities

Myself and My Relationships 13
Managing Change (R,C)

- What changes have I already experienced and might I experience in the future?
- What changes might other people be going through?
- What is it like to be separated from a special person?
- How do people feel when things change or people or pets die?
- What emotions might I feel at times of loss and change?
- How might I behave when I feel these emotions?
- What can I do to make the best of new situations?

- Range of experiences of change
- Emotions involved in loss and change
- Other aspects of change
- People I see, people I don't see
- Taking responsibility for choices
- Making amends
- Confidence in new situations
- Bereavement

SEAL Links: NB=New Beginnings; GOFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes

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Myself and My Relationships 14
Beginning and Belonging (NB)

- How do we make sure we feel safe in our class and school?
- How do we build good relationships in our class?
- How do we make new people feel welcome and valued?
- How do I feel when I do something new?
- Which ways to calm down work for me?
- How do I solve problems?
- Who can I talk to when I need help?
- How can I help and support other people?

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Managing emotions
- Calming down
- Problem solving
- Network of support

Citizenship 11
Rights, Rules and Responsibilities (NB)

- How can I contribute to making and changing rules in school?
- How else can I make a difference in school?
- Are there places or times when I have to behave differently?
- What are the basic rights of children and adults?
- Why do we have laws in our country?
- How does democracy work in our community and in our country?
- What do councils, councillors, parliament and MPs do?
- Can I take part in a debate and listen to other people's views?

- Ground rules / class charters
- Children's rights
- Conflicting rights and responsibilities
- Rules and laws in society
- Role of the police
- Local and national democracy
- Participation in class and school
- School and class councils
- Social and moral issues

Myself and My Relationships 15
My Emotions (GTBM)

- What am I good at?
- What do I find difficult?
- What do I feel proud of about myself?
- How do I manage strong emotions?
- What can I do when I realise I'm in a bad mood?
- How do I recognise how other people feel and respond to them?
- How do I cope when I disagree with someone?
- How and from whom do I get support when things are difficult?

- Self awareness
- Feelings, thoughts, behaviour
- Mental health and what affects it
- Mood changes
- Worry and anxiety
- Managing strong feelings
- Empathy
- Calming down
- Assertiveness
- Making informed choices
- Assessing risk
- Networks of support

Myself and My Relationships 16
Family and Friends (GOFO)

- Who is in my network of relationships and how has it changed?
- How can I develop new friendships and maintain existing ones?
- In what way is it positive to have differences between people?
- What different kinds of families are there?
- How can I manage some of the pressures on my relationships?
- Who do I get support from and how do I support others?

- Changing networks
- Respecting difference
- Sustaining friendships
- Anger management
- Family patterns
- Influences and pressures
- Different perspectives
- Cooperation
- Network of support groups

Citizenship 9
Working Together (GFG)

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people?
- How can I share my views effectively and negotiate with others to reach agreement?
- How can I persevere and help others to do so?
- How can I give, receive and act on sensitive and constructive feedback?

- Self perception and self evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Negotiation and debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

Myself and My Relationships 17
Anti-bullying (SNTB)

- Can I define bullying?
- Do I understand why a person or group of people may feel the need to have power over another person or group of people?
- Can I respond to bullying and seek support where necessary?
- How can bullying affect people's behaviour and wellbeing?
- How might people's responses to bullying improve or worsen a situation?
- Can I identify ways of preventing bullying in school and the wider community?

- Types of bullying including bullying related to race, religion or culture
- Homophobic bullying
- Physical, mental and emotional wellbeing
- Peer pressure
- Roles in bullying
- Strategies for dealing with bullying including assertiveness
- Cyberbullying
- Community cohesion
- Sources of support

Citizenship 10
Diversity and Communities

- What makes up my 'identity' and that of other people?
- What are the different identities locally and in the UK?
- How can I show respect for different views, lifestyles and beliefs?
- What are the negative effects of stereotyping?
- What groups and communities am I part of?
- Who works for the good of the community and how can I help?
- What are voluntary organisations and how do they make a difference?
- What is the role of the media and how does it influence me and my community?
- Who cares for the environment and what is my contribution?

- Diversity in communities
- Community cohesion
- Challenging stereotypes
- The community and roles in it
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

Economic Wellbeing 3
Financial Capability

- What different ways are there to gain money?
- What sort of things do adults need to pay for?
- How can I afford the things I want or need?
- How can I make sure I get 'value for money'?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
- What is poverty?

- Earnings and deductions
- Wants and needs
- Range of jobs
- Budgeting
- Debt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money
- Poverty
- Role of charities

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Healthy and Safer Lifestyles 18
Managing Risk

- When might it be good to take risk?
- What are the different consequences of taking physical, emotional and social risks?
- How risky are different situations?
- When am I responsible for my own safety?
- How can I keep myself and others safe?
- How can I get the attention of an adult if I need to?
- Where can people go for help?
- How can I help people who need support?
- Can I carry out basic first aid?

- Positive and negative aspects of risk taking
- Consequences and degrees of risk
- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid

Healthy and Safer Lifestyles 19
Safety Contexts

- How can I stay safe on the roads as cyclist or pedestrian?
- How do I keep myself safe in the sun?
- How can I stay safe in my home?
- How can I stay safe near railways?
- What helps to make school a safe place?
- How can I prevent accidents?

- Road safety
- Sun safety
- Cycle safety
- Railway safety
- Electrical safety
- Health and safety rules in school
- Preventing a wider range of accidents

Healthy and Safer Lifestyles 20
Sex and Relationships Education

- What are male and female sexual parts called and what do they do?
- What happens to the bodies of boys and girls when they reach puberty?
- What influences my view of my body?
- How can I keep my growing and changing body clean?
- How can the spread of viruses and bacteria be stopped?
- What is HIV?

- Names of sexual parts
- Puberty
- Physical change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

Healthy and Safer Lifestyles 21
Healthy Lifestyles

- What does being healthy mean and what are the benefits?
- Why is a varied and balanced diet important?
- How can I achieve a healthy energy balance?
- How does physical activity help me?
- How can I plan, prepare and cook healthy meals safely?
- What or who influences me when I'm making lifestyle choices?
- How am I responsible for a healthy lifestyle?

- Effects and benefits of healthy eating and physical activity
- Eatwell plate
- Basic food hygiene
- Lifestyle and leisure choices
- Physical and mental health

Healthy and Safer Lifestyles 22
Drug Education

- What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?
- How does drug use affect the way a body or brain works?
- How do medicines help people with a range of illnesses?
- What does misusing a drug mean?
- What are some of the laws about drugs?
- What risks should I look for around substances?
- How do my friends influence my behaviour and decision making?
- How and why do companies advertise drugs?
- When and how should I check information I am given?

- Legal and illegal drugs
- Effects of drug use
- Essential use of medicines
- Misuse of substances
- Staying safe around risky substances
- Influence of friends and media
- Reliable information
- First aid

Healthy and Safer Lifestyles 23
Personal Safety

- When am I responsible for my personal safety?
- What can I do to help keep myself safer?
- How can I act to show I'm assertive?
- When should I keep a secret for myself or for a friend?
- Who is now in my network of support and how is it changing?
- When and how should I ask for help?

- Personal safety
- Acceptable and unacceptable physical contact
- Secrets and promises
- Networks of support
- Trusted adults
- Organisations that help
- Assertiveness
- Managing pressure
- Domestic violence
- E-Safety

Healthy and Safer Lifestyles 24
Sex and Relationships Education

- How are babies made?
- How can I express my feeling positively as I grow up?
- When am I responsible for how others feel?
- What should adults think about before they have a baby?
- What are families like?

- Human lifecycle
- Sexual reproduction
- Changing emotions
- Responsibility for others
- Love and marriage
- Families

Myself and My Relationships 18
Managing Change (R,C)

- What different changes do we or might we experience?
- How will I feel if I lose something or someone or if things change?
- How have I been affected by changes I have already experienced?
- How are my friendships and relationships changing?
- In what different ways do people grieve?
- How might I or other people behave when we are living through change?
- How might I feel when I move to another school?

- Range of changes
- Coping with loss
- Emotions involved
- Sources of support
- Bereavement and family change
- Friendship change
- Transition between schools
- Outcomes of change
- Coping with challenges
- Managing risk
- Supporting others

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Physical Education

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Physical Education Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Outdoor and Adventurous	Invasion Games	Gymnastics	Dance	Athletics	Striking and Fielding Games
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Outdoor and Adventurous	Invasion Games	Gymnastics	Dance	Athletics	Striking and Fielding Games
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Outdoor and Adventurous	Invasion Games	Gymnastics	Dance	Athletics	Striking and Fielding Games

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Outdoor and Adventurous	Invasion Games	Gymnastics	Dance	Athletics	Striking and Fielding Games
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Outdoor and Adventurous	Invasion Games	Gymnastics	Dance	Athletics	Striking and Fielding Games
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Outdoor and Adventurous	Invasion Games	Gymnastics	Dance	Athletics	Striking and Fielding Games

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Physical Education Progression Document

Subject: Physical Education			
Black = What children should 'achieve' **Blue = What pupils should be 'taught'**			
Objectives	**Y1 – Y2**	**Y3 – Y4**	**Y5 – Y6**
Movement *Develop competence to excel in a broad range of physical activities*	Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching	Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination	Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination
Using skills, techniques	Access a broad range of opportunities to extend their agility, balance and coordination Developing balance, agility and coordination	Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics	Become more competent, confident and expert in their techniques and apply them across different sports and physical activities Develop their technique and improve their performance in other competitive sports e.g. athletics and gymnastics
Range of activities application	Begin to apply basic movements in a range of activities	….. and in combination	
Dance	Perform dances using simple movement patterns	Perform dances using a range of movement patterns	Perform dances using advanced dance techniques in a range of dance styles and forms

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Cooperation (social) Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating, collaborating with each other …and within a team	…be encouraged to work in a team, building on trust and developing skills… (either individually) or as a group
Competition A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport… *Engage in competitive sports and activities*	Engage in competitive physical activities (both against self and against others)	(enjoy) competing with each other	Overcome opponents in direct competition through team and individual games Take part in competitive sports and activities outside of the school day through community links or sports clubs
Games	Participate in team games	Play competitive games, modified where appropriate	…through team and individual games
Tactics **Attack/defend**	Developing simple tactics for attacking and defending	Apply basic principles suitable for attacking and defending	Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games)
Challenge ….succeed and excel (in competitive sport) and other physically demanding activities	Range of increasingly challenging situations	Develop an understanding of how to improve in different sports Take part in OAA challenges both individually and within a team	Develop an understanding of how to improve in different sports Take part in OAAs which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

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Analysis and evaluation		Learn how to evaluate and recognise their own success Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Analyse their performances compared with previous ones and demonstrate improvement to achieve their personal best
Preparation for life and participation It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	Access a broad range of opportunities	Access a broad range of opportunities	Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life Take part in competitive sports and activities outside of the school day through community links or sports clubs
Health and fitness *Are physically active for sustained periods of time* *Lead healthy, active lives*	Begin to understand and apply the long-term health benefits of physical activity	Begin to understand and apply the long-term health benefits of physical activity	Understand and apply the long-term health benefits of physical activity

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Physical Education Knowledge Organisers: Outdoor and Adventurous (Year 1/2)

To be completed

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Physical Education Knowledge Organisers: Outdoor and Adventurous (Year 3/4)

To be completed

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Physical Education Knowledge Organisers: Outdoor and Adventurous (Year 5/6)

To be completed

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Physical Education Knowledge Organisers: Invasion Games (Year 1/2)

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Physical Education Knowledge Organisers: Invasion Games (Year 3/4)

To be completed

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Physical Education Knowledge Organisers: Invasion Games (Year 5/6)

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Physical Education Knowledge Organisers: Gymnastics (Year 1/2)

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Physical Education Knowledge Organisers: Gymnastics (Year 3/4)

To be completed

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Physical Education Knowledge Organisers: Gymnastics (Year 5/6)

To be completed

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Physical Education Knowledge Organisers: Dance (Year 1/2)

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Physical Education Knowledge Organisers: Dance (Year 3/4)

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Physical Education Knowledge Organisers: Dance (Year 5/6)

To be completed

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Physical Education Knowledge Organisers: Athletics (Year 1/2)

To be completed

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Physical Education Knowledge Organisers: Athletics (Year 3/4)

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Physical Education Knowledge Organisers: Athletics (Year 5/6)

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Physical Education Knowledge Organisers: Striking and Fielding Games (Year 1/2)

To be completed

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Physical Education Knowledge Organisers: Striking and Fielding Games (Year 3/4)

To be completed

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Physical Education Knowledge Organisers: Striking and Fielding Games (Year 5/6)

To be completed

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Religious Education

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Religious Education Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Special People	Understanding Christianity: What is the good news Jesus brings?	Special Symbols and Objects		Understanding Christianity: Who made the world?	Special Ways of Living
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Understanding Christianity: What is it like to follow God?	Understanding Christianity: What sort of world did Jesus want?	Sikhism, The Gurus and the Khalsa (Sikh Gurdwara Visit)		The Five Pillars of Islam	
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Humanism		Understanding Christianity: What did Jesus do to save human beings?	Understanding Christianity: What would Jesus do?	Hindu Gods and Goddesses (Visit to a Hindu Mandir)	

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Special Places (Church Visit)	Understanding Christianity: Why does Christmas matter to Christians?	Special Words and Stories		Understanding Christianity: What do Christians believe God is like?	Special Things in Nature
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Understanding Christianity: What do Christians learn from the Creation Story?	Judaism - Moses	Understanding Christianity: Why do Christians call the day Jesus died Good Friday?	Understanding Christianity: What is the Trinity?	Holy Places in Islam (Mosque Visit)	
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Understanding Christianity Creation and science: conflicting or complimentary?	Understanding Christianity: What kind of king is Jesus?	Understanding Christianity: What difference does the resurrection make to Christians?	Understanding Christianity: was Jesus the Messiah?	The Buddha	

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Religious Education Progression Document: Buddhism (Years KS1)

Buddhism Key Stage 1

Key vocabulary
Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
There is no deity An ordinary person who became 'awakened' (Buddha)	Building where Buddhists meet Symbols and artefacts found in Buddhist Centres People with a special role (monks, nuns, teachers	Stories from the life of the Buddha which show his concern to find an answer to the problem of suffering Stories Buddha told.	Buddhists believe in: • importance of compassion; • respect for all living things and the intention not to harm them; • importance of being generous, kind, truthful, helpful and patient; and • importance of reflection and meditation, developing inner peace.

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Religious Education Progression Document: Buddhism (KS2)

Buddhism Key Stage 2

Key vocabulary
Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage

Deity and Key figure	Place of Worship	Holy book	Buddhist way of life
Buddha means 'one who is fully awake to the truth' or Enlightened Through his own efforts, the Buddha overcame greed, hatred and ignorance	Temple Buddhist Community (sangha) - made up of lay people and ordained Features of Buddhist Centres including temples, shrines, artefacts and offerings Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened	Stories told about and by the Buddha, Jataka Tales .... Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy	Symbols – lotus flower, prayer wheel Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Buddhists aspire to fearlessness, contentment, kindness, meditation Four Noble Truths: • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. Samsara - continual cycle of birth and death Key festivals: • Wesak - Buddha's birthday • Dharma Day

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			Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened

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Religious Education Progression Document: Christianity (KS1)

Christianity Key Stage 1

Key vocabulary
Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do	Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan) Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.	Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews. Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness	Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals) Explore special times for Christians (welcoming new babies – including baptism) Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter Explore some stories about Christians e.g. historical figures such as Mary Jones or well-known current figures from Christians in Sport.

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Religious Education Progression Document: Christianity (LKS1)

Christianity Key Stage 2 Lower

Key vocabulary
Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts. Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).	Know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). Explore how he related to the marginalised of society (women, children, the sick) Know major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God	Know that the Bible is a 'library' of books. Know it contain different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. Understand that the different books all teach something about God and His relationship with humankind. Know that there are four gospels giving 'good news' about Jesus. Know how to find a reference in a Bible using chapters and verses.	Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints). If possible, engage with Chris-tians from your locality who will answer questions about their faith and life. Festivals – at the appropriate times, find out how the Chris-tians celebrate some festivals such as Harvest, Remembrance Sun-day, Ad-vent, Christ-mas, Lent, Easter, Ascension Day Pentecost. Investigate why and how people pray. Hear and talk about some famous prayers.

Have an opportunity to talk with believers from the different churches.			Find out about Chris-tian wed-dings in a church and com-pare with other wed-dings known to your pupils

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Religious Education Progression Document: Christianity (UKS2)

Key vocabulary
Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.

Church	Jesus	Bible	Christian Life
Find out about how the Holy Communion / Eucharist / Mass / Lord's Supper is celebrated in church and why it is important to many Christians. Explore the origin and meaning of the Lord's Prayer and how it is used in worship today. Read / listen to / sing some favourite Christian hymns and songs to discover what they tell us about Christian beliefs. Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.	Discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). Read some of Jesus' miracle stories and find out what is a miracle. Ask why these miracle stories are important. Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity)	Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. Understand how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. Explore how the belief in God the creator influences Christian views on environment and climate justice. Explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world.	Explore Jesus' teaching as a foundation for Christian living: • Personal life – baptism, confirmation etc. • Making moral decisions and lifestyle choices • Public life – individuals and churches active in charities e.g. Christian Aid,, foodbanks, Fair Trade • The ministry of chaplains in hospitals and prisons • Beliefs about death and life after death and how these may affect Christian living (exploring the message of Christian funerals)

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Explore Christian life and practice in another country (for Cambridgeshire, this will be the link Diocese of Vellore in the Church of South India).	Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.	Understand that the Bible is the most translated book in the world and discover the work of the Bible Society or other mission groups.	Explore what Christians mean by/experience as the Holy Spirit in their lives.

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Religious Education Progression Document: Hinduism (KS1)

Hinduism Key Stage 1

Key vocabulary
Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food). Hear a story about the deity represented by the murti(s). Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.	Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.	Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life. Discover some popular Indian recipes and the important Hindu custom of hospitality.	If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.

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Religious Education Progression Document: Hinduism (KS2)

Hinduism Key Stage 2

Key vocabulary
Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Places of worship	Deities and scriptures	Dharma	Living a Hindu life
If possible visit a Hindu mandir / temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.	Understand how most Hindus believe in the Supreme Spirit Brahman who is unlimited, all-knowing and the source of all life and that the different deities represented in the murtis, reflect different aspects of God.	Explore the idea of karma (the law of cause and effect) and how this influences the way Hindus live their lives. See how this relates to reincarnation and the belief that the soul is eternal, so that when the body perishes the soul assumes a new body	If possible, have an opportunity to talk with Hindu believers. Explore the Hindu way of welcoming babies, e.g.
Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Explore how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. Find out what worshippers do when they enter the mandir (include removal of shoes, ringing bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing of prashad. Discover how a mandir also acts as a community centre.	(The murtis usually represent individual deities. They are a focus for worship and are visual representations of God. Ultimately Hindus worship The One but prefer to do this through 'istadevas' - their own chosen names and forms of God, represented as icons or images with distinctive names and forms, e.g. Krishna or Sarasvati). Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.	and experiences the fruits of actions in its previous life. Understand that it is possible for the soul to break free of this cycle and return to a state of bliss in a liberation known as moksha.	• Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear. • The child naming ceremony (Namakarana) and how names are chosen • Head shaving is connected to the removal of impurities.

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Religious Education Progression Document: Humanism (KS1)

Humanism Key Stage 1

Key vocabulary
Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule.

Knowledge and belief	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
Q: Why humanists believe human beings are special? What human beings share with other animals and what makes us unique Our ability to question and reason, to empathise with other humans and animals, and our creativity How human beings have improved and can further improve our quality of life and our understanding of the world, including human achievements in science, medicine, art, and society	**Q: How can we be happy?** The Happy Human as a symbol of Humanism Happiness as a worthwhile aim; the importance of relationships, exploration, and achieving goals Many ways of finding happiness; there is no one recipe for happiness One way to be happy is to make other people happy (Robert Ingersoll)	**Q: What are the special ways Humanists celebrate in their lives?** Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support from family and friends The importance of human relationships; the need for love and support from other people in our lives; including the need to offer support as well as accepting it No special Humanist festivals but many humanists celebrate traditional festivals such as Christmas as a time to recognise the importance of family, friendship and kindness	**Q: Why do Humanists think we should be good to each other?** Reasons to be good to each other; promoting happiness and avoiding doing harm Thinking about the consequences of our actions The Golden Rule Taking care of other living creatures and the natural world

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Religious Education Progression Document: Humanism (KS2)

Humanism Key Stage 2

Key vocabulary
Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
Q: How do Humanists decide what to believe? The material world as the only one we can know exists Rejection of sacred texts and divine authority; mistrust of faith and revelation Science as the best method to understand the universe; evidence for the universe being billions of years old; evidence that all life on earth, including humans, evolved from a common ancestor Humanist responses to claims of pseudoscience: astrology, mediums, alternative medicine, etc.	**Q: What are Humanists' views on happiness?** Happiness as a worthwhile goal; living a flourishing and fulfilling life; Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others The absence of the need for religion or the belief in a god or gods to be happy The absence of any belief in an afterlife means 'the time to be happy is now', while we are alive Human beings' responsibility for their own destiny	**Q: What do humanist celebrations tell us about the things humanists value?** Celebrating human life; marking key moments in people's lives such as births, weddings, and deaths The importance of human relationships The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods); the need to offer support as well as accept it Humanist weddings: celebrating when two people, of any sex, agree to spend the rest of their lives together; making a wedding personal and meaningful to the couple	**Q: What do humanists value in life?** Humanity, the human spirit and human attributes, including our ability to question and reason Human creativity and achievement: intellectual, technological and artistic The natural world and other living things; the environment in which we all live Human relationships and companionship; our ability to empathise with other humans and animals Our shared human moral values: kindness, compassion, fairness, justice, honesty

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Willingness to adapt or change beliefs when faced with new evidence			Our ability to improve our quality of life and make the world a better place for everyone

Knowledge and belief (Atheism and agnosticism)	Meaning and purpose (happiness)	Celebrations and ceremonies	Humanist ethics
Q: Why don't Humanists believe in a god or gods? Atheism: the absence of belief in a god or gods Agnosticism: the belief that we can't know whether a god or gods exist or not Absence of convincing evidence for a god or gods Consequences of atheism/agnosticism for how humanists live Humanism as a positive philosophy; living good and happy lives without the need for a god or gods			**Q: How do humanists believe we can lead a morally good life?** The rejection of sacred texts, divine rules, or unquestionable authorities to follow; accepting individual responsibility for our actions The importance of reason, empathy, compassion, and respect for the dignity of all persons Following the Golden Rule as a naturally evolved ethical principle, present in many cultures Reward and punishment as insufficient motivations to do good; thinking about the consequences of our actions on others and what would happen if everyone acted the same way Valuing general moral principles while considering the particular situation, the need for flexibility and the opportunity to question rule

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Religious Education Progression Document: Islam (KS1)

Islam Key Stage 1

Key vocabulary
Allah, Islam, Mosque, Muslim, Prophet, Quran.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.	Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people. Explore what life was like for Prophet Muhammad as a child (he was an orphan also had a wet nurse as was the custom at the time.)	Know that the Qur'an is a special book for Muslims. Know that it has 114 chapters. Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.	Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers) Special times for Muslims (e.g. welcoming new babies) Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?

Explore stories connected with the mosque (name, when was it built) Meet the people who go to the mosque.	Know some stories about Prophet Muhammad and how the society was before he announced his Prophethood.	Qur'an was sent to Prophet Muhammad as a guide to humanity.	Explore some stories about Muslims e.g. going for Hajj

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Religious Education Progression Document: Islam (KS2)

Islam Key Stage 2

Key vocabulary
Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.

Mosque	Prophet Muhammad (pbuh)	Holy Qur'an	Muslim life
Look at the Muslim calendar how is it different? Know the main features of a mosque and understand the use of it. What is their significance? (mihrab, Qiblah, mimbar, any patterns or calligraphy in the mosque. Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the	Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Link to the Shahada – declaration of faith: Muslims express- Oneness of God and the Prophethood of Muhammad. Know major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.	Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Know how to find a reference in a Qur'an. Listen to a Qur'an verse or chapter in Arabic. Find its meaning.	Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship (make students aware) Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers. Prayer – why and how people pray. Understand some of the actions that form a prayer.

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direction towards which Muslims face when praying. Know that there is diversity in Islam by visiting at least two different mosques and explore different practice and beliefs behind them. Have an opportunity to question believers.	Link stories- Prophet & the woman who used to throw rubbish. Prophet and how he was given the title of the 'truthful'. Consider and discuss how Prophet is a role model for Muslims. Discuss the birthdate of the Prophet- MiladunNabi. What do Muslims do in celebration?	Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.	Prayers can be offered at the mosque or at home or wherever a Muslim is. How does prayer help a Muslim? Make your own prayer mats.

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Religious Education Progression Document: Judaism (KS1)

Key vocabulary
Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, **Shabbat:** Kosher Two Candles, Challah, Wine, **Jewish Life:** Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Visit a local Synagogue. Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls. Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals. Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit.	Know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening. Know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world. Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day. Hear some Shabbat blessings and songs, know that they are recited and sung in Hebrew.	Know that Torah is the holiest document for every Jewish person. Know that it is traditionally regarded as having been given to the Jewish people by their leader and greatest prophet: Moses on Mount Sinai, many centuries ago. Know that Torah scrolls are made of special pieces of parchment and every word written in them has to be absolutely perfect and is usually written by a professional scribe. Know that it includes the 10 Commandments (also regarded as important by Christians) (among many other commandments kept by Jewish people). Know that the stories in the Torah are known to Christians as the Old Testament. Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob	Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world. Know that there are many important moments in a Jewish person's life: birth, coming of age, marriage and death. Know that the Jewish calendar is different to the secular calendar, and the Jewish Year starts in Autumn. Know some basic information related to Rosh Hashanah (New Year), Yom Kippur. Find out about the Maccabbees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. Listen to some Chanukah songs, sing some in English. Play dreidel.

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		and Esau and the story of Moses receiving Torah from God.	Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.

Religious Education Progression Document: Judaism (KS2)

Key vocabulary
Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. **Shabbat:** Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine. **Jewish Life:** 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (Booth), Yom Kippur.

Synagogue	Shabbat	Torah and Commandments	Jewish life
Know that there are different groups of the Jewish people, understand the basic difference between Traditional and Progressive Judaism. If possible visit one Traditional and one Progressive (Liberal or Reform) Synagogue, observe differences in separation or lack of separation of space for men and women, differences in clothing extremely devout men wearing tzitzit and covering their heads with kippot all	Know that the start of Shabbat is marked with the lighting of two candles and blessing over wine and bread and finishes with Havdalah – which means separation. Havdalah candles are plaited to symbolise a liason between Shabbat and the everyday, between sacred and profane, God and people. Know some differences between the ways Traditional and Progressive Jews	Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses.	Know the Jewish calendar (New Year starting in Autumn, days starting with sunsets, some festivals being related to particular seasons). Find out more about Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.

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the time, devout married women covering heads, complete equality in Progressive Synagogues). Listen to the sound of the Shofar. Find out about Jewish Communities constructing special booths for the Festival of Sukkot in memory of wandering in the desert after leaving Egypt. If possible visit one local Sukkah during the festival, shake a lulav or observe Jewish people performing this tradition. Meet a rabbi, have an opportunity to ask him questions about his work. If not possible: „ask a rabbi" by e-mail.	celebrate Shabbat. (using light, driving cars) "Shabbat Shalom" - Understand the importance of Shalom – Peace as a space for spirituality, for God and goodness, time shared with family and friends, time for reflection about the meaning of life. The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.	Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms. Find out about King David and his story. Interpretation of Psalms. Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.	Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God. Bar/Bat Miztvah ceremony – becoming son or daughter of the commandments it means to be responsible for one's actions and for the whole community? Find out about the spiritual meaning of the Hebrew alphabet („letters of fire"), numerical value of letters and words. Bar Mitzvah sermon – reflection on Torah stories – what do these stories mean to a boy/girl in XXI century Britain.

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Religious Education Progression Document: Sikhism (KS1)

Sikhism Key Stage 1

Key vocabulary
Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
What do Sikhs believe about God and the creation that we live in? Why Sikhs believe we are all special How Sikhs believe that we are all Gifts from that One Creator How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator	**What does it mean to belong to a family?** Where male and female are treated equal Where all race, religions and nationalities are treated equally Where respectfully we have all been created differently	**How does a Sikh family choose to name a child that they have been blessed with?** How going to the Gurdwara brings people together: example when a Turban is first tied on a child. How life and death are celebrated and accepted.	**Why do Sikhs think we should be good to each other?** • RESPECT • EQUALITY • FORGIVENESS

What can be learnt from the lives of the 10 Gurus How the Guru Granth Sahib is respected as the Living Guru	How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.	Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this.	How can Meditation, honest living and serving humanity help us become better people? Doing good deeds.

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Religious Education Progression Document: Sikhism (KS2)

Key vocabulary
Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.

Knowledge and belief	Meaning and purpose (belonging)	Celebrations and ceremonies	The Sikh way of life
Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc How did the Guru Granth Sahib come into being and what is the significance of the Living Guru ? What does the Guru Granth Sahib teach about ones relationship with the	**How do Sikhs meditate and serve in Gurdwaras and in their own homes?** What are the key features of the Gurdwara, and how may they differ in different parts of the world (eg Harmandir Sahib or Golden Temple in India, compared to a local Gurdwara in the UK).	**What happens in Sikh celebrations and ceremonies in the Gurdwara?** How does music and meditation play an important part in Sikh ceremonies. Explore how music and meditation can make you feel	**Why is Seva (Selfless Service) such an important aspect of human life?** What influences the ways people behave, and what is expected of an individual choosing the Sikh way of Life? In what ways do Sikhs make a difference in the local community?
Creator, the world and life – how does reincarnation work?		How is the Guru Granth Sahib respected in the Gurdwara?	How do the Five 5K's assist a Sikh practice their purpose in life – ie to connect with the Creator?

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Religious Education Knowledge Organiser: Special People (Year 1/2)

R.E: SPECIAL PEOPLE KNOWLEDGE ORGANISER

Overview

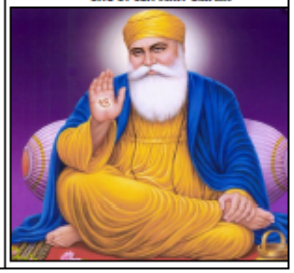
-Almost all of us have someone in our lives who is special. Lots of us have many people who are special to us!

-We each have our own special qualities and characteristics. These make us unique!

-Many religious people, for example Christians, Hindus and Sikhs, have special people that mean a lot to them and their religion.

-In these religions, some special people (and their teachings) are often sacred.

Guru Nanak, the founder of Sikhism and one of ten Sikh Gurus.



In Hinduism

Rama and Sita

-Rama and Sita are special individuals in Sikhism.
-The story goes that Rama was a good man, who was married to a beautiful princess called Sita.
-They were banished into a forest with Lakshman, Rama's brother, by his stepmother.
-In the forest, Ravana, a demon king with ten heads, kidnapped Sita. Rama and Lakshman, with the help of the monkey king, Hanuman fought Ravana for ten days until they defeated him.
-Rama was heroic, brave, noble and loving
-Sita was loyal, devoted, faithful and loving.
-To Hindus, Rama & Sita show how to be a perfect husband & wife.

Celebrating them at Diwali

-When Rama and Sita returned to their kingdom, people welcomed them with rows of 'divas' (small clay lamps).
-Today, Hindus celebrate Diwali in October/ November time. People light their own divas in homes, streets and temples.
-By doing so, they celebrate how good defeated evil.

Key Vocabulary

Special
Characteristics
Sacred
Christianity
Jesus Christ
Christmas
Hinduism
Rama
Sita
Diwali
Sikhism
Guru Nanak
Gurpurb

In Christianity

Jesus Christ

-Jesus Christ is the central person in Christianity.
-To Christians, he is the most important person who ever lived.
-He lived around 2,000 years ago in the land that is now called Israel.
-In his life, Jesus showed people how to live in a kind and caring way.
-Jesus performed miracles, including helping the sick to get better, and looked after people that had been turned away by others.
-Christians call him the Son of God, and pray for him to help them in their lives.
-Christians try to follow the good example that Jesus set for them about how to live.

Celebrating him at Christmas

-Christians celebrate the birth of Jesus at Christmas time (in December).
-Jesus' mother, Mary, was visited by Gabriel the angel, and told that she would give birth to the Son of God.
-She (and her partner, Joseph) travelled to Bethlehem. There, Jesus was born in a stable. The new baby was visited by shepherds and by wise men.
-The scene in which Jesus was born is called the 'nativity.'
-At Christmas time, people put up lights to brighten the winter darkness – this shows how Jesus was the 'light of the world.' They also give each other gifts.

In Sikhism

Guru Nanak

- Guru Nanak is the founder of Sikhism.
-He lived around 500 years ago in Punjab (now in Pakistan and India).
-Sikhs believe that one day, whilst he was bathing, he was taken by God for three days.
-When he returned, he spread messages from God to those around him about how to be good.
-He became the first of the Ten Gurus, who led the Sikh religion.

Celebrating him at Gurpurb

-Sikhs celebrate Guru Nanak's birthday every November at Gurpurb.
-The holy book, the Guru Granth Sahib, is read aloud. It is so long that it takes around 48 hours!
-They also sing special hymns, called Shabads.

Personal Spirituality – Key Questions

What makes me special? | What makes my friends/ family special? | Which people/ pets are special to me? Why? | When do I feel special? | How can I make others feel special? | What special things have I/ others done in my life? | What special quality do I/ others have? | Who do other people think are special? Why?

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Religious Education Knowledge Organiser: Special Symbols and Objects (Year 1/2)

R.E: SPECIAL SYMBOLS AND OBJECTS KNOWLEDGE ORGANISER

Overview

-Most of us have objects in our lives that are special. They may hold special meanings to us or remind us of special memories.

-Some things are special just to us (e.g. our cuddly teddy) whilst some may have value to lots of people (e.g. a treasure chest of gold!)

-Symbols are objects/things that stand for something else (e.g. the heart is a symbol of love).

-Many religious people, for example Christians, Jews and Buddhists, have special objects and symbols that mean a lot to them.

The image of the Buddha contains many Buddhist symbols.

In Christianity

The Cross

-The cross is the most important symbol in Christianity.
-It helps Christians to remember that Jesus Christ died on the cross, in order to make up for the sins of humans.
-The Romans crucified Jesus along with some other Jewish rebels, because they thought that he might lead an uprising against them.
-They were wrong. In fact, Jesus was a man of the people, who wanted people to live in a kind and loving way to one another. He knew that he would die on the cross.
-Afterwards, God brought him back to life. This is why Christians celebrate Easter.

Other Special Christian Objects & Symbols

-There are many other special objects in the Christian faith:
-The Bible is the holy book of Christianity, containing stories and hymns.
-Baptismal certificates show that a person has become a Christian.
-Stained glass windows often show images of Christian stories & beliefs.
-There are also many symbols in Christianity:
-Eggs, bunnies, chicks and daffodils are used at Easter time to present new life – Jesus rose from the dead after being crucified.
-Candles are often used to demonstrate how Jesus lighted up the Earth.

In Judaism

Torah Scroll

-The Torah Scroll is also known as the Sefer Torah. To Jews, it is the most important object in the world.
-It contains the first five books of the Bible, written onto animal skin.
-It is dressed in a mantle (a cloth covering), a crown, and a breastplate (a kind of silver covering).
-It is kept in a special cupboard at the front of a synagogue, known as the Aron Hakadesh.
-Jews use a yad (a silver pointer) to handle the Torah, as it is too sacred to be touched by hand.

Other Special Jewish Objects & Symbols

-Passover is also known as Pesach. Jewish families gather together to eat the Seder Meal.
-Each item of food on the plate represents something important from the Passover Story:
-Lamb represents lambs that were sacrificed. Egg represents the new life and freedom. Salt water is a reminder of the tears and sweat of slaves. Haroset is a reminder of the mortar used by slaves.

Key Vocabulary

- Symbol
- Represent
- Christianity
- Judaism
- Buddhism
- The Cross
- Crucified
- Bible
- Torah Scroll
- Yad
- Seder Meal
- The Buddha
- Lotus Flower
- Dorje

In Buddhism

Image of the Buddha

- Buddhists see many symbols in the image of the Buddha.
- The eyes are normally closed, to demonstrate the power of meditating.
-The lotus flower is used to show purity.
-There is often a circle of light around his head, to show that he has been enlightened (knows the truth about life). He often has a calm expression, to show he has found inner peace.

Other Special Buddhist Objects & Symbols

-Many special objects are used by Buddhists as a part of their rituals.
-Examples include special lamps, prayer bells, drums, and dorjes (representing a thunderbolt, to show the power of nature).

Personal Spirituality – Key Questions

- What things/ objects do I have that are special to me?
- Why are they special to me?
- How do I treat them?
- What animals do I resemble? Why?
- Which animals can I compare my character to?
- What is a symbol? What symbols are in my life?
- What symbols can I create for me/ my family?
- Why do we use symbols? What is the point?

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Religious Education Knowledge Organiser: Special Ways of Living (Year 1/2)

R.E: SPECIAL WAYS OF LIVING KNOWLEDGE ORGANISER

Overview

-Your 'way of life' means the things that you do normally from day-to-day, week-to-week, and year-to-year.

-This can include ordinary activities and events, and also activities and events that are special to you.

-All over the world, people have very different ways of living. This can be influenced by where they come from, but also by their religion.

-People of different religions have many activities and events that they take part in which are sacred or important

Ramadan is a particularly sacred time for Muslim people.

In Christianity

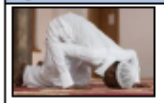
'Love One Another'

-Jesus told Christians that they should love one another.
-One story that he told, which helped to explain this idea, was The Good Samaritan.
- In the story, a Jewish traveller is beaten up and robbed, and is left for dead along the side of the road. A priest comes by, but avoids the man. A lawyer comes by, but he also avoids the injured man. Finally, a Samaritan comes by. Even though Samaritans and Jews didn't normally get along, he helps the man in an act of mercy and compassion. He showed that we can all get along with one another.

Church on Sundays

-Sunday is the holiest day of the week in Christianity. This is because it is the day the Lord 'rested' and the day of Jesus' resurrection.
-On Sundays, church services are held, where Christians come together to worship God and Jesus.
-At these services, worshippers sing hymns, read and listen to prayers, and also listen to Bible readings and sermons.
-Christian children may also attend Sunday school, where they learn more about the Bible and some of the stories within it.

In Islam



Prayer

-Muslims believe that they have a duty to pray to Allah (God) five times a day.
-This happens at dawn, midday, late afternoon, after sunset and late evening.
-A mu'adin calls people to prayer from the top of the minaret (tall thin towers on mosques.
-Before praying, Muslims complete a washing sequence called a Wudu.
-Wherever they are in the world, Muslims face Makkah (their holy city) when they pray.
-They remove their shoes as a sign of respect.

Ramadan

-During the month of Ramadan, Muslims fast (do not eat food or drink water) during the day, until sunset.
-They believe that this helps them to understand what life is like for those less fortunate than themselves.
-Young children do not have to fast, although many choose to.
-At the end of Ramadan, there is a big festival called Eid-ul fitr.

Key Vocabulary

Way of Life
Special
Sacred
Charity
Fundraising
Prayers
Good Samaritan
Wudu
Mosque
Child Monks
The Buddha
Noble Eightfold Path
Ten Precepts

In Buddhism

The Buddha

- The Buddha was a man called Siddhartha Gautama.
-He lived 500 years before Jesus in an area of the world that is now Nepal, in Asia.
-He started a religion called Buddhism.
-Buddhists believe that peacefulness and wisdom can be achieved through meditation.
They also follow the Noble Eightfold Path- Eight ideas that he set out for them for living well.

Child Monks

-In countries such as Thailand and Sri Lanka, once they are eight years old, many young boys and girls become monks for a short time.
-They shave their heads, wear simple robes, obey the Ten Precepts, do housework, meditate, chant, and worship Buddha.
-This brings merit to their families.

Personal Spirituality – Key Questions

- What are the special times in my day?
- What are the special times in my week/ year?
- What are the special events in my day/ week/ year?
- What does it mean to care for others?
- How do I care for others around me?
- What can I do to help make the world a better place?
- How do my special times/ events compare to other people?
- How can I help others to celebrate special times and events?

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'A cord of three strands is not easily broken.' Ecclesiastes 4:12
Inspiring a love of learning through the bonds of family, faith and friendship.

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Religious Education Knowledge Organiser: Special Places (Year 1/2)

R.E: SPECIAL PLACES — KNOWLEDGE ORGANISER

Overview

-Places can be extremely important to people. Most people have different places in their lives that are special to them. Different places are special to different people.

-Home is often a special place for people. It helps them to feel as though they belong and are safe.

-Many religious people, for example Christians, Jews and Muslims, have special places that mean a lot to them and their religion.

-To these people, places (and the objects and symbols in them) are often sacred.

The Sheikh Zayed Grand Mosque in Abu Dhabi, a special place for Muslims.

In Christianity

Churches

-Churches are special religious places for Christians.
-Every Sunday, Christians gather in churches to worship God and Jesus.
-Churches are places where babies are christened, people are married, and funerals are held. It is also a peaceful place, where people can come and pray to God in their own time.
-Many churches are the centre of their communities, and hold lots of activities and programmes which people are welcome to attend.
-Churches also hold special events at different times of the year, e.g. Easter/ Christmas.

Harvest Festival

-At Harvest time (in Autumn), many churches are filled with fresh produce and foods.
-At Harvest time, Christians thank God for his creation, and for the food they eat.
-Christians often donate food and money at this time of year, to those who need it more than themselves.

Advent

-Advent takes place in the lead up to Christmas (December).
-On each of the four Sundays of advent, candles are lit around an advent wreath.
-On Christmas Eve/ Christmas Day, a 5th is lit in the centre, representing Jesus.
-Many churches hold nativity plays.

In Judaism

Synagogues

-Synagogues are places of worship for Jewish people. Jews use synagogues as places to meet, worship and study.
-Jews sometimes call their synagogues 'temples' or 'shuls.'

-Synagogues often have large rooms for prayers, and smaller rooms for studying.
-There are normally also offices and a large room for special events.
-The front of the synagogue faces towards Jerusalem in Israel. Jerusalem is a holy place in Judaism.

The Western Wall

-The Western Wall is a holy place of prayer and pilgrimage for Jewish people.
-It was once a part of the Second Temple of Jerusalem, but now the western wall is all that remains.
-It is about 50 metres long and about 20 metres high.
-Jews make pilgrimages (religious journeys) to the Western Wall.

Key Vocabulary

- Church
- Advent
- Harvest
- Altar
- Lectern
- Font
- Stained-Glass Windows
- Synagogue
- Western Wall
- Mosque
- Prophet Muhammad
- Allah
- Dome

In Islam

Mosques

- Muhammad lived around 1,400 years ago in Arabia. Muslims believe that he received messages from God. This is the basis for Islam.
-According to Muslim tradition, Muhammad's camel (Qaswa) chose the location of the very first mosque. Mosques are where Muslims pray to Allah (God).
-Bilal, one of Muhammad's companions, gave the very first call to prayer. The 'adhan' (call to prayer) still takes place today, and begins each time with the words 'Allahu akbar' (God is most great) repeated four times.

-Today, there are mosques all over the world. They often have domes and/or minarets (tall, slender towers). There are no pictures/ statues in Mosques as Muslims believe that this would be offensive to Allah.

Personal Spirituality – Key Questions

- What makes our homes special?
- Where is my favourite place in my home?
- What makes our school special? What makes our village special?
- What special places have I visited?
- How do I feel when I am in special places?
- Are places that are special to me, special to everyone?
- What do I like/ dislike about places around me?
- What times and events can make places special?

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Religious Education Knowledge Organiser: Special Words and Stories (Year 1/2)

R.E: Special Words and Stories Knowledge Organiser

Overview

-Books and stories can be extremely important to people. Most people have at least one book or story that is special to them.

-Books and stories can be special to different people for different reasons. People from different cultures and faiths may find different stories special.

-Many religious people, for example Christians, Jews and Sikhs, have special holy books and stories which help them to live their lives.

-To these people, special books and stories (and the words written in them) are often sacred.

Christians believe that Jesus Christ shared parables (special stories) with those around him.

In Christianity

The Bible

-The Bible is the holy book of Christians. It has two sections – the Old Testament and the New Testament.

The Old Testament has stories about the Jewish people before the birth of Jesus.

-The New Testament contains stories about Jesus, who himself was a Jew. It also describes some of the things that happened in the years after he died.

-The Bible contains four accounts of the life of Jesus, written by Matthew, Mark, Luke and John. They were some of his disciples while he was alive.

Many of these stories are very special to Christians, as they teach them about the things that Jesus did, and how they themselves should live their lives.

THE LORD'S PRAYER

Our Father, who art in heaven,
hallowed be Thy name.
Thy kingdom come.
Thy will be done on earth as it is in heaven.
Give us this day our daily bread and forgive us our trespasses as we forgive those who trespass against us.
And lead us not into temptation, but deliver us from evil.
Amen.

The Lord's Prayer

-The Lord's Prayer is a special prayer because Jesus taught it to his followers.

-It contains words that are very important to Christians, for example heaven, forgiveness, and temptation.

The Easter Story

-The Easter Story tells of the death and resurrection of Jesus.

-Christians learn that Jesus Christ suffered for the sins of man.

-Easter gardens are often made around Easter time, to remind Christians of the Easter Story.

In Judaism

The Megillat Esther

-The Megillat Esther is a special scroll in Judaism, that is beautifully decorated.

-It tells that story of Queen Esther, the wife of a Persian king. She bravely stopped a plan by Prime Minister Haman to kill all Jews – saving her people.

-During the Jewish festival of Purim, the story is read aloud in synagogues. People boo, hiss and stamp when they hear Prime Minister Haman's name, and cheer when they hear Esther's! There are also fancy dress parades and a Queen Esther is chosen!

The Torah

-The Torah is the main Jewish holy text.

-Jews believe that the Torah is the word of God. God spoke his words to Moses, who wrote it down for the Jewish people. Because of this, it is very special to Jews!

-The word Torah means 'teaching.' The Torah tells Jews how they should live their lives as good people.

Key Vocabulary

Books
Stories
Words
Sacred
Holy
Christianity
Bible
Sikhism
Guru Granth Sahib
Guru Nanak
Judaism
Megillat Esther
Torah
Cultures

In Sikhism

Guru Granth Sahib

- Guru Nanak lived about 500 years ago in Punjab (an area now in India and Pakistan. He started Sikhism.

-Guru Nanak had lots of experience, and was a very skilled songwriter. This helped him to write and sing songs of praise to God.

-Many of these can be found in the Guru Granth Sahib – the holy book of Sikhs.

-The book is treated with great respect. It is placed on a stand called a throne in the Sikh temple.

-Sikhs bow down in front of it, and never turn their back on it.

Personal Spirituality – Key Questions

What are my favourite books and stories? → Why are they special? → What are my favourite nursery rhymes and poems? → What makes them special? → What are my favourite songs? → Why are they special? → What were my first words? → What are my favourite words, and what makes these words important?

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Religious Education Knowledge Organiser: Special Things in Nature (Year 1/2)

R.E: SPECIAL THINGS IN NATURE KNOWLEDGE ORGANISER

Overview

-The natural world includes animals, plants and all parts of nature that are not made by people.

-The natural world is different from place to place, and is full of wonder and beauty.

-We each enjoy different parts of the natural world, from tropical rainforests to dry deserts, from polar landscapes to our back gardens!

-Many religious people, for example Christians, Muslims and Hindus, have special relationships with parts of nature.

Saint Francis of Assisi, a Christian, had a special relationship with nature.

In Christianity

Creation Story

-The story of creation is told at the very beginning of the Bible, in the Genesis Chapter. It tells of how God made the world and everything in it.
-On the first day, God made light and darkness;
-On the second day, God separated the skies from the oceans;
-On the third day, God created land, and created all of the plants;
-On the fourth day, God created the planets, the moon, and the stars;
-On the fifth day, God made the creatures in the sea (e.g. fish) and the sky (e.g. birds);
-On the sixth day, God made animals and humans. On the seventh day, God rested.

Saint Francis of Assisi

-Saint Francis of Assisi lived in Italy around 500 years ago.
-He gave up all of his possessions and devoted his life to helping the poor, the sick and the needy. He was Christian, and did this in service of God.
-His followers are called Franciscan friars, who continue his good work.
-Saint Francis called all things in the natural world his brothers and sisters and composed a famous song about nature, called The Canticles of the Sun.
-He talked to birds and tamed the wolf. He believed that we should treat everything in the world like a brother or sister, as God the Father had created us all.

Islam

The Cave on Mount Hira

-Mount Hira is in the Arabian Desert.
-This is a very hot and dry place.
-Muslims believe that this is where the angel Gabriel gave messages to Muhammad from Allah (God) about 1,400 years ago.
-The messages were collected and written down in the Qur'an, which is the Muslim holy book.
-Every year, thousands of Muslims climb the mountain to reach the cave, to visit this special place.
-The night on which this happened is called Laylat-al Qadr (the night of power). Muslims often spend this night of the year praying.

Care for Animals

-Muhammad set a good example for Muslims about how they should care for animals.
-Some stories that demonstrate his care are the 'thirsty camel', and stories that show his treatment towards cats/ kittens.
-Muhammad's care of animals is thought to show that Allah wanted us to treat them well, as the world's creator.

Key Vocabulary

Natural World
Wonder
Christianity
Islam
Hinduism
Creation
Saint Francis of Assisi
Prophet Muhammad
Hira
Brahma
Indra
Surya
Varuna

In Hinduism

Gods of Nature

- Hindus believe in Gods, who are in charge of the forces of nature.
Brahma is the god of creation.
-Indra is the sky god, seated on a white elephant, and who brings thunder.
-Surya is the sun god, and rides a chariot.
-Agni is the fire god, and rides a ram.
-Varuna is the water god, & rides on a sea creature.
-Vayu is the god of wind, and rides on a gazelle.
-Hindus deeply respect the power of nature

Creation Story

-Brahma, the God of creation, created the other Gods and their areas of nature.
-He placed a golden egg on the water, which grew for a year. After a year, Brahma's human form stepped out. The upper dome of the egg is the sky, and the other dome is the earth.

Personal Spirituality – Key Questions

- What does nature mean to me?
- What are my favourite things in the natural world?
- What parts of the natural world do I enjoy?
- Why do we need to look after the natural world?
- How can we look after the natural world?
- What are the 'wonders' of the world?
- How do the wonders of the world make me feel?
- Which parts of the world do I find beautiful? Why?

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Religious Education Knowledge Organiser: Sikhism, the Gurus and the Khalsa (Year 3/4)

RE: SIKH GURUS AND THE KHALSA KNOWLEDGE ORGANISER

Overview

Sikhs are the people who follow Sikhism.

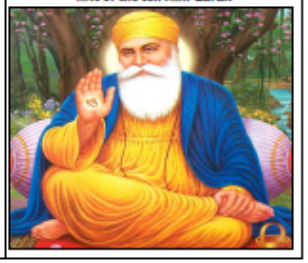
Sikhism was founded by a man called Guru Nanak. It is based on what he taught people. They believe that he received messages from God telling them how to live.

Guru Gobind Singh, the 10th Sikh Guru, led the formation of the Khalsa – the 'community of the pure.'

Leading a good life and making the right choices are important in Sikhism.

In the eyes of Sikhs, all people are equal below God. Working hard and living honestly is important.

Guru Nanak, the founder of Sikhism and the first of the ten Sikh Gurus.



Guru Nanak

Guru Nanak – The First Guru

-Sikhs believe that Guru Nanak was born in a small village called Punjab in India. He was born into a Hindu family, but grew up around Hindus and Muslims.

-Even as an infant, he seemed special: nature seemed to protect him (on one occasion for example, a cobra shaded him from the sun) and as a baby, he never cried, but smiled.

He was raised as a Hindu, and at the age of 16, he married. He had two sons, and worked as an accountant like his father. In the mornings and evenings, he would pray and sing hymns. He became a widely respected member of the community.

-One day, aged around 30, he went down to the river to pray and disappeared for three days. When he reappeared, he shone with a divine light. He gave away all of his possessions to the poor.

-Sikhs believe that Guru Nanak was spoken to by God, who told him to follow a simple faith, in which everybody was equal. In other religions, some people were thought of as better than others, but Guru Nanak now insisted on equality.

-His message was simple: pray to God, be honest, work hard, care for your family and your community. These ideas formed the basis of Sikhism.

Guru Gobind Singh & The Khalsa

-After Guru Nanak died, he was succeeded by a new leader (Guru Angad). When Guru Angad, another new Guru was appointed, and so on.

-Guru Gobind Singh was the tenth and final Sikh Guru. He became Guru at age 9, after his father was executed in 1675CE. At this time, the Sikhs were a weak, disunited group.

-Guru Gobind Singh decided to make them united again. On Baisakhi (an ancient Sikh festival) Day on 1699CE, the Sikhs gathered together. Guru Gobind Singh asked the crowd if anyone was brave and committed enough to die for their faith. One-by-one, five men raised their hands.

-Each man was led into a tent, where a slashing noise could be heard. Each time, the Guru came back out of the tent with a bloodied sword. After the 5th man entered the tent, all five emerged with the Guru, wearing a special uniform.

-He announced that they would be known as the 'Panj Piare' (beloved 5), the first in an army of soldier saints known as the Khalsa (community of the pure).

-they were initiated in a ceremony called Amrit Sanskar – a tradition which continues in the present day.

Key Vocabulary

Sikhism
Sikhs
Guru Nanak
The Ten Gurus
Equality
Community
Traditions
Guru Gobind Singh
The Khalsa
Baisakhi
Amrit Sanskar
The Five Ks
Turban

The Five Ks

- Sikhs display their commitment to their religion by adhering to the 5 Ks, which are the 'Sikh Articles of Faith.'

1. Kesh – Uncut Hair
2. Kangha – Comb
3. Kara – Steel Bracelet
4. Kirpan – Sword
5. Kaccha – Soldier's shorts

The Five Ks are symbols for different Sikh ideals – each item links to a different belief.

The Turban

-Although wearing a turban is not one of the Five K's, it is still an essential symbol of the Sikh religion. Sikhs have worn turbans since the era of Guru Nanak

-Most Sikh boys wear a turban from age 8, after a ceremony in which they put on a turban for the first time.

-Longer hair is tied into a topknot. The hair is covered by a patka, a square piece of cloth which is about the size of a handkerchief.

Personal Spirituality – Key Questions

- What have been the special moments in your childhood?
- What experiences have you had that you would call 'turning points?'
- To what extent do you believe in equality?
- How do you demonstrate this approach in your own life?
- How could you treat others like brothers and sisters?
- What groups do you belong to?
- How does membership in these groups make you feel?
- What are the expectations of your groups/ communities?
- What ceremonies/ traditions have you experienced?

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Religious Education Knowledge Organiser: The Five Pillars of Islam (Year 3/4)

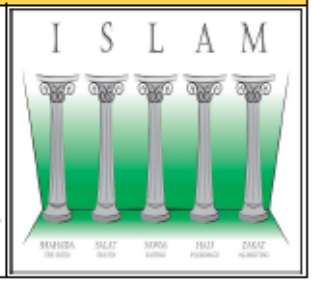
RE: ISLAM – THE FIVE PILLARS KNOWLEDGE ORGANISER

Overview

Muslims are the people who follow Islam. As a part of their beliefs, Muslims consider that there are five basic duties expected of them. These are called the 'five pillars of faith.'

The five pillars underpin the beliefs of the Arabic faith. Muslims believe that in his last sermon, the Prophet Muhammad said these words to Muslims:

"O people, listen to me in earnest. Worship Allah (the one creator of the universe), perform your five daily prayers, give what you are obliged to out of your wealth and fast during the month of Ramadan. Perform Hajj if you can afford to."



Shahadah and Salah

Pillar 1: Shahadah ('declaration of faith').

-Muslims should recite the Shahadah as often as they can – it reads: 'La ilaha illal Lahu Muhammadur rasulullah'

-This means: 'I bear witness that there is no god but Allah and I bear witness that the Prophet Muhammad is his messenger.'

-This is a Muslims pledge to live life in obedience to Allah. Muslims believe that their actions are judged by their intentions, rather than their consequences, so they believe that it is very important to live life with good intentions.

Pillar 2: Salah ('worship of Allah').

- Salah (worship of Allah) takes place five times a day. The mu'adin calls people to prayer from the top of the minaret. The words used are known as the adhan.

-Generally, Muslims are required to pray at fajr (dawn), zuhr (midday), asr (late afternoon), maghrib (after sunset) and eisha (late evening).

--Before Muslims pray, they perform washing (wudu) following a ritual sequence. They also follow the Rak'at (a sequence of movements and words).

-Muslims can pray anywhere as long as it is clean. Their feet must face away from Makkah.

Zakah and Fawm

Pillar 3: Zakah ('poor due')

-Muslims are required to purify their wealth by giving to others who are less fortunate than themselves.

- Zakah is not a choice, but is strictly enforced by Islamic law. Muslims should give 2.5% of their annual wealth away, normally at the end of Ramadan.

-Zakah supports the 'Ummah' (the worldwide community of Muslims) by helping the poor and the needy. Many Muslims also give to charities such as Red Crescent and Islamic Relief.

Pillar 4: Sawm ('fasting during Ramadan')

-Adult Muslims who are able are expected to follow the example of Prophet Muhammad and fast during the month of Ramadan.

-During Ramadan, Muslims should not eat, drink, or smoke from just before dawn until sunset. After sunset, families gather to eat a good meal together, which is known as Iftar.

-By fasting, Muslims feel able to empathise with the poor and needy, and control desires and cravings.

Key Vocabulary

Islam
Muslim
Mosque
Shahadah
Salah
Zakah
Sawm
Hajj
Ummah
Ramadan
Pilgrimage
Ihram
Ka'aba

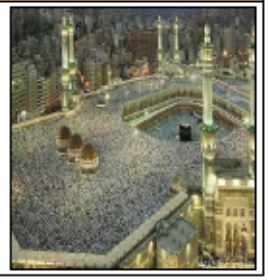
Hajj

Pillar 5: Hajj ('pilgrimage to Makkah')

-The Hajj is an annual pilgrimage made to Makkah by around 2-3 million Muslims during the month of Dhul Hijjah.

-All Muslims who are fit and able are expected to do this pilgrimage at least once in their lives. During the pilgrimage, they must wear special clothes called ihram.

-When they reach Makkah, pilgrims should walk around the Ka'aba seven times, touching or saluting to the sacred black stone as they pass the south-eastern corner.



Personal Spirituality – Key Questions

- What are good intentions? What good intentions do you have?
- What daily rituals do you have in your own life? Why?
- How does discipline impact on your life?
- Which charities do you support? Why?
- How/ when do you quietly reflect?
- How do you show self-control in your own life?
- Have you ever given anything up? Why?
- What journeys have you been on? How have these experiences changed you? What are your attitudes to travel?

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Religious Education Knowledge Organiser: Judaism – Moses (Year 3/4)

R.E: JUDAISM - MOSES KNOWLEDGE ORGANISER

Overview

-Moses was a religious leader, lawgiver and prophet, who is considered to be the most important prophet in Judaism.

-Those who follow Christianity and Islam also see him as an important prophet.

-Moses is believed to have led the Exodus of Hebrews from Egypt, saving his people.

-After this, it is believed that Moses was given the Ten Commandments by God.

-Jews believe that Moses lived until age 120, but died before reaching the Land of Israel.

The Exodus from Egypt

Context

-The ancestors of the Jews were called the Hebrews.
-There was famine where the Hebrews lived, so they moved to Egypt.
-As the Hebrew population grew, the Egyptians felt threatened.
-The Pharaoh persecuted the Hebrews, and made them work as slaves.
-He then ordered that baby boys born to the slaves were to be drowned in the River Nile.
-One Hebrew mother hid her son in a basket in the bulrushes at the edge of the Nile.
-The baby was found by the Pharaoh's daughter, who took pity on him.
-She adopted the boy, and gave him a Hebrew name – Moses.

The Exodus

-As a young man, Moses killed an Egyptian who was beating a Hebrew slave, and ran away into the desert. He married Zipporah and they had a son.
-One day, near Mount Sinai, God spoke to him from a burning bush.
-God told Moses to lead the Hebrews out of Egypt. He told him that he would help him.
-Moses asked the Pharaoh to let his people go, but he refused.
-So, God sent ten plagues to the Egyptians (see the information on the right).
-The Hebrews protected themselves by smearing lamb/goat blood on their doorposts.
-After the Pharaoh's son was killed, he let the Hebrews go, and Moses led them away.
-The Pharaoh's grief turned to anger, and he ordered his men to chase the Hebrews.
-The Hebrews were helped by God parting the Red Sea to allow them to cross.

Moses Receives the Ten Commandments

Receiving the Commandments

-After leaving Egypt, Moses and the Hebrews went to the desert in Sinai.
-They set up camp at the foot of Mount Sinai.
-On the third day, they heard thunder and lightning, a thick cloud appeared above the mountain, and a trumpet sounded.
-Moses led the people out of the camp and to the foot of the mountain.
-The whole of the mountain was soon covered in smoke.
-The people trembled in fear, but Moses spoke to God.
-God answered in thunder, and called Moses to the top of the mountain.

The Commandments

"I am the Lord your God who brought you out of Egypt where you were slaves.
1.Worship no god but me.
2.Do not bow down to any idol or worship it.
3.Do not use my name for evil purposes.
4.Observe the Sabbath and keep it holy.
5.Respect your father and your mother.
6.Do not commit murder.
7.Do not commit adultery
8.Do not steal.
9. Do not accuse anyone falsely.
10. Do not desire anything that another owns."

Recording the Commandments

-The ten commandments were written on two stone tablets, which Moses brought down from Mount Sinai.
-They were placed in a special wooden chest called the Ark of Covenant.
-About 300 years later, King David brought the Ark to Jerusalem.

Key Vocabulary

Moses
Judaism
Jews
Hebrew
Prophet
Plagues
Egypt
Exodus
Ten Commandments
Pesach
Passover
Seder Meal
Unleavened

The Plagues

Here are the ten plagues that God sent to the Egyptians:

1. The River Nile turned to blood.
2, 3, 4. Plagues of frogs, gnats and flies.
5. Animals became diseased.
6. Humans and animals were covered in boils.
7. There was a terrible hailstorm.
8. There was a plague of locusts.
9. Darkness came over the land.
10. The angel of death killed first-borns.

The Festival of Pesach

-Pesach celebrates the Exodus from Egypt.
-It is also called Passover, as the Angel of Death 'passed over' the Hebrew houses.
-For Pesach, houses are thoroughly cleaned and only unleavened bread can be eaten.
-The most important feature of the festival is the Seder meal. It consists of a roasted shankbone of lamb (remembering the sacrificed lambs), a roasted egg (symbol of freedom), parsley, lettuce, bitter herbs (reminder of bitterness of slavery) and haroset (a sweet, sticky paste – reminder of freedom).

Personal Spirituality – Key Questions

- Who are important people in your life? What makes them important?
- What does it mean to feel uprooted or displaced? Have you ever felt uprooted or displaced?
- What celebratory meals do you eat in your own life? What makes these meals special?
- Why are rules important in society? What would life be like without any rules? How do you feel about rules?

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Religious Education Knowledge Organiser: Holy Places in Islam (Year 3/4)

RE: HOLY PLACES IN ISLAM KNOWLEDGE ORGANISER

Overview

Muslims are the people who follow Islam. As a part of their beliefs, Muslims consider that several places in the world are sacred.

The city of Makkah, and particularly the Ka'aba (a cube-shaped structure in the city) are considered the centre of the Islamic world. When Muslims pray, they face in the direction of the Ka'aba.

Mosques are Muslim places of worship. There are many different kinds of mosques –from small & modest, to huge, lavishly decorated landmarks. Mosques have many features that are significant to Muslims.

Worshippers completing Hajj pilgrimage at the Grand Mosque of Makkah.

The City of Makkah

-Makkah is a city in Saudi Arabia, 70 miles from the capital, Jeddah.

- At the centre of Makkah's Grand Mosque stands the Ka'aba – a cube shaped structure which Muslims believe was built by Abraham, an important figure in Islam. Before the Prophet Muhammad's birth, people of many faiths collected here to worship their Gods.

-Abraham had placed a sacred black stone in the south-east corner – thought to have come down from the heavens, and was originally white, but blackened as humans committed sins.

-In 570CE, Prophet Muhammad was born in the city of Makkah. When Muhammad was 35, the Ka'aba was being rebuilt after a flood. The tribes could not decide who should re-place the black stone, but Muhammad helped them to agree on lifting the stone into place together.

-After Muhammad began to share his revelations from Allah, people who believed in other Gods forced him from Makkah. He returned with 20,000 followers to peacefully take over the city, however, and declared that the Ka'aba would be a place for Muslim worship alone.

-To this day, Muslims from all over the world face the Ka'aba when they are praying.

-In the year of his death, Muhammad made a journey to Makkah. Now, Muslims are expected to complete the Hajj (pilgrimage to Makka) at least once in their adult lives.

Features of Mosques

-The Arabic word for a mosque is a 'masjid.' Those entering mosques are expected to be clean and modestly dressed. They may wash at the 'wudu' (washing area).

-Mosques are built in many different styles, but always have at least one minaret (from which prayer is called). The main prayer hall is almost always topped by a large dome. The prayer halls are often large and uncluttered, with very little furniture.

-Muslims believe that it is offensive to worship idols, and so pictures or representations of Allah or Muhammad are strictly forbidden. Instead, geometric patterns are used to show the beauty of the natural world that Allah created.

-The direction of Makkah is signaled with the Qibla. The Minbar is the place where the Imam (prayer leader) leads the worship – it is a slightly raised platform with steps leading up to it.

Key Vocabulary

Islam
Mosque
Masjid
Makkah
Ka'aba
Prophet Muhammad
Allah
Hajj
Minaret
Wudu
Qibla
Minbar

What Happens in Mosques?

-Mosques are often multi-functional, meaning that they serve a number of purposes.
-They are often community centres, with classrooms, meeting rooms, libraries and kitchens.
-Salah (worship of Allah) takes place five times a day. The mu'adin calls people to prayer from the top of the minaret. The words used are known as the adhan.
Friday is the Muslim holy day, and on Fridays it is the religious duty for all male Muslims to attend midday prayers (Jumu'ah) at the Mosque. Women often also attend.
-Before Muslims pray, they perform washing (wudu) following a ritual sequence.
-Before worshipping, Muslims also follow the Rak'at (a sequence of movements and words).

Personal Spirituality – Key Questions

- What are your views on idol worship? Is it healthy?
- What makes a good leader? Which of these traits do you have?
- How does peer pressure impact on you?
- How have you been influenced by peer pressure in the past?
- How/ when do you quietly reflect?
- How can quiet reflection be a powerful tool?
- What rituals do you have in your life?
- To what extent do you think discipline in life is important?
- How do you show self-discipline in your life?

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Religious Education Knowledge Organiser: Humanism (Year 5/6)

R.E: HUMANISM KNOWLEDGE ORGANISER

Overview

-Humanism puts human beings and their interests at the centre of things.

-Rather than focusing on religion, divine, or supernatural matters, humanists believe that fulfilment is achieved through human inventiveness and collective effort.

-Humanism is a broad philosophy, and there are many different types of humanists. Most do not believe in a God or deity.

-Humanists believe that people should think freely for themselves, be rational, and work together in order to achieve human happiness.

Humanist Beliefs

It is important to remember that there are many different kinds of humanist, who all believe in different ideas. Below are some of the most common beliefs.

-Humanism is not a religion, and most humanists do not believe in God or life after death;

-Humanists believe in a 'Golden Rule', which is 'Treat other people as you would like them to treat you.' Humanism is all about doing good and making people happy;

-Humanism is all about finding and giving love, making others happy, and making the best of the one life that we have together here on Earth;

-Humanists are rational. They believe that science and human thought are powerful tools for bettering life and creating a happy existence for all. They believe that science provides the best explanation for our existence – they do not believe that God created the Earth.

-Humanists are ethical - they value all humans beings, treating all equally. They believe in 'common humanity' – even though we have differences, we are all human.

Humanist Origins, Organisations and Symbols

Humanist Origins

-Humanism can be traced right back to ancient philosophers of Greece and beyond.

-Two of the most important were Protagoras and Epicurus.

-Protagoras lived around 400BC, and thought that everything could be explained without supernatural or divine causes.

-Epicurus (341-270 BCE) also held the view that God is not necessary to explain the way things are. He instead believed in pleasure and friendship.

-Many enlightenment and renaissance figures, and also famous scientists, have also been advocates of humanism over the years.

The British Humanist Association

-The BHA is recognised as the voice for Humanism in the UK.

-The BHA emphasises that humanism is a 'positive life-stance' rather than a negative attitude to religion.' The BHA realises that they do not speak for all humanists, as there are many different types.

The Happy Human

-The BHA held a competition in the 1960s, to decide on a logo for humanism.

-The winning entry was the 'Happy Human' (pictured).

-It shows a human figure reaching to achieve its full potential.

-It symbolises the idea that we only have one life to live, and that we should try to make it happy for all.

Key Vocabulary

Humanism
Humanist
Rational
Philosophy
Ethical
Deity
Golden Rule
Equality
Fulfilment
Origins
British Humanist Association
The Happy Human
Milestones

Humanist Ceremonies and Milestones

-Baby Namings and Welcomings: To celebrate the birth of their baby, humanists often hold these non-religious ceremonies. Parents state their love and commitment to the child, and some name 'guide-parents.' A tree may be planted to grow with the child.

-Weddings: Humanists who wish to spend their lives together can commit to one another in non-religious wedding ceremonies. They often exchange vows, and have poetry/ prose readings.

-Funerals: Humanists believe that we only have one life, and so celebrating one's life when it ends is very important. Humanist funeral officiants try to find out as much about the person as they can, to capture their life and personality.

Personal Spirituality – Key Questions

- What makes us human?
- What similarities and differences do humans have?
- In what ways would you describe yourself as ethical?
- In what ways would you describe yourself as rational?
- What are your beliefs about 'common humanity?'
- What are your thoughts on the 'Golden Rule?'
- What are the important milestones in your life?
- How do you celebrate milestones in your life?
- What are the most important things in your life?

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Religious Education Knowledge Organiser: Hindu Gods and Goddesses (Year 5/6)

RE: HINDU GODS AND GODDESSES KNOWLEDGE ORGANISER

Overview

Hindus are the people who follow Hinduism.

Many Gods and Goddesses are worshipped in Hinduism. All of these different deities are believed to be a part of the supreme God named 'Brahman.'

Hindus believe in many stories about their Gods and Goddesses. These stories are associaed with different Hindu festivals and celebrations.

Hindus believe in karma and reincarnation – that when you die you are reborn as something else.

Hindu religious art is widely used to show Hindu Gods and Goddesses.

Hindus believe in many Gods and Goddesses, who are all a part of 'Brahman'= the Supreme God.

Stories About Hindu Gods/ Goddesses

How Ganesh Acquired his Elephant Head

-Shiva and his wife Parvati were devoted to one another, but did not have any children.
-One day, when Parvati was bathing, she moulded soap with her own skin flakes to create a child: Ganesh. He was handsome and loyal. When his father was away, he guarded his mother.
-Once, Shiva was away for so long that when he returned, he and Ganesh did not recognise one another. Nx
As Ganesh tried to guard Parvati, Shiva struck off his head in rage. He was soon distraught with what he had done.
-The servants searched the kingdom for a replacement head, and eventually found a baby elephant sleeping away from its mother. Shiva used this to bring the boy back to life. The boy was now a creation of both his mother and father.

Matsya the Fish

-The story shares similarities with Noah's Ark, and there is some discussion about whether both have the same source.
-The first man, Manu, was bathing by the river, when he was asked by a fish for help. Manu took the fish home, so that he could not be eaten by bigger fish.
-As the fish grew, he revealed that he was really the God Vishnu. He warned Manu of a terrible flood, which he would need to build a boat to escape from. He would need to fill it with two of every animal.
-In this way, Vishnu saved all of the creatures on Earth.

Key Vocabulary

Hinduism
Hindus
Gods
Deities
Brahman
Karma
Reincarnation
Vishnu
Ganesh
Indra, Surya, Agni
Brahma
Saraswati
Lakshmi

Hindu Gods and Goddesses

Brahman – The One and The Many

-Hindus believe in one supreme God called Brahman. He can be found in everyone and everything, including the other Gods. He can be seen as a man (Vishnu), a great hero (Rama), a faithful wife (Sita), a beautiful woman (Lakshmi), a refined woman (Saraswati), a terrifying woman (Kali), a young man (Krishna), an animal (Hanuman), an elephant-headed man (Ganesh), a man living with self-denial (Shiva) and as the forces of nature (Indra, Surya, Agni).

Indra, Surya and Agni

-These Gods are linked with the forces of nature.
-Indra is the God of the sky, who rides an elephant. Surya is the Sun God, who rides in a chariot pulled by seven horses.
-Agni is the God of fire, who rides on a ram.

Brahma

-Brahma is the creator, who brought everything into existence.
-He is shown with four faces, so that he can look into all corners of existence at once.
-He has four arms, which represent the four points on a compass.

Ganesh

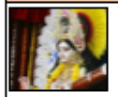
-Ganesh is an elephant-headed God who is thought to bring wealth & success.
-He is a popular deity, and there are images of him all over the country of India.
-His elephant head shows that he is gentle and wise, & his big stomach represents indulgence.

Vishnu

-Vishnu is the preserver or sustainer of life. His skin is blue, as like the sky he is everywhere and everlasting.
-Vishnu protects the world from evil, coming down as an avatar to combat wickedness. The avatars include a fish, a boar, & a dwarf.

Festivals Related to Hindu Gods

Saraswati Pujar



-Saraswati is the beautiful wife of Brahma. She is the Goddess of learning and the arts.
-In many parts of India, Saraswati Pujar takes place on the first nights of Navaratri.
-Sacred books are piled up, with an image of Saraswati on the top. This is in respect of her wisdom. She is then worshipped for three days.
-In other parts of India, clay models of Saraswati are paraded and then submerged in water, to show the life cycle of life, death & reincarnation.

Diwali

-Lakshmi is the wife of Vishnu & the Goddess of wealth.
-She is often shown with four arms, two holding lotus flowers (to show beauty and peace) and two holding gifts (e.g. gold coins).
-During Diwali, lights are lit in order to welcome Lakshmi into Hindu homes.
-To attract her into the home, elaborate patterns are drawn in the entrance to the home.
-Diwali is a large Hindu festival that takes place around October/ November time.

Personal Spirituality – Key Questions

- What could different items/ animals represent in your life?
- What can the stories of the Hindu Gods teach you in your life?
- Which animal would you use to represent yourself?
- What are the important events/ stories that have shaped your life?
- What stories do your community pass down generations?
- What groups do you belong to?
- How does membership in these groups make you feel?
- Why are festivals/ ceremonies important?
- What festivals/ ceremonies do you attend? Why?

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Religious Education Knowledge Organiser: The Buddha (Year 5/6)

RE: BUDDHISM – THE BUDDHA KNOWLEDGE ORGANISER

Overview

Buddhists are the people who follow Buddhism. They follow the teachings of a man named Siddhartha Gautama, who became known as the Buddha.

The religion began when Gautama, a prince who had lived a life of luxury, realised how much suffering was in the world, and committed himself to understanding why. He wanted to end the suffering.

This happened in India around 2,500 years ago.

The holy book in Buddhism is called Tipitaka. Buddhist Temples are buildings designed for Buddhist worship.

The Story of Siddhartha Gautama

-Siddhartha was a rich prince of an area north of India. His mother and father treated him well, and protected him from the suffering in the world.

-Siddhartha grew up, was married and had a son. He had the kind of comfortable life that many would dream of.

-However, when Siddhartha left the palace, he was upset by the things that he saw: old age, sickness and death – too much suffering. He decided to leave his life to see if he could find an answer to the suffering. He became curious when he met a Sadhu (holy man) who had no material possessions, but was still very content.

-Siddhartha left his family in the company of relatives, and gave away all of his material possessions. It is thought that this happened when he was around 29 years old.

-He joined a group of five Sadhus (holy men) who taught him meditation. He went without food, shelter or any sort of comfort. However, this made him ill and weak.

-Siddhartha decided to take the 'Middle Way' between self-indulgence (having too much) and self-denial (having too little). He felt that perhaps this would prove to be the route to 'Enlightenment' (fully understanding what brings contentedness in life).

Enlightenment and Nirvana

-Siddhartha began following the 'Middle Way' and began to feel much more content.

-One night, under a full moon, Siddhartha sat in a forest glade under a tree and began to meditate.

-Mara, the Buddhist spirit of evil, tried to lead him into distraction and awareness, but he was able to resist all of the temptations.

-He reached a state of complete peace, awareness and wisdom. He had achieved 'Nirvana' (blowing out of fires of temptation).

-From this time onwards, he became known as the Buddha (meaning 'The Enlightened/Awakened One'). The tree that he sat under became known as the Bodhi Tree (Tree of Enlightenment).

-He devoted the rest of his life to travelling throughout India, sharing his wisdom.

Key Vocabulary

- Buddhism
- The Buddha
- Siddhartha Gautama
- Contentedness
- Suffering
- Sadhu
- Enlightenment
- Middle Way
- Mara
- Nirvana
- The Four Noble Truths
- The Eightfold Path

The Four Noble Truths

-The Buddhist teachings are known as Dharma. They include the Four Noble Truths and the Eightfold-Path.

Buddhism's Noble Truths are:

1. Life always involves suffering (dukkha).
2. Suffering happens because people are greedy and not satisfied with what they have.
3. Greed and selfishness can be overcome.
4. The way to overcome them is to follow the Eightfold Path.

The Eightfold Path

-Siddhartha created a way of life which ensured that his basic needs were covered, but didn't require any extra comforts. Buddhists try to live following the Eightfold Path:

1. Right viewpoint
2. Right values/ thought
3. Right speech
4. Right actions
5. Right livelihood
6. Right effort
7. Right concentration
8. Right mindfulness

Personal Spirituality – Key Questions

- What do you think is meant by the word 'suffering?'
- What suffering have you felt in the past?
- Can people have 'too much' in life?
- How far do you agree that there is a lot of suffering in life?
- Have you ever given anything up?
- How did it make you feel?
- What brings you contentedness in life?
- What comforts do you think you need in your life?
- Which things would you be able to give up?

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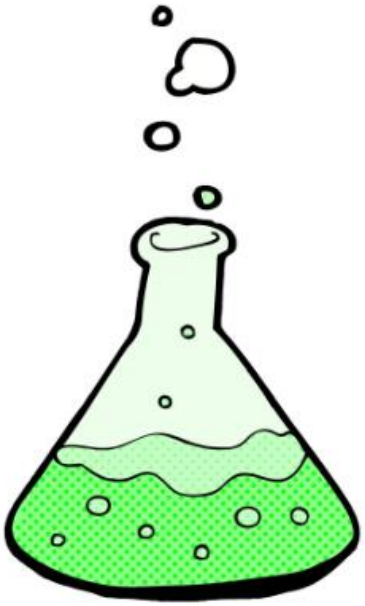
Science



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Science Unit Overview

working scientifically to be included in all units

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	Earth And Space Motion And Forces		Materials		Plants	Living Things & their Habitats
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	Magnetism		Materials The Earth (Rocks & Atmosphere)		Plants	Living Things & their Habitats
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	Earth And Space Motion And Forces Energy		Materials		Plants Evolution & Genetics	Living Things & their Habitats

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	Motion & Forces	Waves: Light & Sound	Animals Including Humans		Plants	
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	Motion & Forces	Waves: Light & Sound	Animals Including Humans		Electricity	
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	Motion & Forces Energy	Waves: Light	Animals Including Humans		Electricity	

BIOLOGY PHYSICS CHEMISTRY

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Science Progression Document

Sc1: Working scientifically		
KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	During Years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
asking simple questions and recognising that they can be answered in different ways	asking relevant questions and using different types of scientific enquiries to answer them	
performing simple tests	setting up simple practical enquiries, comparative and fair tests	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
observing closely, using simple equipment	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
gathering and recording data to help in answering questions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
identifying and classifying	identifying differences, similarities or changes related to simple scientific ideas and processes	identifying scientific evidence that has been used to support or refute ideas or arguments
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	using straightforward scientific evidence to answer questions or to support their findings.	
Using their observations and ideas to suggest answers to questions	using results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions	using test results to make predictions to set up further comparative and fair tests
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

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Sc2: Biology Plants:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers(Y3)	
Identify and describe the basic structure of a variety of common flowering plants. (Y1)	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)	
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)	investigate the way in which water is transported within plants (Y3)	
observe and describe how seeds and bulbs grow into mature plants.(Y2)	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.(Y3)	Describe the life process of reproduction in some plants (and Animals, including humans)(Y5)

Sc2: Biology Living Things and their habitats:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2)	Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment(Y4)	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 (Y6)
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other(Y2)	Recognise that environments can change and that this can sometimes pose dangers to living things.(Y4)	Give reasons for classifying plants and animals based on special characteristics (Y6)
Identify and name a variety of plants and animals in their habitats, including micro-habitats.(Y2)		Describe the life process of reproduction in some plants and animals(Y5)
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.(Y2)	Construct and interpret a variety of food chains, identifying producers, predators and prey.(Y4)	

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Sc2: Biology Animals, including humans

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.(Y1)		
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).(Y1)		
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.(Y1)	Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Y3)	
Find out about and describe the basic needs of Animals, including humans, including humans, for survival (water, food and air).(Y2)		Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.(Y6)

Sc2: Biology Animals, including humans

KS1	Lower KS2	Upper KS2
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.(Y1)		Describe the ways in which nutrients and water are transported within Animals, including humans, including humans (Y6) Identify and name the main parts of the circulatory system, and explain the functions of the heart, blood vessels and blood.(Y6)
Notice that animals, including humans, including humans, have offspring which grow into adults.(Y2)		• Describe the life processes of reproduction in some (plants) and Animals, including humans-Y5 • Describe the changes as humans develop from birth to old age • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
Describe the importance for humans of	identify that animals, including humans, including	

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exercise, eating the right amounts of different types of food, and hygiene.(Y2)	humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3)	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores(Y1)	Describe the simple functions of the basic parts of the digestive system in humans. (Y4)	
	Identify the different types of teeth in humans and their simple functions (Y4)	

Sc2: Biology Evolution & Genetics

KS1	Lower KS2	Upper KS2
		Evolution and inheritance- Year 6 Pupils should be taught to:
		Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
		Identify how Animals, including humans and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
		Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Sc3: Chemistry Materials:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
distinguish between an object and the material from which it is made(Y1)	compare and group materials together, according to whether they are solids, liquids or gases (Y4)	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets(Y5)
describe the simple physical properties of a variety of everyday materials(Y1)	observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C), (Y4)	
compare and group together a		give reasons, based on evidence from comparative and fair tests, for the

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variety of everyday materials on the basis of their simple physical properties(Y1)		particular uses of everyday materials, including metals, wood and plastic(Y5)
Sc3: Chemistry: Materials		
KS1	**Lower KS2**	**Upper KS2**
	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature(Y4)	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.(Y5) Demonstrate that dissolving, mixing and changes of state are reversible changes.(Y5)
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)		Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating(Y5)
		Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda(Y5)
Sc3: Chemistry The Earth : (Rocks, Atmosphere)		
KS1	**Lower KS2**	**Upper KS2**
	Recognise that that soils are made from rocks and organic matter (Y3)	
	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.(Y3)	
	Compare and group together different kinds of rocks on the basis of their simple physical properties(Y3)	

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Sc4: Physics Motion and forces:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2-all Year 5
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.(Y1) Compare how things move on different surfaces. *Identify the effects of air resistance, water resistance and friction, which act between moving surfaces a variety of everyday materials, including wood, metal, plastic, glass, metal, water and rock.*	Compare how things move on different surfaces	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
	Notice that some forces need contact between two objects, but magnetic forces can act at a distance	identify the effects of air resistance, water resistance and friction, that act between moving surfaces
		Recognise that some mechanisms, including gears, pulleys, levers and springs, allow a smaller force to have a greater effect

Sc4: Physics Waves: Light

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2-all Year 6
Observe and name a variety of light sources and associate shadows with light source being blocked (Y1)	Notice that light is reflected from surfaces(Y3)	Recognise that light appears to travel in straight lines
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
	Recognise that they need light in order to see things and that dark is the absence of light	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
	Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns that determine the size of shadows.(Y3)	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Sc4: Physics Waves: Sound		
KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
Observe and name a variety of sound sources and recognise that sounds get fainter as distance from source increases (Y2)	Identify how sounds are made, associating some of them with something vibrating(Y4) Recognise that vibrations from sounds travel through a medium to the ear(Y4)	
	find patterns between the pitch of a sound and features of the object that produced it(Y4) find patterns between the volume of a sound and the strength of the vibrations that produced it.(Y4)	

Sc4: Physics Magnetism:		
KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
	notice that some forces need contact between two objects and some forces act at a distance (Y3)	
	compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3)	
	observe how magnets attract or repel each other and attract some materials and not others (Y3)	
	Describe magnets as having two poles(Y3)	
	Predict whether two magnets will attract or repel each other, depending on which poles are facing(Y3)	

Sc4: Physics Electricity:		
KS1	Lower KS2	Upper KS2-all Year 6

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	identify common appliances that run on electricity(Y4)	
	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers(Y4)	Use recognised symbols when representing a simple circuit in a diagram
	identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery(Y4)	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit(Y4)	compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
	Recognise some common conductors and insulators, and associate metals with being good conductors.(Y4)	

Sc4: Physics Earth & Space

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2- all Year 5
Seasonal changes: observe changes across the four seasons (Y1)		describe the movement of the Earth and other planets relative to the Sun in the solar system
observe and describe weather associated with the seasons and how day length varies.(Y1)		describe the movement of the Moon relative to the Earth
		describe the Sun, Earth and Moon as approximately spherical bodies
		use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Sc4: Physics Energy:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
		understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs

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Science Knowledge Organisers: Working Scientifically (Year 1/2)

Knowledge Organiser: Working Scientifically (Year 1 and 2)

Key Knowledge

Children in year 1 and 2 should ask questions:

Key Vocabulary

Question	Ask someone a question using words like, why, what, how.
Answer	A thing that is done, said or written to solve a question
Observe	Watch carefully
Equipment	Supplies, tools or things needed for a special purpose
Classify	To group or order things in classes
Sort	Put things into a kind or type example, what type of dog is that?
Group	A collection of people, things or ideas that are put in one place
Record	Put in writing or drawing
Compare	Note or describe things that are the same or different about things
Contrast	Compare in order to make differences clear
Identify	To figure out or show who someone or what something is.

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Key Knowledge (continued)

Use a microscope/ magnifying glass and sand timers

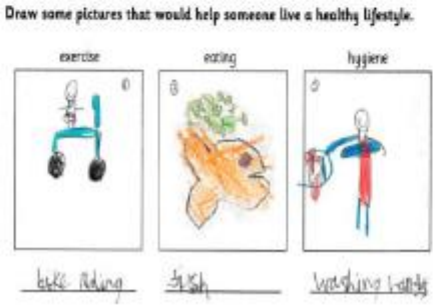
Identify and group things together by their features

Perform experiments

Find the answer to a question by looking carefully at things, noting down what I see through drawings and discussion.

Example: What melts in the sun?

Collect results and write them down



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Science Knowledge Organisers: Working Scientifically (Year 3/4)

Knowledge Organiser: Working Scientifically (Year 3 and 4)

Key Knowledge

Ask questions

Use different types of experiments to answer questions

Key Vocabulary

Question	Ask someone a question using words like, why, what, how.
Answer	A thing that is done, said or written to solve a question
Prediction	Predicting or forecasting something
Research	Investigate and study something
Fair test	A controlled investigation carried out to answer a scientific question
Comparative	Observation of the similarities and differences in an experiment
Record	Put in writing or drawing
Evidence	Be or show evidence of something
Data	Facts and statistics gathered together
Equipment	Supplies or tools needed for a specific purpose
Conclusion	A decision reached at the end of an event or experiment
Explanation	A statement or account that makes something clear
Compare	Note or describe things that are the same or different about things
Classify	Group or order things in classes

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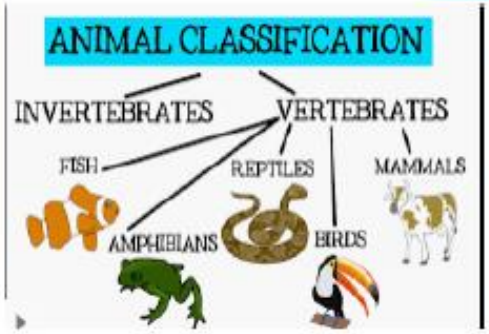
Key Knowledge (continued)

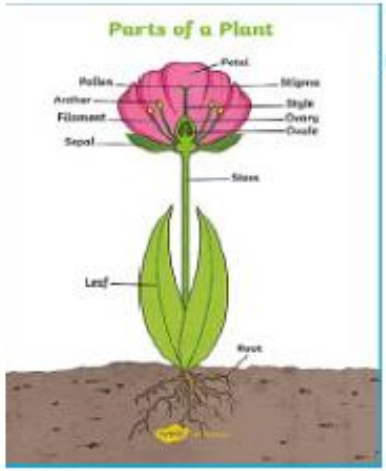
Report what I have found in drawings and discussions.

Use my results to give a conclusion

Compare and classify (group) things according to shared qualities or features



Make careful observations and take accurate measurements, using a range of equipment including thermometers, data loggers and rulers.



Gather, record and present my results using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

- Identify what is different, what has stayed the same and what has changed during an experiment
- Use my own and other people's results to support what I have found out
- Evaluate and suggest improvements to an experiment

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Science Knowledge Organisers: Working Scientifically (Year 5/6)

Knowledge Organiser: Working Scientifically (Year 5 and 6)

Key Knowledge

What do you want to find out?
Think of a question to ask.

Make a prediction.
What do you think will happen?

What is your variable?
What will you change each time?

How will you record your results?
Write down your measurements and observations carefully.

Design a test or experiment. What will you measure?
Draw a diagram.

Make sure your test is fair.
What will stay the same throughout the test?

Carry out the experiment. Is it fair?
Take careful measurements.

What did you find out? Was your prediction correct?
Explain what happened.

Plan different kinds of fair experiments and explain your variables. Why are variables important ?

Key Vocabulary

Plan	A proposal on how to do or achieve something
Variables	An element or factor that is liable to vary or change
Accuracy	To be correct or precise
Precision	The fact of being exact and accurate
Prediction	Forecast or predict something that you think may happen
Comparative	Estimate the similarity or dissimilarity between one thing and another
Fair test	A test that controls all but one variable when attempting to answer a scientific question
Conclusion	A judgement or decision reached by reasoning
Causal relationship	This is where two events exist and the occurrence of the first causes the second. The first event is the cause and the second event is the effect.
Explanation	A statement or account that makes things clear
Systematic	Done or acting according to a fixed plan or system, being methodical
Quantitative	Measuring the quantity of something rather than the quality
Identify	Establish who or what something is
Classify	Arrange things in classes according to their shared qualities or characteristics
Describe	Give a detailed account of something to explain

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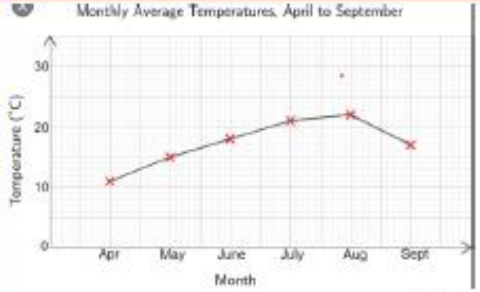
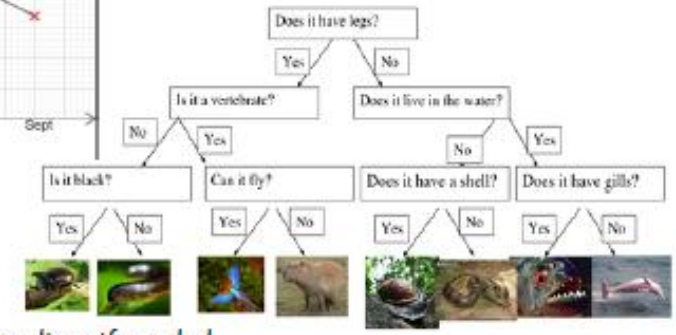
Key Knowledge (continued)



Record data using labelled drawings, classification keys, tables, bar charts and line graphs



Take repeated readings if needed

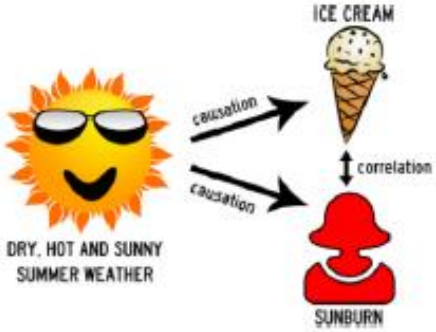
Report and present findings in an oral presentation and written report

Draw conclusions from my results and explain causal relationships

Explain how other tests will work using my results

Identify scientific evidence used to support or disprove ideas

Take accurate measurements using a range of different Scientific equipment



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Science Knowledge Organisers: Earth and Space (Year 1/2)

Knowledge Organiser: Earth and Space (Year 1 and 2)

Key Knowledge

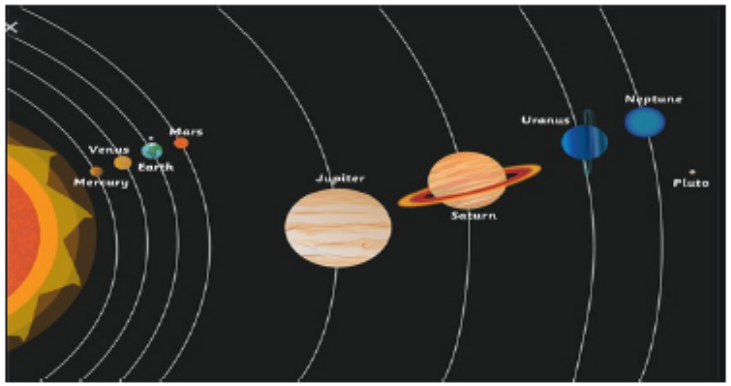
Effects of climate change:

floods

droughts

storms

melting sea ice



Key Scientists/ People/ Dates/ etc

Stephen Hawking (1942—2018) was an author, researcher of black holes and space time theories. He studied maths, science, chemistry and physics.

Key Vocabulary

Earth	The planet on which we live, the world.
Space	The area that contains the entire universe beyond the earth, outer space. Earth is a planet in space.
Seasons	There are four seasons each year, autumn, winter, spring and summer.
Autumn	In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.
Winter	In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
Spring	In spring, the weather starts to get warmer. The leaves begin to grow on the trees and some tress may blossom (have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer.
Summer	In summer, the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.
Weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud,
Daylight	Dayllight is when it is light outside. The amount of daylight changes with each season.

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Key Knowledge (continued)

autumn

winter

spring

summer

The Four Seasons

autumn	winter
September	December
October	January
November	February

spring	summer
March	June
April	July
May	August

The Four Seasons

autumn	winter
September	December
October	January
November	February

spring	summer
March	June
April	July
May	August

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

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Science Knowledge Organisers: Earth - Rocks and Atmosphere (Year 3/4)

Knowledge Organiser: Rocks and Atmosphere (Year 3 and 4)

Key Knowledge

There are three types of naturally occurring rock.

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Key Scientists/ People/ Dates/ etc

Mary Anning (1799- 1847) was an English fossil collector, dealer and paleontologist, who became known for the important finds she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis.

Key Vocabulary

Igneous rock	Rock that has been formed from magma or lava.
Sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
Metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
Magma	Molten rock that remains underground.
Lava	Molten rock that comes out of the ground is called lava.
Sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
Permeable	Allows liquids to pass through it.
Impermeable	Does not allow liquids to pass through it.
Fossilisation	The process by which fossils are made.
Palaeontology	The study of fossils.
Erosion	When water, wind or ice wears away land.

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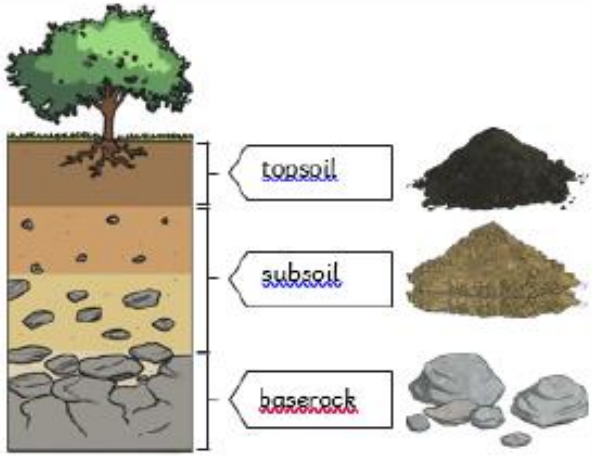
Key Knowledge (continued)

Soil

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



Caves are formed when water **permeates** through the base rock and **erodes** some of the rock away. Over thousands of years these caves can become very large.

Some words you might use to discuss the properties of a rock:

hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).

Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.	More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.	Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.	Changes in sea level take place over a long period.	As **erosion** and weathering take place, eventually the fossil becomes exposed.

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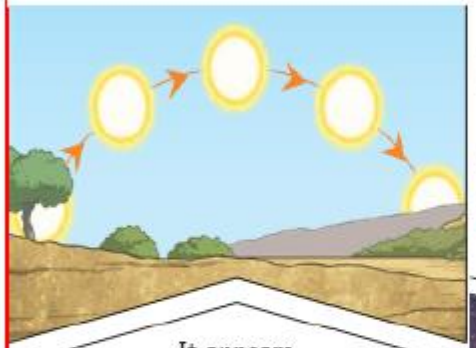
Science Knowledge Organisers: Earth and Space (Year 5/6)

Knowledge Organiser: Earth and Space (Year 5 and 6)

Key Knowledge

Mercury, Venus, Earth and Mars are rocky planets. They are mostly made up of metal and rock. Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.

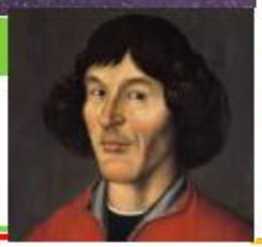


Earth rotates (spins) on its axis. It does a full rotation once in every 24 hours. At the same time that Earth is rotating, it is also orbiting (revolving) around the Sun. It takes a little more than 365 days to orbit the Sun. Daytime occurs when the side of Earth is facing towards the Sun. Night occurs when the side of Earth is facing away from the Sun.

It appears to us that the Sun moves across the sky during the day but the Sun does not move at all. It seems to us that the Sun moves because of the movements of Earth.

Key Scientists/ People/ Dates/ etc

Nicolaus Copernicus (1473-1543) was a mathematician and astronomer who proposed that the sun was stationary in the center of the universe and the earth revolved around it.



Key Vocabulary

Sun	A huge star that Earth and the other planets in our solar system orbit around.
Star	A giant ball of gas held together by its own gravity.
Moon	A natural satellite which orbits Earth or other planets.
Planet	A large object, round or nearly round, that orbits a star.
Sphere	A round 3D shape in the shape of a ball.
Spherical bodies	Astronomical objects shapes like spheres.
Satellite	Any object or body in space that orbits something else, for example: the Moon is a satellite of Earth.
Orbit	To move in a regular, repeating curved path around another object.
Rotate	To spin. E.g. Earth rotates on its own axis.
Axis	An imaginary line that a body rotates around. E.g. Earth's axis (imaginary line) runs from the North Pole to the South Pole.
Geocentric model	A belief people used to have that other planets and the Sun orbited around Earth.
Heliocentric model	The structure of the Solar System where the planets orbit around the Sun.
Astronomer	Someone who studies or is an expert in astronomy (space science).

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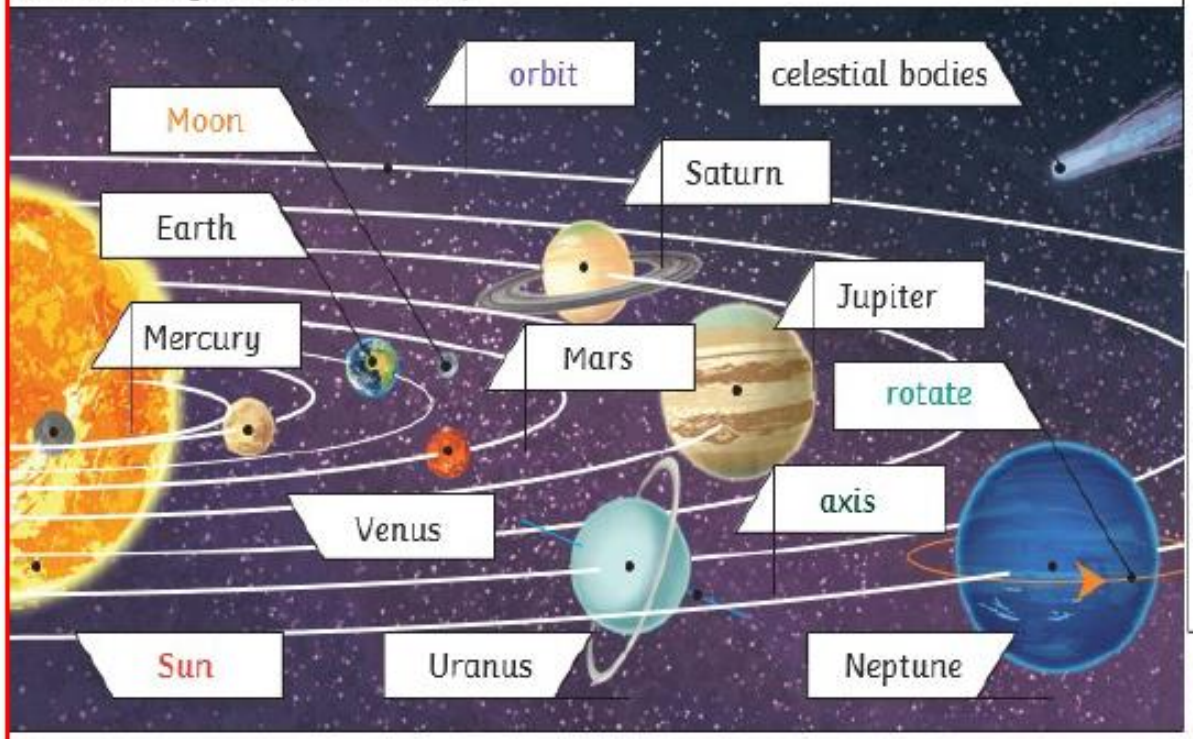
Key Knowledge (continued)

Our Solar System (not to scale)



Geocentric model
Years ago people believed that planets moved around the Earth.

Pluto used to be considered a planet but was reclassified as a dwarf planet in 2006.

Galileo's work on gravity allowed Astronomers to understand how planets stayed in orbit.

The Moon orbits Earth in an oval-shaped path while spinning on its axis. At various times in a month, the Moon appears to be different shapes. This is because as the Moon rotates round Earth, the Sun lights up different parts of it.

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Science Knowledge Organisers: Motion and Forces (Year 1/2)

Knowledge Organiser: Motion and Forces (Year 1 and 2)

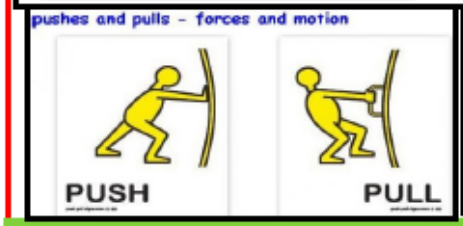
Key Knowledge

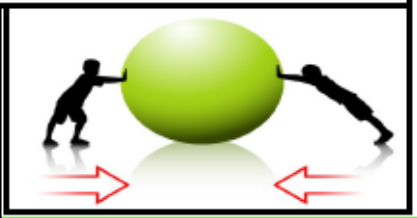
Squash an object by pushing both hands together.

Bend an object by grabbing both ends of the object and bringing the ends inwards together.

Twist an object by turning your hands in opposite directions.

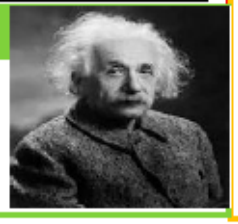
Stretch an object by pulling your hands slowly and gently apart.





Key Scientists/ People/ Dates/ etc

Albert Einstein (1879—1955) was a German physicist who developed the theory of relativity, which meant that even The smallest amount of mass could be turned into energy.



Key Vocabulary

Squash	Squash an object by pushing both hands together.
Bend	Bend an object by grabbing both ends of the object and bringing the ends inwards together.
Twist	Twist an object by turning your hands in opposite direction.
Stretch	Stretch an object by pulling your hands slowly and gently apart.
Gravity	Gravity is a force which draws an object towards its center. It is the force which keeps planets in orbit around the sun.
Magnetise	To make an object magnetic.
Spin	To make or turn around in a circle over and over again.
Slide	Move smoothly along a surface while keeping contact with it.
Repel	Drive or force back or away.
Force	Force is the push or pull on an object that causes it to accelerate.
Pull	A force drawing someone or something in a particular direction.
Push	An act of pushing someone or something in order to move them away
Bounce	An act of jumping or moving up and down
Spring	Move or jump suddenly or rapidly upwards or forwards.

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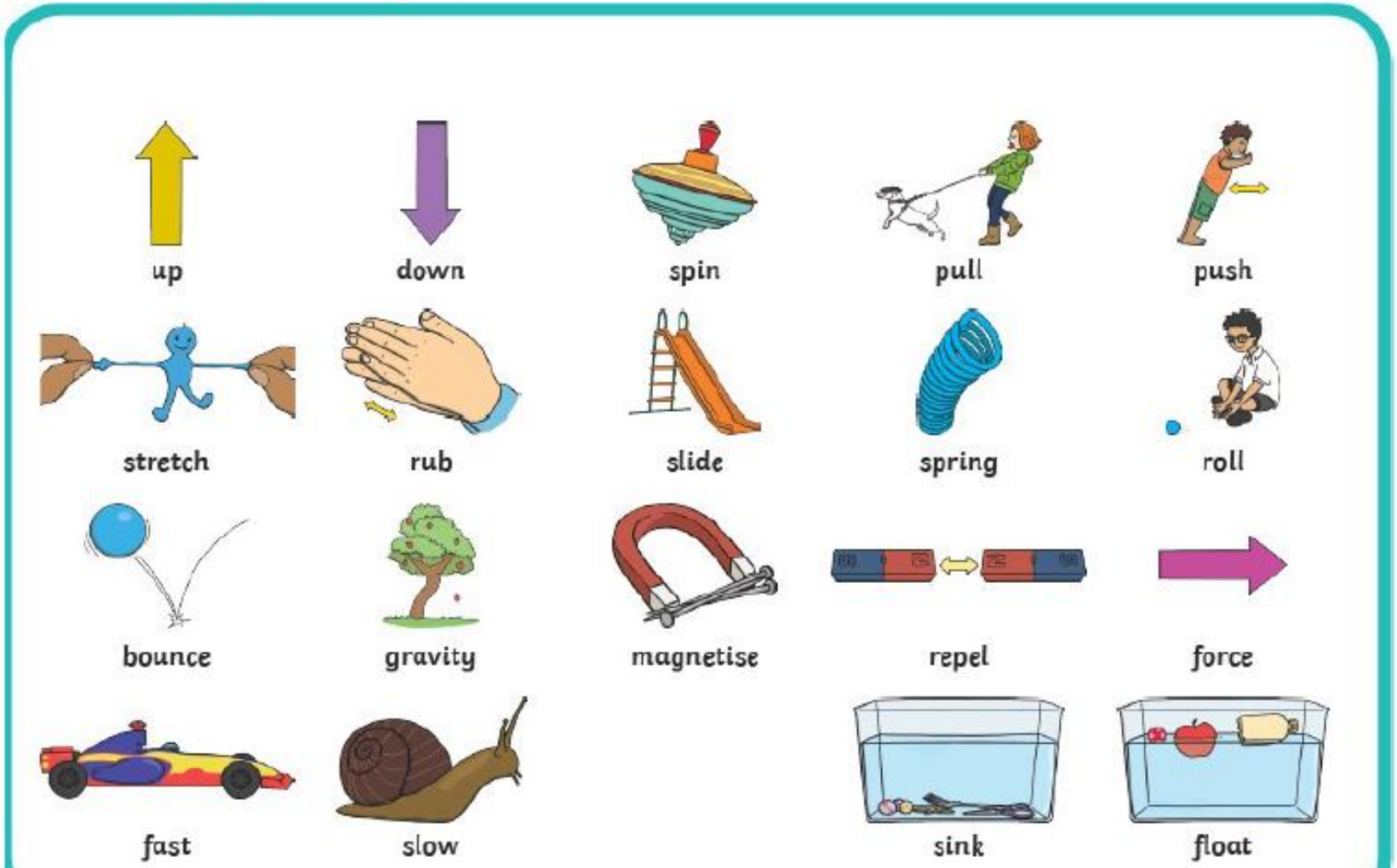
Key Knowledge (continued)



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Science Knowledge Organisers: Motion and Forces (Year 3/4)

Knowledge Organiser: Motion and Forces (Year 3 and 4)

Key Knowledge

Different surfaces create different amounts of friction. The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them.

The driving force pushes the bicycle, making it move.

Friction pushes on the bicycle, slowing it down.

Pushes

Pulls

Forces will change the motion of an object.
They will either make it start to move, speed up, slow it down or even make it stop.

Key Scientists/ People/ Dates/ etc

Leonarda Da Vinci (1452—1519) a painter, sculptor, inventor, used his study and understanding of friction to analyse the behaviour of wheels and axles, screw threads and pulleys.

Key Vocabulary

Forces	Pushes or pulls.
Friction	A force that acts between two surfaces or objects that are moving or trying to move, across each other.
Surface	The top layer of something.
Weight	The force due to gravity on objects. This force pulls on all objects near the Earth. Measured in Newtons (N).
Mass	The amount of matter contained in an object.
Gravity	The force that attracts a body towards the centre of the Earth, or towards any other physical body having mass.
Acceleration	Increase in the rate or speed of something.
Thrust	Push suddenly or violently in a specified direction.
Lift	Raise to a higher position or level.
Drag	Pull (something or someone) along forcefully, roughly or with difficulty.

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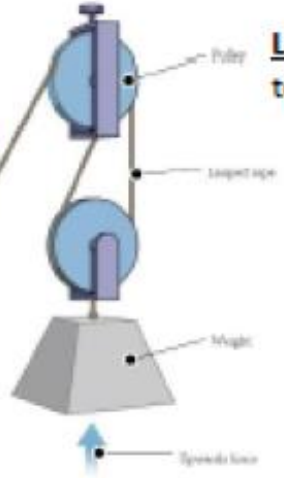
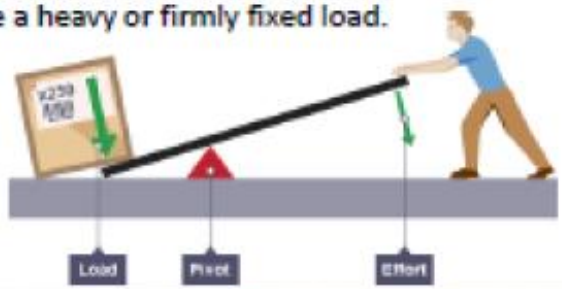
Key Knowledge (continued)

Newton's Three Laws of Motion	
First law	An object will continue in the state it is in (rest or motion) unless a force acts on it.
Second law	Acceleration depends on the magnitude of the force applied and the mass of the object.
Third law	"For every action, there is an equal and opposite re-action."

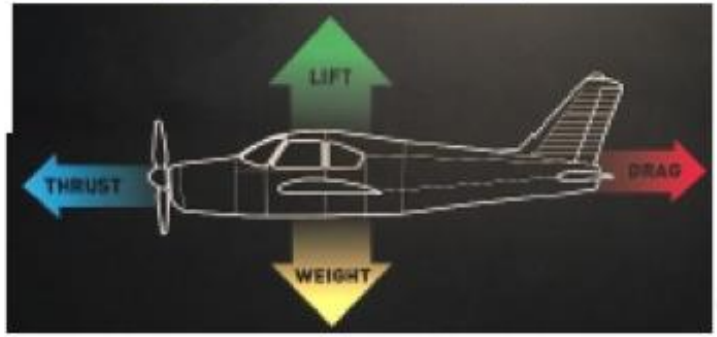
Pulleys: A wheel with a grooved rim that a rope can be looped around so that less force is needed to lift heavy objects. The more wheels that are used, the less force is needed (but the more rope!).



Levers: A rigid bar resting on a pivot that is used to move a heavy or firmly fixed load.



Gears: A wheel with teeth that works with other gears transmit power from one part of a machine to another. Bigger gears have more teeth so smaller gears have to go faster to keep up.



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Science Knowledge Organisers: Motion and Forces (Year 5/6)

Knowledge Organiser: Motion and Forces (year 5 and 6)

Key Knowledge

Forces can make an object…

- ⇒ start to move.
- ⇒ change direction.
- ⇒ change it's shape.
- ⇒ move more slowly.
- ⇒ move faster.
- ⇒ stop moving.

Mass is how much matter is inside an object. It is measured in kilograms (kg).

Weight is how strongly gravity is pulling an object down. It is **measured in newtons** (N).

Jupiter has a greater mass than earth so the gravitational pull on Jupiter is stronger than on Earth.

The Moon has a smaller mass than Earth so the gravitational pull on the Moon is smaller than it is on Earth.

Key Scientists

Isaac Newton is famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.

Key Vocabulary

Forces	Pushes or pulls
Gravity	A pulling force exerted by the Earth or anything else which has mass.
Earth's Gravitational Pull	The pull that the Earth exerts on an object, pulling it towards Earth's centre. It is the Earth's gravitational pull which keeps us on the ground.
Weight	The measure of the force of gravity on an object.
Mass	A measure of how much matter is inside an object.
Friction	A force that acts between two surfaces or objects that are moving, or trying to to move, across each other.
Air Resistance	A type of friction caused by air pushing against any moving object.
Water Resistance	A type of friction caused by water pushing against any moving object.
Buoyancy	An upward force that a liquid applies to objects.
Streamlined	When an object is shaped to minimise the effects of air or water resistance.
Mechanism	Parts which work together in a machine. Examples are pulleys, gears and levers.

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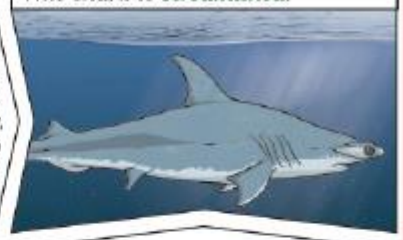
Key Knowledge (continued)

Examples of forces in action:

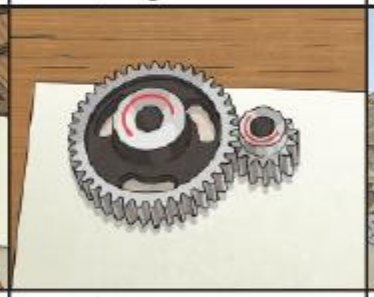
Water resistance and air resistance are forms of friction. Friction is sometimes helpful and sometimes unhelpful. For example, air resistance is helpful as it stops the skydiver hitting the ground at high speed. Friction on a bike chain can make the bike harder to pedal so it is unhelpful.

This shark is **streamlined.**

It has a pointed nose to cut through the water, and a smooth, low, curved back to allow the water to flow over and around it.



It does not create much water resistance so it can move through the water quickly.

Pulleys	Gears/Cogs	Levers
		
Pulleys can be used to make a small force lift a lighter load. The more wheels in a pulley, the less force is needed to lift a weight.	Gears or cogs can be used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.	Levers can be used to make a small force lift a lighter load. A lever always rests on a pivot.

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Science Knowledge Organisers: Materials (Year 1/2)

Knowledge Organiser: Materials (Year 1 and 2)

Key

Materials:

paper

brick

fabric

stone

paper books

brick houses

fabric clothing

stepping stones

plastic

wood

metal

water

glass

Key Scientists/ People/ Dates/ etc

Charles Mackintosh (1766—1843) was a Scottish chemist and the inventor of waterproof fabric.

Key Vocabulary

Materials	Materials are what objects are made from.
Suitability	Suitability means having the properties which are right for a specific purpose.
Properties	This is what a material is like and how it behaves (soft, stretchy, waterproof).
Object	A thing that can be used. For example a door, chair, car, table are all objects.
Materials	Materials are what an object is made from.
Hard	Not easily broken or bent.
Soft	If something is soft, it is easy to cut, fold or change the shape of.
Stretchy	Can be pulled to make it longer or wider without breaking.
Shiny	Reflects light easily.
Dull	Doesn't reflect light. Doesn't look bright or shiny.
Rough	If something is rough, it feels and looks uneven or bumpy.
Smooth	Smooth objects have no lumps or bumps.
Bendy	Bendy things can be folded easily.
Not bendy	If something is not bendy, it can't be folded easily.
Waterproof	If something is waterproof, it keeps water out. It keeps things dry.
Not water-proof	Not waterproof materials let water in.

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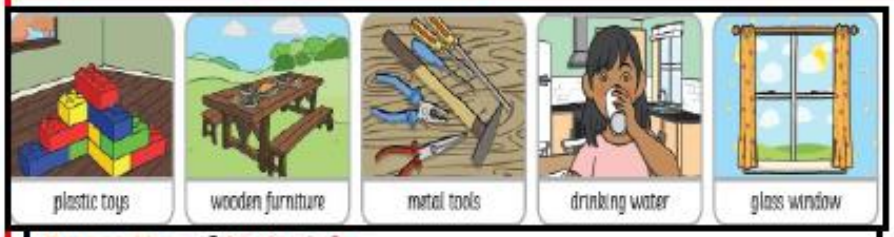
Key Knowledge (continued)



Properties of Materials

wood: hard, stiff, strong, opaque, can be carved into any shape.

glass: waterproof, transparent, hard, smooth.

plastic: waterproof, strong, can be made to be flexible or stiff, smooth or rough.

metal: strong, hard, easy to wash.

paper: lightweight, flexible.

cardboard: strong, light, stiff.

fabric: soft, flexible, hard-wearing, can be stretchy, warm, absorbent.

rubber: hard-wearing, elastic, flexible, strong.

Key Vocabulary

Absorbent	If something is absorbent, it soaks water up.
Not absorbent	If something is not absorbent, it does not soak up water.
Transparent	Transparent objects can be seen through.
Opaque	Opaque objects can't be seen through.

Charles Macintosh	Charles Macintosh was a Scottish inventor and chemist who invented waterproof fabrics in 1818. The Mackintosh raincoat was introduced in 1824.

Charles Macintosh invented the first waterproof fabric by painting a dissolved rubber solution onto cloth.

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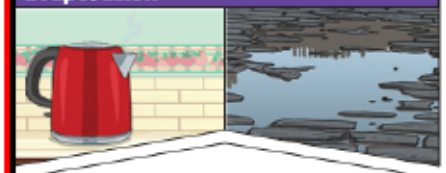
Science Knowledge Organisers: Materials (Year 3/4)

Knowledge Organiser: Materials (Year 3 and 4)

Key Knowledge

Evaporation

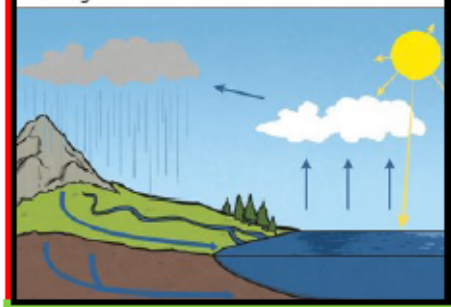


Evaporation occurs when water turns into water vapour. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle evaporating in the warm air.

Condensation

Condensation is when water vapour is cooled down and turns into water. You can see this when droplets of water form on a window. The water vapour in the air cools when it touches the cold surface.

Condensation and evaporation occur within the water cycle.



1. Water from lakes, puddles, rivers and seas is evaporated by the sun's heat, turning it into water vapour.
2. This water vapour rises, then cools down to form water droplets in clouds (condensation).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (precipitation).

Key Scientists/ People/ Dates/ etc

John Dalton (1766—1844) was an English chemist, physicist and meteorologist.

Key Vocabulary

States of matter	Materials can be one of three states: solids, liquids or gases. Some materials can change from one state to another and back again.
Solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
Liquids	Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
Gases	Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
Water vapour	This is water that takes the form of a gas. When water is boiled, it evaporates into a water vapour.
Melt	This is when a solid changes to a liquid.
Freeze	Liquid turns to a solid during the freezing process.
Evaporate	Turn a liquid into a gas.
Condense	Turn a gas into a liquid.
Precipitation	Liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.

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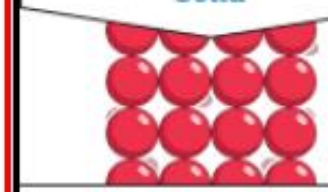
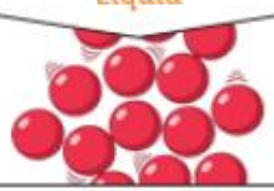
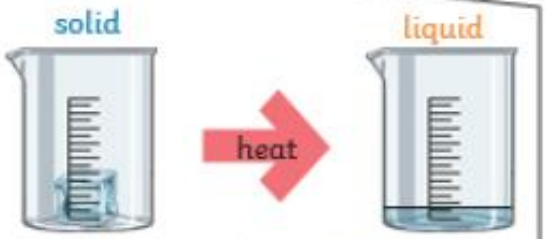
Key Knowledge (continued)

There are three states of matter.

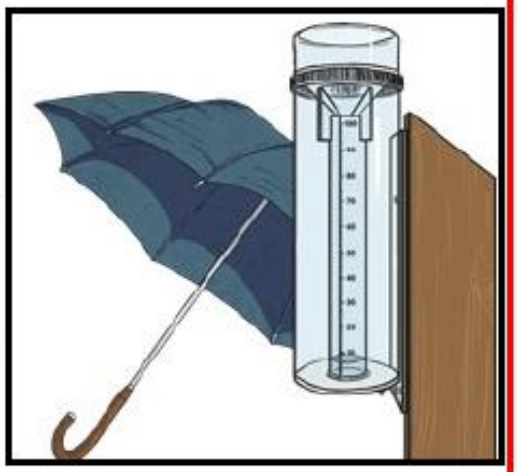
Solid	Liquid	Gas
		
Particles in a solid are close together and cannot move. They can only vibrate.	Particles in a liquid are close together but can move around each other easily.	Particles in a gas are spread out and can move around very quickly in all directions.

When water and other liquids reach a certain temperature, they change state into a solid or a gas. The temperatures that these changes happen at are called the boiling, melting or freezing point.



If a solid is heated to its melting point, it melts and changes to a liquid. This is because the particles start to move faster and faster until they are able to move over and around each other.

When freezing occurs, the particles in the liquid begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a solid structure.



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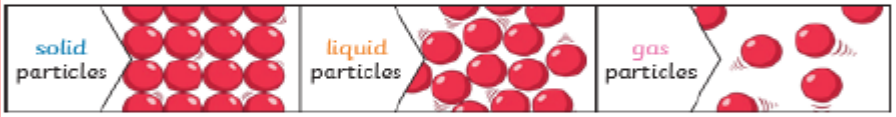
Science Knowledge Organisers: Materials (Year 5/6)

Knowledge Organiser: Properties and Changes of Materials (Year 5 and6)

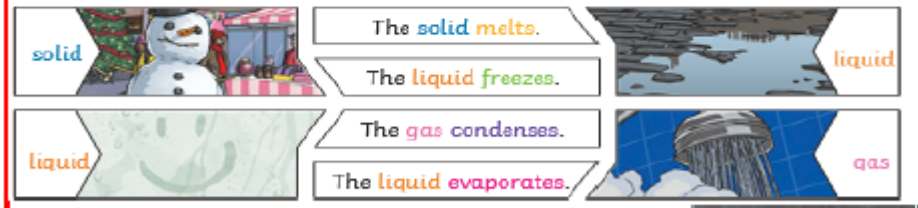
Key Knowledge

Different materials are used for particular jobs based on their properties: electrical conductivity, flexibility, hardness, insulators, magnetism, solubility, thermal conductivity, transparency.

For example, glass is used for windows because it is hard and transparent. Oven gloves are made from a thermal insulator to keep the heat from burning your hand.



Changes of State



Key Scientists/ People/ Dates/ etc

John McAdam (1756—1836) was a Scottish civil engineer and road builder. He was the inventor of 'macadamisation', an effective and economical method of constructing roads.

Key Vocabulary

Materials	The substance that something is made out of, e.g. wood, plastic, metal.
Solids	One of the three states of matter. Solid particles are very close together, meaning solids, such as
Liquids	This state of matter can flow and take the shape of the container because the particles are more loosely packed than solids and can more around each other. Examples of liquids include water and milk.
Gases	One of the three states of matter. Gas particles are further apart than solid or liquid particles and they are free to move around. Examples of gases are oxygen and helium.
Melting	The process of hearing a solid until it changes into a liquid.
Freezing	When a liquid cools and turns into a solid.
Evaporating	When a liquid turns into a gas or vapour.
Condensing	When a gas, such as water vapour, cools and turns into a liquid.
Conductor	A conductor is a material that heat or electricity can easily travel through. Most metals are both thermal conductors (they conduct heat) and electrical conductors (they conduct electricity).
Insulator	An insulator is a material that does not let heat or electricity travel through them. Wood and plastic
Transparency	A transparent object lets light through so the object can be looked through, for example glass or

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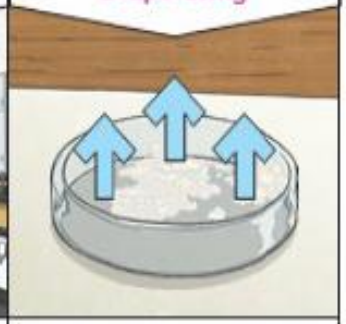
Key Knowledge (continued)

Reversible changes, such as mixing and dissolving solids and liquids together, can be reversed by:

Sieving	Filtering	Evaporating
		
Smaller materials are able to fall through the holes in the sieve, separating them from larger particles.	The solid particles will get caught in the filter paper but the liquid will be able to get through.	The liquid changes into a gas, leaving the solid particles behind.

Dissolving

A solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble. Materials that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.

Sugar is a soluble material.

Sand is an insoluble material.

Irreversible changes often result in a new product being made from the old materials (reactants). For example, burning wood produces ash. Mixing vinegar and milk produces casein plastic.

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Science Knowledge Organisers: Plants (Year 1/2)

Knowledge Organiser: Plants (Year 1 and 2)

Key Knowledge

Wild Plants

Garden Plants

Trees

Key Scientists/ People/ Dates/ etc

Beatrix Potter (1866—1943) was a writer, illustrator and natural scientist and conservationist.

Key Vocabulary

Wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.
Garden plants	Garden plants are plants that people choose to grow in their gardens.
Weed	Weeds are wild plants that grow in places where people don't want them.
Deciduous	A deciduous tree loses its leaves each year.
Evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.
Roots	Roots take in water and nutrients from the soil.
Stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers.
Leaves	Leaves catch sunlight to make energy.
Flowers	Flowers attract insects and birds.
Petals	Petals are the colourful part of the flower.
Fruit	Fruit contains the plant's seeds. Sometimes humans try to grow fruit without seeds because it's easier to eat.
Seed	Seeds grow into new plants.
Bulb	Bulbs grow into new plants.
Sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.
Water	All plants need water to grow. Without water, seeds and bulbs will not germinate.
Temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures.
Nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight.

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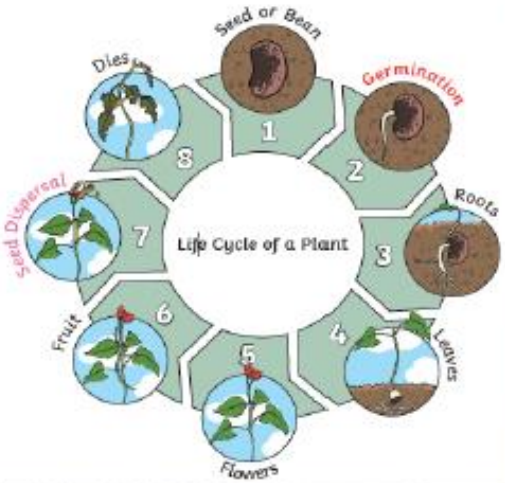
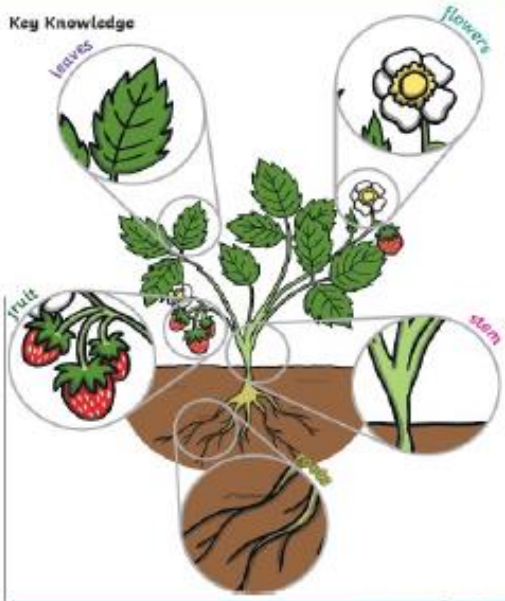
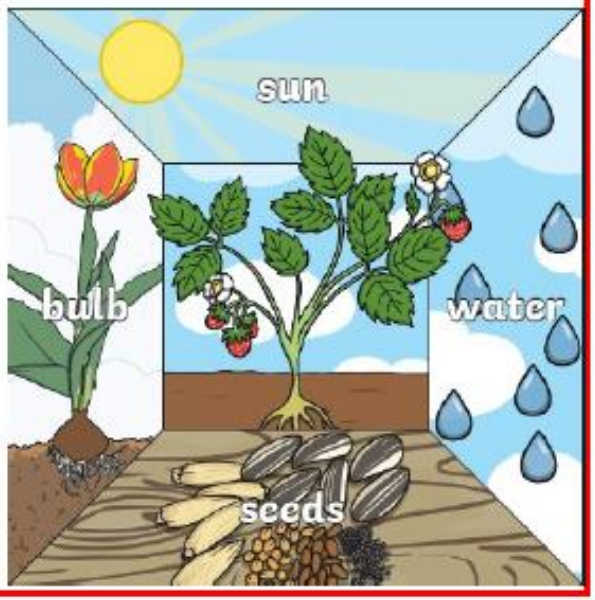
Key Knowledge (continued)





Key Vocabulary

Germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called
Sprout	When a plant sprouts, it grows new shoots.
Shoot	A shoot grows upwards from the seed or
Seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.



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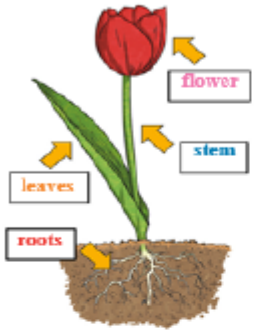
Science Knowledge Organisers: Plants (Year 3/4)

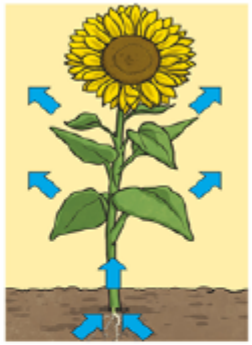
Knowledge Organiser: Plants (Year 3 and 4)

Key Knowledge



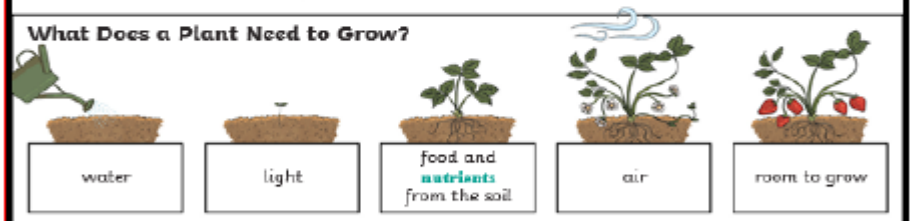
How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



The water is sucked up the **stem** like water being sucked up through a straw.

What Does a Plant Need to Grow?



Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

Key Scientists/ People/ Dates/ etc

David Bellamy OBE (1933—2019) was a famous English botanist, television presenter, author and environmental campaigner.

Key Vocabulary

Roots	They anchor the plant into the ground and absorb water and nutrients from the soil.
Stem	This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
Leaves	These make food for the plant using sunlight and carbon dioxide from the air.
Flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
Nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
Evaporation	When a liquid turns into a gas.
Fertilisation	When the male and female parts of the flower have mixed in order to make seeds for new plants.
Petal	The brightly coloured part of the flower that attracts insects to pollinate the plant.
Stamen	The male parts of the flower. The stamen is made up of the anther and filament. The filament's job is to hold up the anther. The job of the anther is to make the pollen.
Carpel (Pistil)	The female parts of the flower. Made up of the stigma, style and the ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules, which are the part of the flower that gets fertilized and eventually becomes the new seed.

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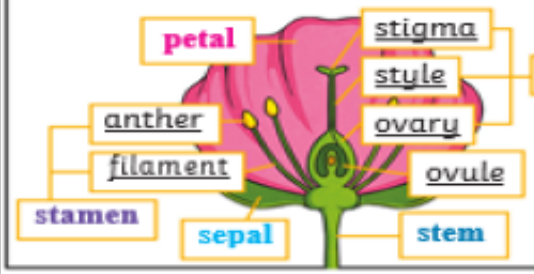
Key Knowledge (continued)



The flower's job is to create seeds so that new plants can be grown.

Life Cycle of a Flowering Plant

Germination The seed starts to grow.

Growing and Flowering The plant grows bigger and forms a flower.

Pollination Pollen from the anther lands on the stigma and travels down the style.

Fertilisation and Seed Formation The pollen joins with an ovule and a seed starts to form.

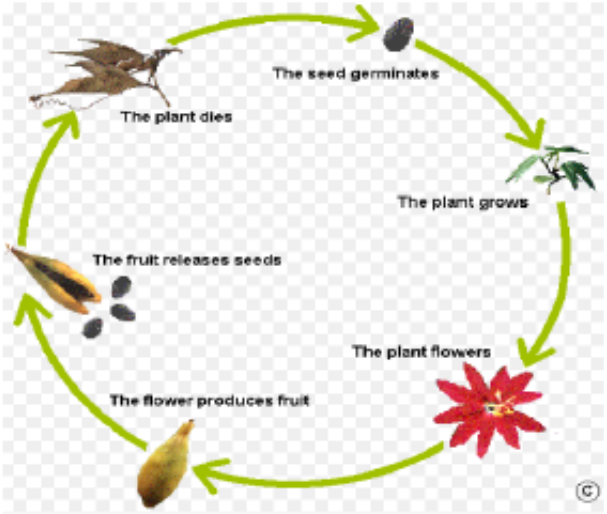
Seed Dispersal The fully formed seeds are moved away from the parent plant.

Seed Dispersal

Seeds can be dispersed by:

Key Vocabulary

Sepal	Leaf-like structures that protect the flower and petals before they open out.
Pollination	When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma.
Pollinator	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
Germination	When a seed starts to grow.
Seed dispersal	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.



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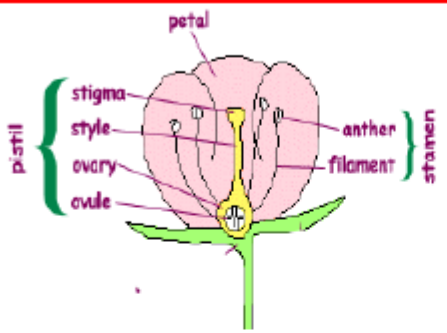
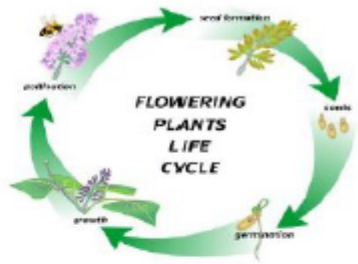
Science Knowledge Organisers: Plants (Year 5/6)

Knowledge Organiser: Plants (Year 5 and 6)

Key Knowledge





Germination is the growth of a seed into a young plant.

Types of trees			
Deciduous	A tree that has leaves which drop off ever year	Evergreen	Tree, bush or plant which does not lose its leaves and stays green year round

The requirements for photosynthesis:

Chlorophyll is a green substance found inside leaves which is responsible for absorbing light.

Photosynthesis—The process by which green plants use the sun's energy from sunlight along with water and carbon dioxide to produce their own food in the form of glucose (sugar).

Key Scientists/ People/ Dates/ etc

Katherine Esau (1898—1997) was an German-American botanist who received the National Medal of Science for her work on plant anatomy.

Key Vocabulary

Roots	They anchor the plant into the ground and absorb water and nutrients from the soil.
Stem	This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
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Sepal	Leaf-like structures that protect the flower and petals before they open out.
Pollination	When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma.
Germination	When a seed starts to grow.

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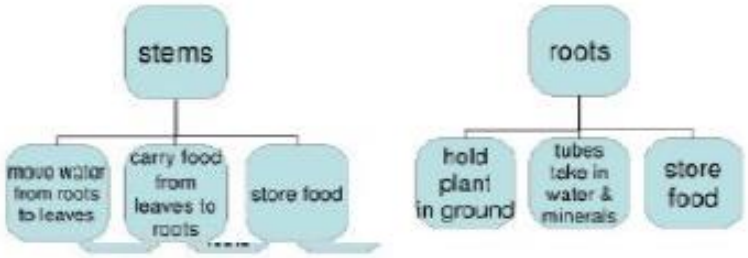
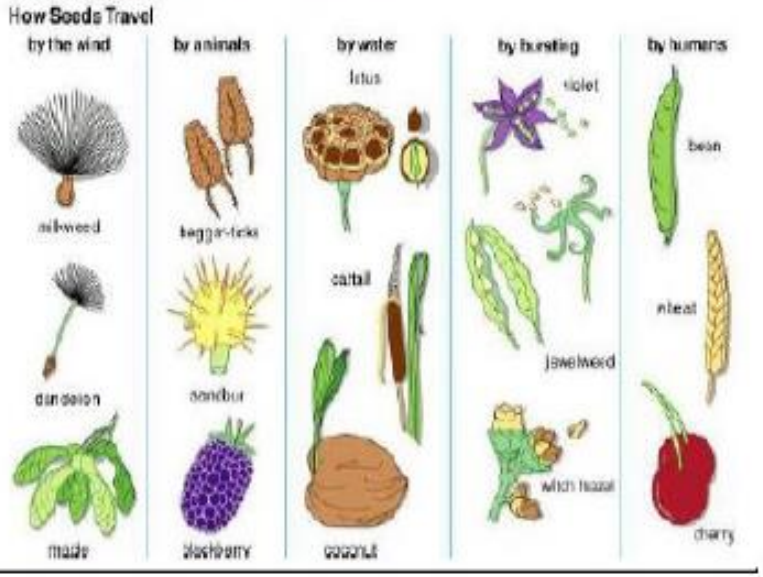
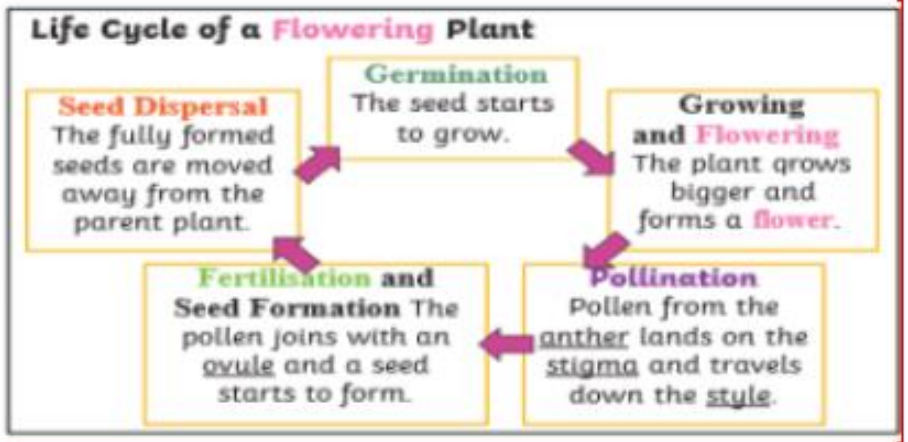




Characteristics of Living Things – MRS NERG/MRS GREN		
M	Movement	Animals move around, plants grow toward light and their roots grow into the soil.
R	Respiration	The process of using oxygen to turn food into energy.
S	Sensitivity	Living things react to their environment.
N	Nutrition	Food provides energy for plants and animals to live.
E	Excretion	Removing waste products from the body.
R	Reproduction	Animals have babies & plants grow from seeds.
G	Growth	Animals and plants both develop over time.



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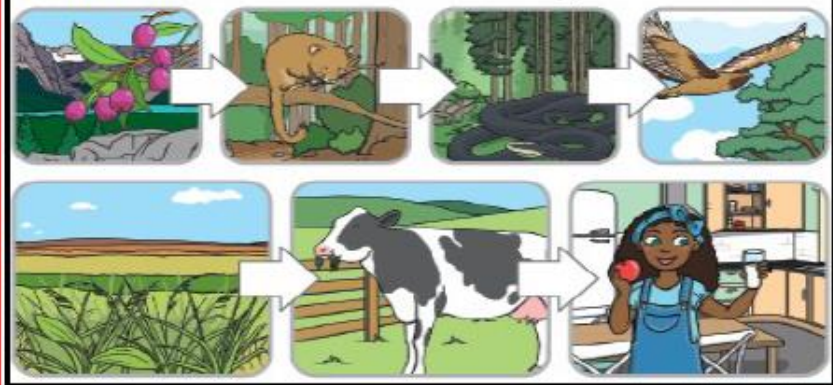
Science Knowledge Organisers: Living Things and their Habitats (Year 1/2)

Knowledge Organiser: Living Things and Their Habitats (Year 1 and 2)

Key Knowledge

Food chains. The arrows mean 'is eaten by'.



Key Scientists/ People/ Dates/ etc

Dame Jane Goodall DBE (1934—) is a British primatologist and anthropologist. She has worked extensively on Conservation and animal welfare issues.

Key Vocabulary

Life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
Living	Things that are living have all the life processes.
Dead	Things that are dead were once living. They did have all the live processes but don't now.
Never living	Things made out of metal, plastic or rock were never living. They never had the life processes.
Food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
Food sources	This is the place a living things food comes from.
Habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
Microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats. The microhabitats have everything they need to survive.
Depend	Many living things in a habitat depend on each other. This means they need each other for different things.
Survive	This means to stay alive.

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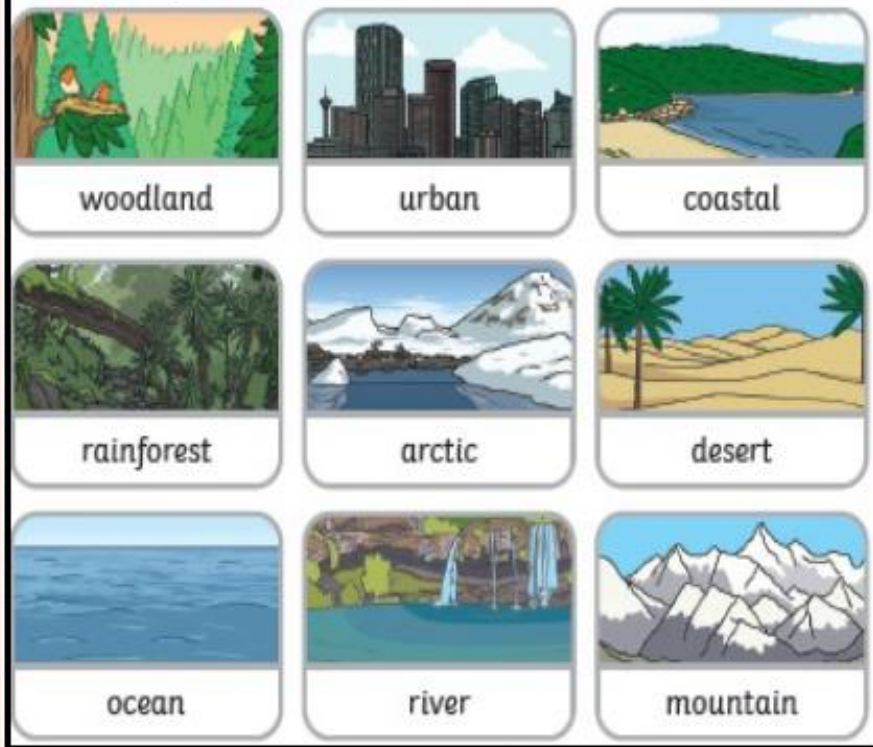
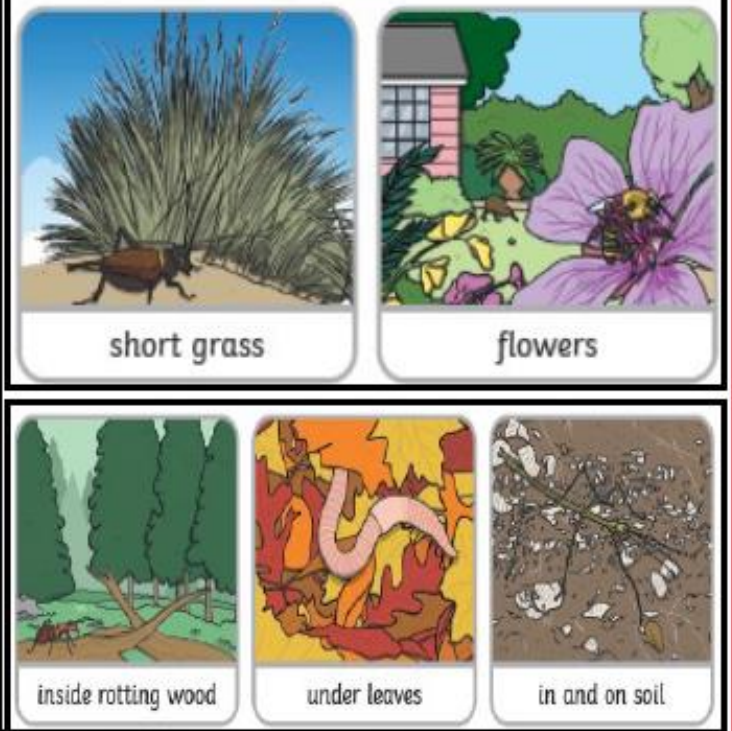
Key Knowledge (continued)

Examples of habitats:



Examples of microhabitats:



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Science Knowledge Organisers: Living Things and their Habitats (Year 3/4)

Knowledge Organiser: Living Things and Their Habitats (year 3 and 4)

Key Knowledge

Animals can be grouped in lots of different ways based upon their **characteristics**.

vertebrates

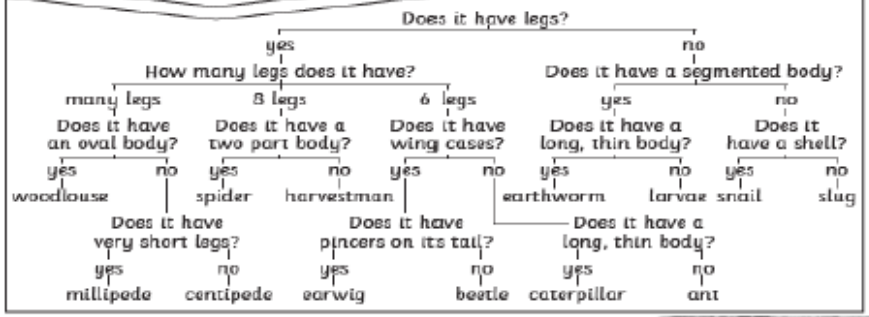
invertebrates

Vertebrates can be separated into five broad groups.

You could sort **invertebrates** you might see around school in different ways, such as in this example. The vast majority of living things on the planet are **invertebrates**.

You can use **classification** keys to help group, identify and name a variety of living things. Here is an example of a **classification** key:

Invertebrate Classification Key



Key Scientists/ People/ Dates/ etc

Rachel Carson (1907—1964) was an American marine biologist, author and conservationist.

Key Vocabulary

Classification	This is where plants and animals are placed into groups according to their similarities.
Vertebrates	Animals with a backbone.
Invertebrates	Animals without a backbone.
Specimen	A particular plant or animal that scientists study to find out about its species.
Characteristics	The distinguishing features or qualities that are specific to a species.
Organisms	This is another word that can be used to mean 'living things'.
Life processes	The things living things do to stay alive.
Respiration	A process where plants and animals use oxygen gas from the air to help turn their food into energy.
Sensitivity	The way living things react to changes in their environment.
Reproduction	The process through which young are produced.
Excretion	The process by which living things get rid of waste products.
Nutrition	Food which provides living things with energy to live and stay healthy.
Habitat	The specific area or place in which particular animals or plants may live.
Environment	An environment contains many habitats these include areas where there are both living and non-living things.
Endangered species	A plant or animal where there are not many of their species left and scientists are concerned that the species may become extinct.
Extinct	When a species has no more members alive on the planet, it is extinct.

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Key Knowledge (continued)

Changes to an **environment** can be natural or caused by humans. Changes to **environment** can have positive as well as negative effects. Here are some examples of things that can change **environment**.

Natural

- earthquakes
- storms
- floods
- droughts
- wildfires
- the seasons

Human-Made

- deforestation
- pollution
- urbanisation
- the introduction of new animal or plant species to an **environment**
- creating new nature reserves

Plants and animals rely on the **environment** to give them everything they need. Therefore, when **habitats** change, it can be very dangerous to the plants and animals that live there.

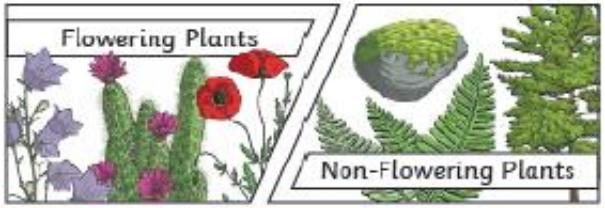
Life Processes

To stay alive and healthy, all living things need certain conditions that let them carry out the seven **life processes**:

	Growth
Movement	Reproduction
Respiration	Excretion
Sensitivity	Nutrition

You can use the mnemonic MRS GREN to help you remember the **life processes**. These are things that all animals, including humans, do. Plants do these things too, although they do them in different ways.

Plants can be sorted into many different groups. For example:



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Science Knowledge Organisers: Living Things and their Habitats (Year 5/6)

Knowledge Organiser: Living Things And Their Habitats Year 5 and 6)

Key Knowledge

Humans develop inside their mothers and are dependent on their parents for many years until they are old enough to look after themselves.

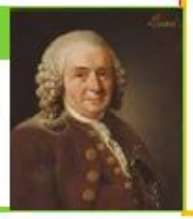
Amphibians such as frogs are laid in eggs then, once hatched, go through many changes until they become an adult.

Some animals, such as butterflies, go through **metamorphosis** to become an adult.

Birds are hatched from eggs and are looked after by their parents until they are able to live independently.

Key Scientists/ People/ Dates/ etc

Carl Linnaeus (1707—1778) was a Swedish botanist, zoologist, and physician who formalised binomial nomenclature, the modern system of naming organisms.



Key Vocabulary

Asexual reproduction	One parent is needed to create an offspring, which is an exact copy of the parent.
Fertilise	The action of fusing the male and female sex cells in order to develop an egg.
Gestation	The length of a pregnancy.
Life cycle	The journey of changes that take place throughout the life of a living thing, including birth, growing up and reproduction.
Metamorpho-sis	An abrupt and obvious change in the structure of an animals body and their behaviour.
Polllination	The transfer of pollen to a stigma to allow fertilization.
Reproduction	The process of new living things being made.
Sexual reproduction	Two parents are needed to make offspring which are similar but not identical to either parent.

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Key Knowledge (continued)

Some living things, such as plants, contain both the male and female sex cells. In others, such as humans, they contain either the male or female sex cell.

Reproduction in mammals

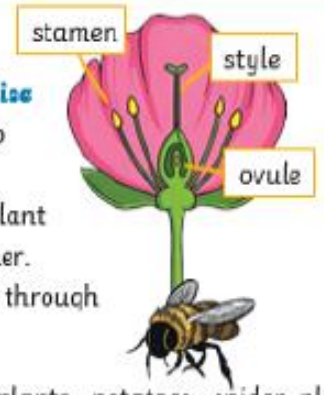
Mammals use **sexual reproduction** to produce their offspring.

- The male sex cell, called the sperm, **fertilises** the female sex cells.
- The **fertilised** cell divides into different cells and will form a baby with a beating heart.
- The baby will grow inside the female until the end of the **gestation** period when the baby is born.

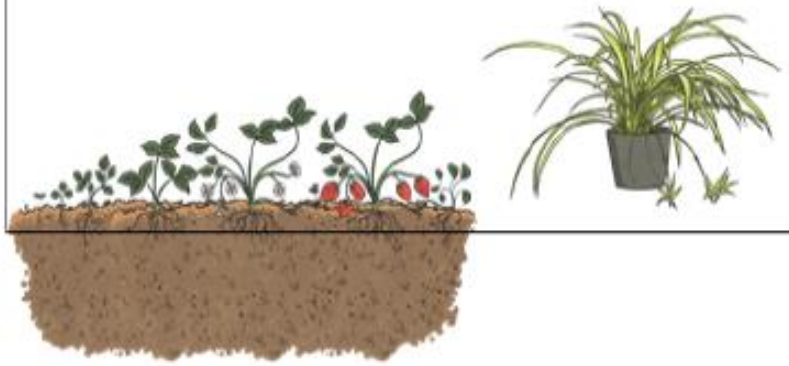
Echidnas and platypus are mammals but they lay eggs rather than giving birth to live young.

Plants

Most plants contain both the male sex cell (pollen) and female sex cell (ovules), but most plants can't **fertilise** themselves. Wind and insects help to transfer pollen to a different plant. The pollen from the stamen of one plant is transferred to the stigma of another. The pollen then travels down a tube through the style and fuses with an ovule.



Some plants, such as strawberry plants, potatoes, spider plants and daffodils use **asexual reproduction** to create a new plant. They are identical to the parent plant.



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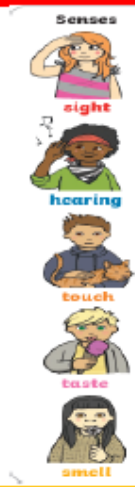
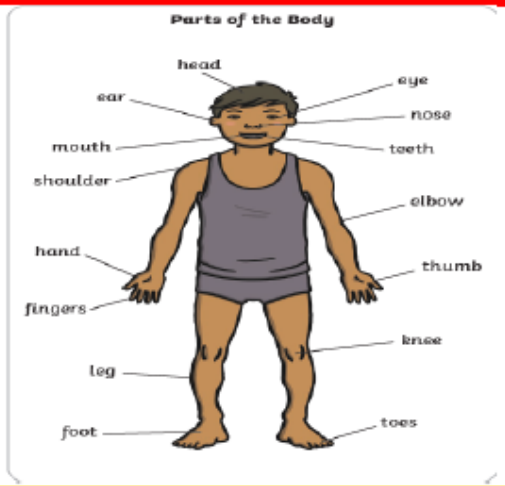
Science Knowledge Organisers: Animals Including Humans (Year 1/2)

Knowledge Organiser: Animals including Humans (Year 1 and 2)

Key Knowledge





Key Vocabulary

Hygiene	How clean something is (to stay healthy and stop disease/illness spreading).
Heart rate	The number of times a heart beats in a minute.
Nutrition	Food needed to live.
Pulse	The beating of the heart that can be felt in your neck and wrist.
Adult	A fully grown up animal or plant.
Develop	To grow and become stronger.
Reproduce	When living things make a new living thing of the same kind.
Life cycle	The changes living things go through to become an adult.
Live young	Offspring that has not hatched from an egg.

Key Scientists/ People/ Dates/ etc

Elizabeth Blackwell (1821-1910) was the first woman to qualify as a physician (Doctor) in America and a founder of the first medical school for women.

Key Vocabulary

Sight	Your eyes let you see all the things around you.
Hearing	Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.
Touch	Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!
Taste	Yours sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't.
Smell	You smell using your nose. Your nose can tell if things smell nice or not nice.
Amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.
Birds	All birds have a beak, two legs, feathers and wings.
Fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
Mammals	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
Reptiles	All reptiles breathe air. They have scales on their skin.
Carnivore	Animals that mostly eat other animals (meat) are carnivores.
Herbivore	Animals that only eat plants are herbivores.
Omnivore	Animals that eat both plants and other animals are omnivores.
Dehydrate	To lose water (dry out).
Diet	The food and water that an animal needs.
Disease	Illness or sickness.
Energy	The power needed to carry out a task.
Exercise	A physical activity to keep your body fit.
Germs	Bugs that cause disease and illness.
Young	Offspring that has not reached adulthood.
Offspring	The child of an animal.

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Key Knowledge (continued)

To stay alive, all animals have 3 basic needs:

To grow into a healthy adult, we must eat the right types of food in the right amount and **exercise**.

oils and spreads
Choose unsaturated oils and use in small amounts.

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Eat less often and in small amounts.

To stop illness and infections spreading, we must be hygienic and keep ourselves clean.

All living things **reproduce** and have **offspring**.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.

Other animals have offspring which do not look like them, e.g. fish and amphibians.

Some animals lay eggs which hatch into live young. This **young** then develops into an **adult**.

When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.

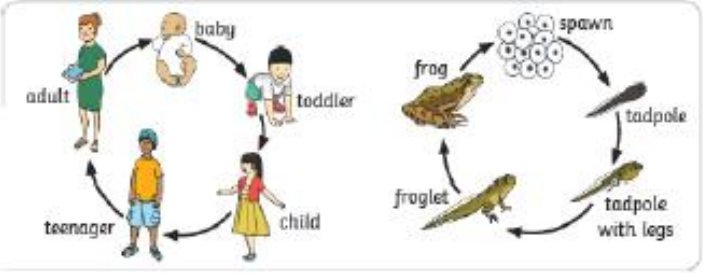
Mammals

Birds

Fish

Reptiles

Amphibians



All young animals change at different stages as they grow into adults.

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Science Knowledge Organisers: Animals Including Humans (Year 3/4)

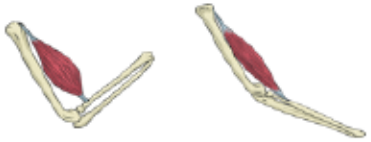
Knowledge Organiser: Animals including Humans (Year 3 and 4)

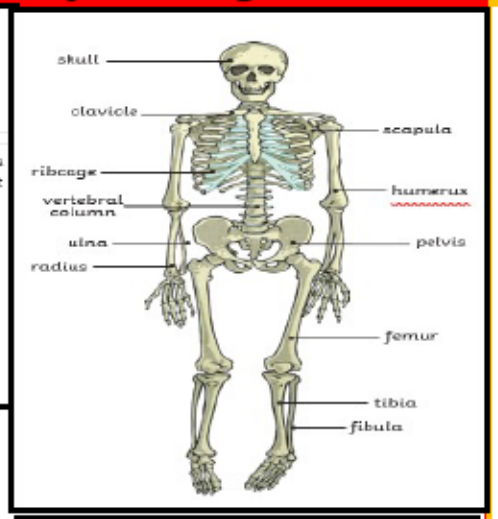
Key Knowledge

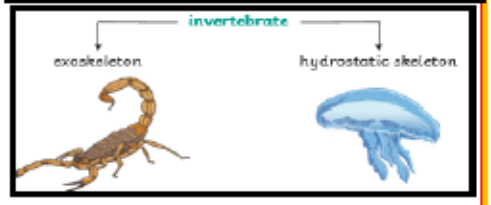
Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

Skeletal muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).

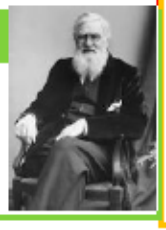






Key Scientists/ People/ Dates/ etc

Alfred Russel Wallace (1823-1913) - was a British naturalist,, explorer, geographer, anthropologist, biologist and illustrator. He is best known for conceiving the theory of evolution through natural selection.



Key Vocabulary

Healthy	In a good physical and mental condition.
Nutrients	Substances that animals need to stay alive and healthy.
Energy	Strength to be able to move and grow.
Saturated fats	Types of fats, considered to be less healthy, that should only be eaten in small amounts.
Unsaturated fats	Fats that give you energy, vitamins and minerals.
Vertebrate	Animals with backbones
Invertebrate	Animals without backbones
Muscles	Soft tissues in the body that contract and relax to cause movement.
Tendons	Cords that join muscles to bones.
Joints	Areas where two or more bones are fitted together.
Digest	Break down food so it can be used by the body.
Oesophagus	A muscular tube which moves food from the mouth to the stomach.
Stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
Small intestine	Part of the intestine where nutrients are absorbed into the body.
Large intestine	Part of the intestine where water is absorbed from remaining waste food. Stools are formed in the large intestine.
Rectum	Part of the digestive system where stools are stored before leaving the body through the anus.
Herbivore	An animal that eats plants.
Carnivore	An animal that feeds on other animals.
Omnivore	An animal that eats plants and animals.
Producer	A plant that produces its own food.
Predator	An animal that hunts and eats other animals.
Prey	An animal that gets hunted and eaten by another animal.

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Key Knowledge (continued)

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

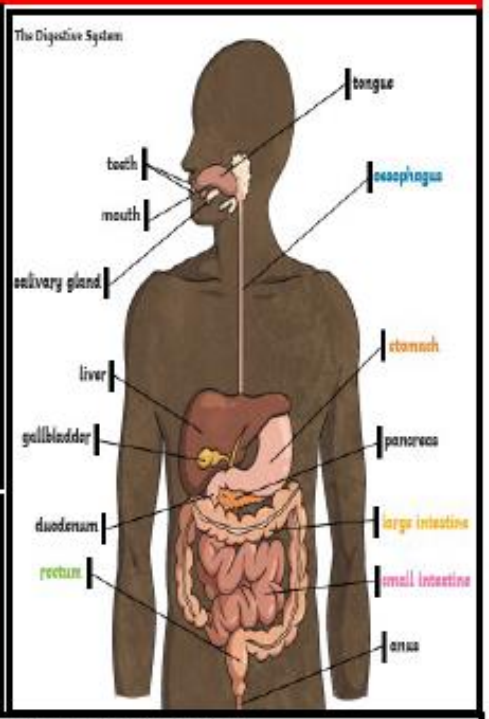
- Living things need food to grow and to be strong and healthy.
- Plants can make their own food, but animals cannot.
- To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

To help prevent teeth decay:

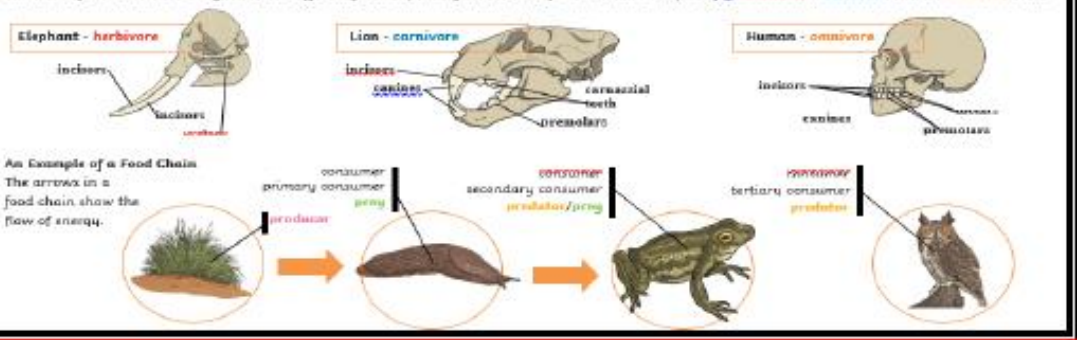
limit sugary food and drink;

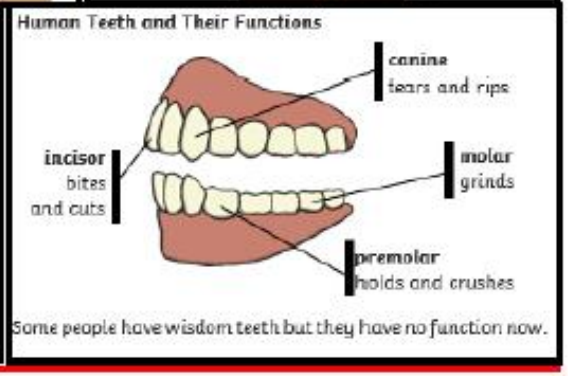
brush teeth twice daily using a fluoride toothpaste;

visit your dentist regularly.



The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a herbivore, a carnivore and an omnivore skull:





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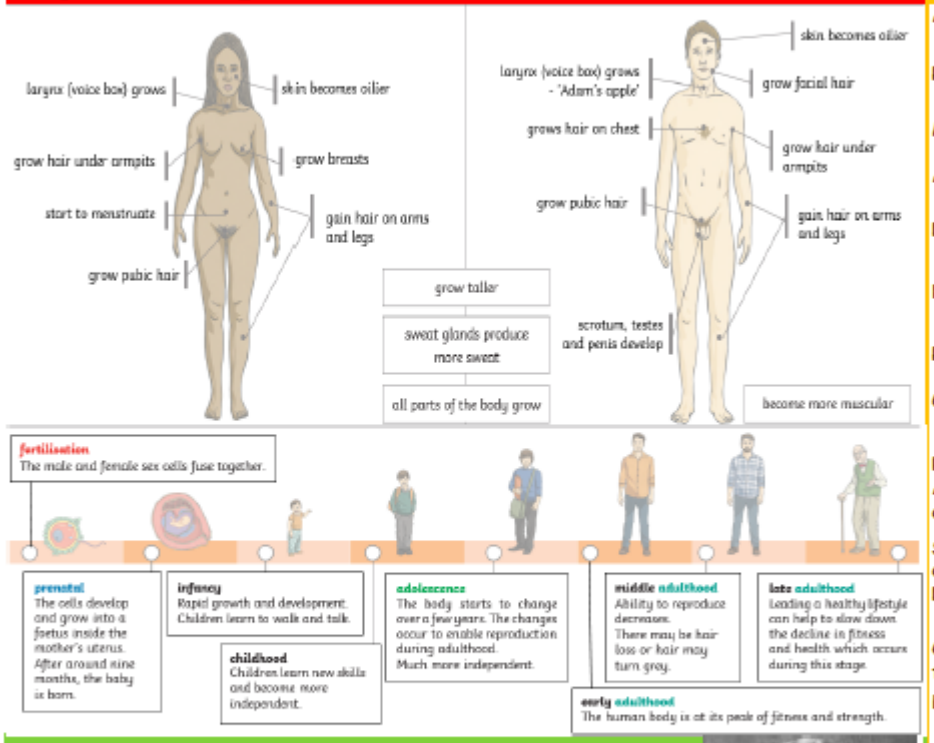
Science Knowledge Organisers: Animals Including Humans (Year 5/6)

Knowledge Organiser: Animals Including Humans (year 5 and 6)

Key Knowledge



Key Scientists/ People/ Dates/ etc

Gregor Mendel 1822—1884

He paved the way for biology students to study genetic traits in peas. During his experiments, Gregor found that a specific trait would be dominant over other traits in the same species. This became to be recognized as the Mendelian inheritance.

Key Vocabulary

Adolescene	The social and emotional stage of development between childhood and adulthood
Puberty	The physical stage of development between childhood and adulthood
Menstruation	When the female body discharges the lining of the uterus. This happens approximately once a month.
Adulthood	The stage of development when a human is fully grown and mature.
Life expectancy	The length of time, on average, that a particular animal is expected to live.
Fertilisation	The process of the male and female sex cells fusing together
Prenatal	The stage of development from the time of fertilization to the time of birth.
Gestation	The process or time when prenatal development takes place before birth.
Reproduce	To produce young.
Asexual reproduction	A process where one parent produces new life.
Sexual reproduction	A process where two parents—one male and one female—are required to produce new life.
Life cycle	The changes a living thing goes thorugh, including reproduction.
Circulatory system	A system which includes the heart, veins, arteries and blood transporting substances around the body.
Heart	An organ which constantly pumps blood around the circulatory system.
Pulmonary	Relating to the lulngs.
Alveoli	Tiny air sacs in the lungs where gas exchange takes place.
Gas exchange	The process by which oxygen enters the bloodstream from the lungs and the lungs receive carbon dioxide from the blood to breathe out. This process happens in the alveoli and the capillaries around the alveoli.
Villi	Structures in the small intestine which help absorb nutrients.

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Key Knowledge (continued)

The **heart** pumps blood to the lungs to get oxygen.

It then pumps this oxygenated blood around the body.

Gas exchange takes place in the **alveoli** in the lungs.

Blood Vessels

Veins carry de-oxygenated blood toward the **heart**.

Arteries carry oxygenated blood away from the **heart**.

Capillaries are the smallest blood vessels in the body and it is here that the exchange of water, nutrients, oxygen and carbon dioxide takes place.

Key Vocabulary

Nutrients	Substances that animals need to stay alive
Kidneys	Organs which filter blood and make urine from waste and ex-
Liver	An organ which processes waste from the blood and produces bile.
Drug	A substance containing natural or man-made chemicals that has an effect on your body when it enters
Alcohol	A drug produces from grains, fruits or vegetables when they are put through a process

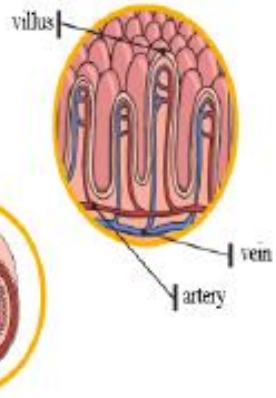
Inside the Small Intestine

The **nutrients** pass through the **villi** and are absorbed into the blood vessels.

Water is absorbed in the small intestine in exactly the same way as other

Blood transports:

- gases (mostly oxygen and carbon dioxide);
- **nutrients** (including water);
- waste products.



Regular exercise

- strengthens muscles including the heart muscle;
- improves circulation;
- increases the amount of oxygen around the body;
- releases brain chemicals which help you feel calm and relaxed;
- helps you sleep more easily;
- strengthens bones.

A healthy diet involves eating the right types of **nutrients** in the right amounts.

Drugs, **alcohol** and smoking have negative effects on the body.

The Amphibian Life Cycle

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Science Knowledge Organisers: Evolution and Genetics (Year 5/6)

Knowledge Organiser: Evolution and Genetics (year 5 and 6)

Key Knowledge

Offspring

Animals and plants produce offspring that are similar but not identical to them. Offspring often look like their parents because features are passed on.

Variation

In the same way that there is variation between parents and their offspring, you can see variation within any species, even plants.

Adaptive Traits

Characteristics that are influenced by the environment the living things live in. These adaptations can develop as a result of many things, such as food and climate.

Inherited Traits

Eye colour is an example of an inherited trait, but so are things like hair colour, the shape of your earlobes and whether or not you can smell certain flowers.

Key Scientists/ People/ Dates/ etc

Charles Robert **Darwin** (1809-1882) transformed the way we understand the natural world. He was an English naturalist, geologist and biologist, best known for his contributions to the science of evolution.

Key Vocabulary

Offspring	The young animal or plant that is produced by the reproduction of that species.
Inheritance	This is when characteristics are passed on to offspring from their parents.
Variations	The differences between individuals within a species.
Characteristics	The distinguishing features or qualities that are specific to a species.
Adaptation	An adaptation is a trait (or characteristic) changing to increase a living thing's chances of surviving and reproducing.
Habitat	Refers to a specific area or place in which particular animals and plants can live.
Environment	An environment contains many habitats and includes areas where there are both living and non-living things.
Evolution	Adaptation over a very long time.
Natural selection	The process where organisms that are better adapted to their environment tend to survive and produce more offspring.
Fossil	The remains or imprint of a prehistoric plant or animal, embedded in rock and preserved.
Adaptive traits	Genetic features that help a living thing to survive.
Inherited traits	These are traits you get from your parents. Within a family, you will often see similar traits, e.g. curly hair.

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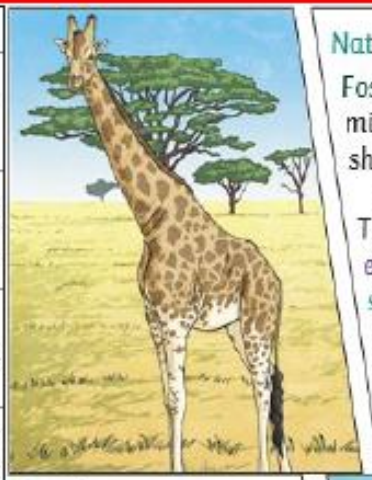
Key Knowledge (continued)

Living Things		Habitat		Adaptive Traits
polar bear		arctic		Its white fur enables it to camouflage in the snow.
camel		desert		It has wide feet to make it easier to walk in the sand.
cactus		desert		It stores water in its stem.
toucan		rainforest		Its narrow tongue allows it to eat small fruit and insects.

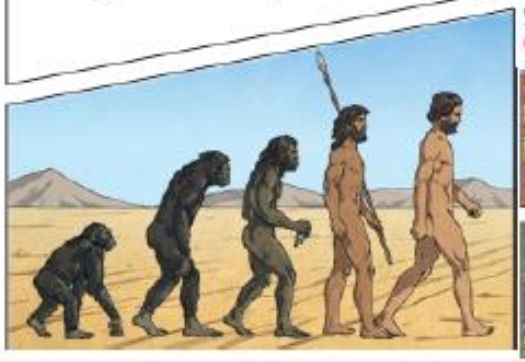


Natural Selection

Fossils of giraffes from millions of years ago show that they used to have shorter necks. They have gradually evolved through natural selection to have longer necks so that they can reach the top leaves on taller trees.

Fossils are the preserved remains, or partial remains, of ancient animals and plants. Fossils let scientists know how plants and animals used to look millions of years ago. This is proof that living things have evolved over time.

Evolution is the gradual process by which different kinds of living organism have developed from earlier forms over millions of years. Scientists have proof that living things are continuously evolving - even today!



Environments

There are many types of environment around the world. Polar regions, deserts, rainforests, oceans, rivers, and grasslands are all environments.

Habitats

A good habitat should provide shelter, water, enough space and plenty of food.

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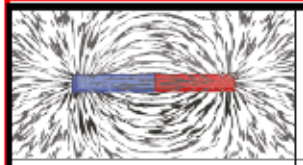
Science Knowledge Organisers: Magnetism (Year 3/4)

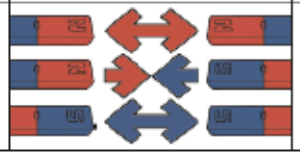
Knowledge Organiser: Magnetism (Year 3 and 4)

Key Knowledge



Like poles repel.
Opposite poles attract.

A magnetic field is invisible. You can see the magnetic field here though. This is what happens when iron filings are placed on top of a piece of paper with a magnet underneath.



The needle in a compass is a magnet. A compass always points north-south on Earth.

Magnetic ✓

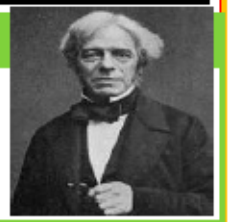
These objects contain iron, nickel or cobalt. Not all metals are magnetic.

Non-magnetic ✗

These objects do not contain iron, nickel or cobalt.

Key Scientists/ People/ Dates/ etc

Michael Faraday FRS (1791–1867) was an English scientist who contributed to the study of electromagnetism and electrochemistry.



Key Vocabulary

Magnet	An object which produces a magnetic force that pulls certain objects towards it.
Magnetic field	The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet.
Poles	North and south poles are found at different ends a magnet.
Repel	Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet, the two poles repel (push away from each other).
Attract	Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet, the two poles attract (pull together).
Propel	The act of driving or pushing forward.

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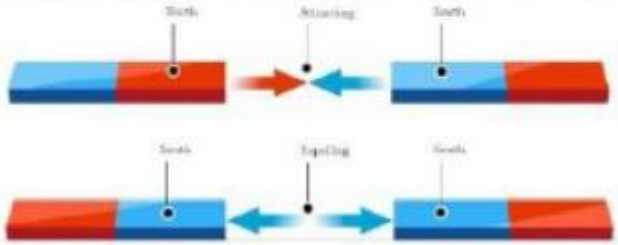
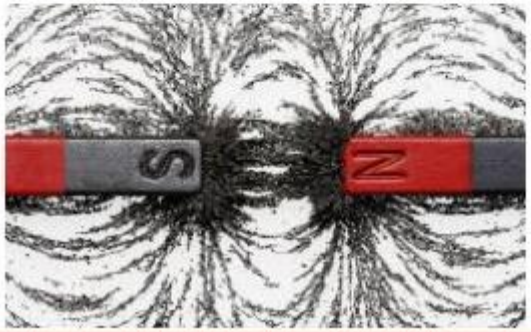
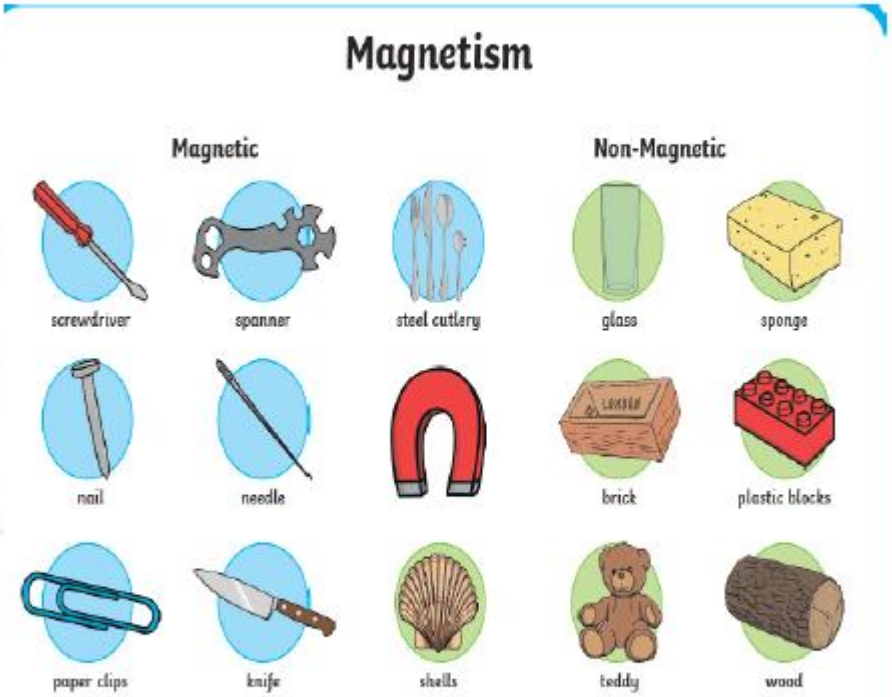
Key Knowledge (continued)

Bar Magnet | Horseshoe Magnet | Disc Magnet

Magnets have north and south poles. These attract each other but two north or two south poles repel each other.







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Science Knowledge Organisers: Energy (Year 5/6)

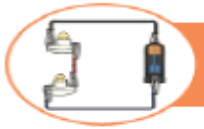
Knowledge Organiser: Energy (Year 5 and 6)

Key Knowledge

Forms of Energy

Remember **MELTS!**

Mechanical
Energy of moving parts, or the sum of kinetic and potential energy in an object that is used to do work.



Electrical
Movement of electrically charged particles, such as electricity and lightning.

Light
Travels in waves and is formed through chemical, radiation, and mechanical means.

Thermal
Energy that comes from the temperature of matter. "Therm" means heat.

Sound
Travels in waves and is produced when a force causes an object or substance to vibrate.

Key Scientists/ People/ Dates/ etc

James Prescott Joule (1818—1889) was an English physicist, mathematician and brewer. Joule studied the nature of heat and discovered its relationship to mechanical work This led to the law of conservation of energy.

Key Vocabulary

Climate	The weather conditions in an area in general or over a long period.
Climate Zone	Climate zones are areas with distinct climate.
Renewable Energy	Renewable energy uses energy sources that are not 'used up'. For example, solar power from the sun is renewable as we won't 'use up' all the sunlight from the sun.
Deforestation	Deforestation is the clearing or cutting down of forests.
Global Warming	The increase in Earth's average temperature over a long period of time.
Sustainability	Sustainability means using natural resources in a way that we could keep doing for a along time.
Carbon footprint	The term carbon footprint is how much carbon goes into the air because of something done by people.
Pulley	A piece of equipment for moving heavy objects up or down, consisting of a small wheel over which a rope or chain attached to the object can be raised or lowered easily.
Gears	A toothed wheel that works with others to alter the relation between the speed of a driving mechanism and the speed of the driven parts.
Levers	A rigid bar resting on a pivot used to move a heavy or firmly fixed load with one end when pressure is applied to the other.
Springs	An elastic device, typically a helical metal coil, that can be pressed or pulled but returns to its former shape when released, used chiefly to exert constant tension or absorb movement.

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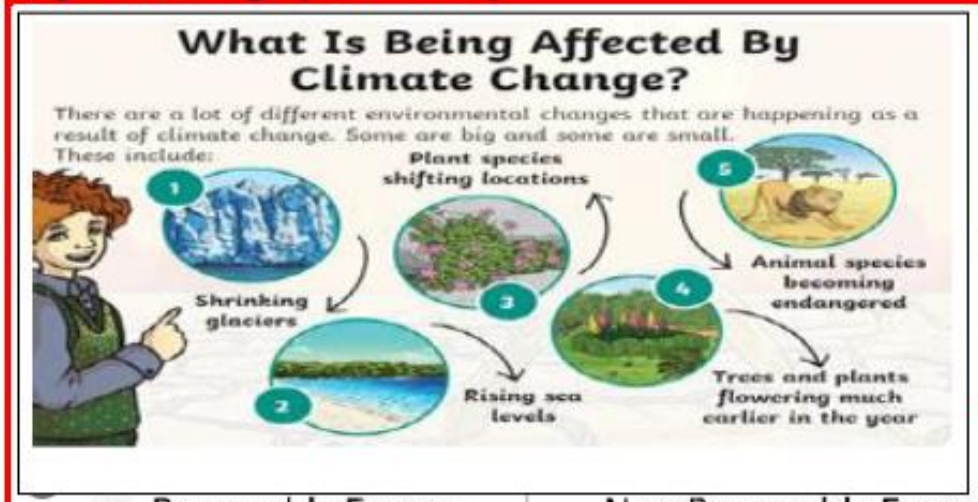
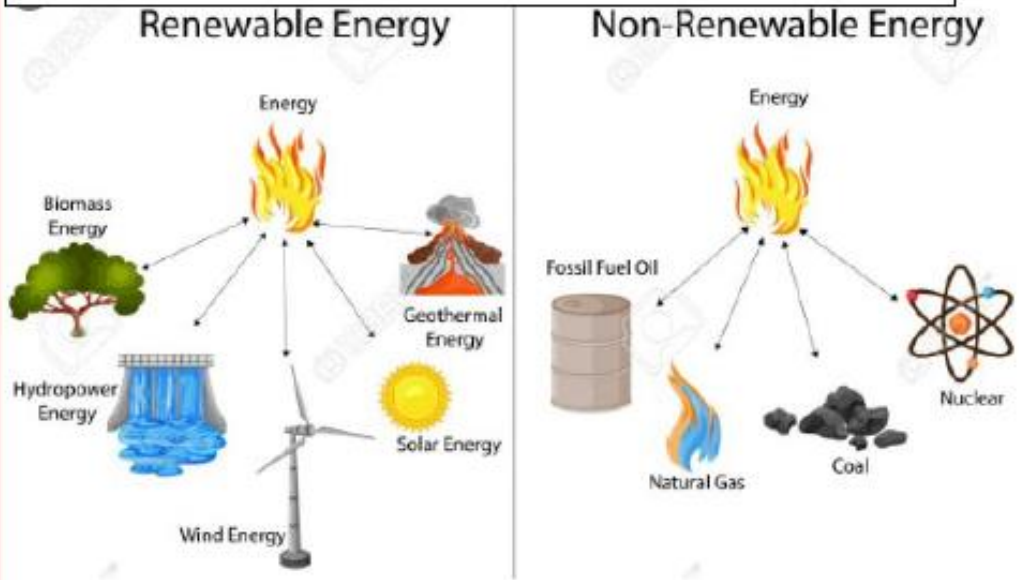
Key Knowledge (continued)



Pulleys	Gears/Cogs	Levers
Pulleys can be used to make a small force lift a lighter load. The more wheels in a pulley, the less force is needed to lift a weight.	Gears or cogs can be used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.	Levers can be used to make a small force lift a lighter load. A lever always rests on a pivot.



Key Facts	
What is climate change?	Climate change is a term used by experts when describing the way that both weather and climate systems are changing as a result of mankind's industrial activity across the world.
What is global warming?	Global warming (a large part of climate change) is the increase in temperature of Earth. Hotter weather might sound lovely but the reality is very different.
What is deforestation?	Deforestation is the name given to the destruction of the rainforest and this is being done by burning them down, chopping down the trees or flooding the areas.
What is renewable/ non-renewable energy?	Renewable energy comes from natural resources that are naturally replenished, such as sunlight, wind and waves. Non-renewable energy comes from natural resources that are not naturally replenished, such as oil and coal.
What is a carbon footprint?	The amount of carbon you produce as a result of your daily activities is known as your carbon footprint. Everything we do has an impact on the environment. If we made small changes to our daily routine, we could reduce our carbon footprint and have a positive effect on the environment.

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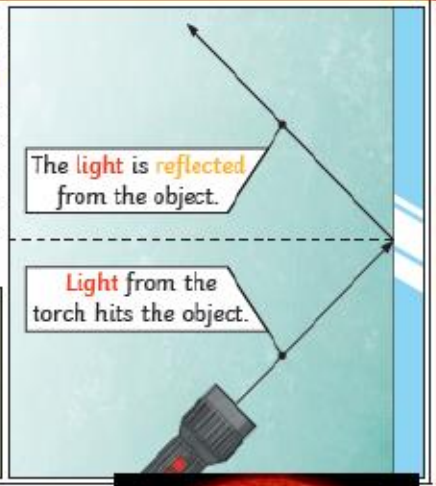
Science Knowledge Organisers: Light and Sound (Year 1/2)

Knowledge Organiser: Light and Sound (Year 1 and 2)

Key Knowledge

We need light to be able to see things. Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object. Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful...



Did you know light from the sun can be dangerous?

Key Scientists/ People/ Dates/ etc

Albert A Michelson (1852—1931) was an American physicist famous for his work on measuring the speed of light.

Key Vocabulary

Vibration	A movement backwards and forwards.
Sound wave	Vibrations travelling from a sound source.
Volume	The loudness of a sound.
Pitch	How high or low a sound is.
Ear	An organ used for hearing..
Eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It seperates the outer ear from the middle and inner ear. Sound waves make the ear drum vibrate.
Particles	Solids, liquids and gases are made of particles. They are so small we are unable to see them.
Distance	A Measurement of length between two points.
Light	A form of energy that travels in a wave from a source.
Light source	An object that makes its own light.
Dark	Dark is the absence of light.
Reflection	Where light hits the surface of an object and bounces back into our eyes.
Reflect	To bounce off.
Reflective	A word to describe something which reflects light well.
Ray	Waves of light are called light rays. They can also be called beams.
Pupil	The black part of the eye which lets light in.
Retina	A layer at the very back of the eye. The retina takes the light the eye receives and turns it into nerve signals to send to the brain.
Shadow	An area of blackness where light has been blocked.

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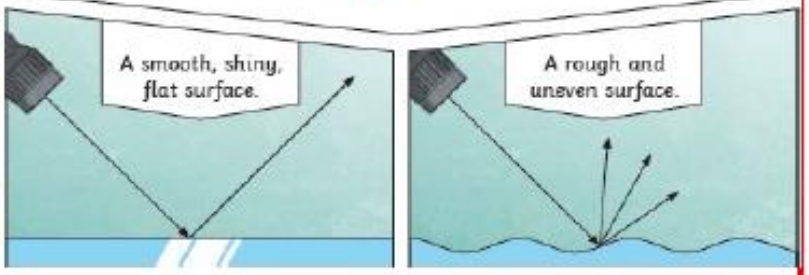
Key Knowledge (continued)

Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.

Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-pitched sound. A rumble of thunder is an example of a low-pitched sound.

If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound vibrations spread out over a distance, the sound becomes quieter, just like ripples in a pond.

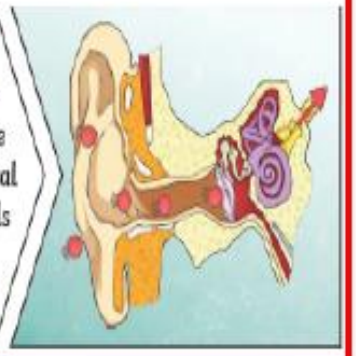
The surfaces that reflect light best are smooth, shiny and flat.



When you hit the drum, the drum skin vibrates. This makes the air particles closest to the drum start to vibrate as well.

The vibrations then pass to the next air particle, then the next, then the next. This carries on until the air particles closest to your ear vibrate, passing the vibrations into your ear.

Inside your ear, the vibrations hit the eardrum and are then passed to the middle and then the inner ear. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



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Science Knowledge Organisers: Light and Sound (Year 3/4)

Knowledge Organiser: Light and Sound (Year 3 and 4)

Key Knowledge

Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration.

Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-pitched sound. A rumble of thunder is an example of a low-pitched sound.

You can change the pitch of a sound in different ways depending on the type of instrument you are playing. For example, if you are playing a xylophone, striking the smaller bars with a beater causes faster vibrations and so a higher pitched note. Striking the larger bars causes slower vibrations and produces a lower note.

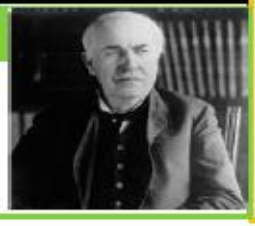
Did you know light from the sun can be dangerous?

The pupils control the amount of light entering the eyes. If too much light enters, then it can damage the retina. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

A shadow is caused when light is blocked by an opaque object. A shadow is larger when an object is closer to the light source. This is because it blocks more of the light.

Key Scientists/ People/ Dates/ etc

Thomas Edison (1837—1941) was an American inventor, and businessman. He developed many devices such as electric power generation, mass communication, sound recording and motion pictures.



Key Vocabulary

Ear	An organ used for hearing.
Particles	Solids, liquids and gases are made of particles. They are so small we are unable to see them.
Distance	A measurement of length between two points.
Soundproof	To prevent sound from passing.
Absorb sound	To take in sound energy. Absorbent materials have the effect of muffling sound.
Vacuum	A space where there is nothing. There are no particles in a vacuum.
Eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear. Sound waves make the eardrum vibrate.
Vibration	A movement backwards and forwards.
Sound wave	Vibrations travelling from a sound source.
Volume	The loudness of a sound.
Amplitude	The size of a vibration. A larger amplitude = a louder sound.
Pitch	How low or high a sound is.
Light	A form of energy that travels in a wave from a source.
Light source	An object that makes its own light.
Dark	Dark is the absence of light.
Reflection	The process where light hits the surface of an object and bounces back into our eyes.
Reflect	To bounce off.
Reflective	A word to describe something which reflects light well.
Ray	Waves of light are called light rays. They can also be called beams.
Pupil	The black part of the eye which lets light in.
Retina	A layer at the very back of the eye. The retina takes the light the eye receives. It then changes it into nerve signals to send to the brain.
Shadow	An area of darkness where light has been blocked.
Opaque	Describes objects that do not let any light pass through them.
Translucent	Describes objects that let some light through, but scatter the light so we can't see through them properly.
Transparent	Describes objects that let light travel through them easily, meaning that you can see through the object.

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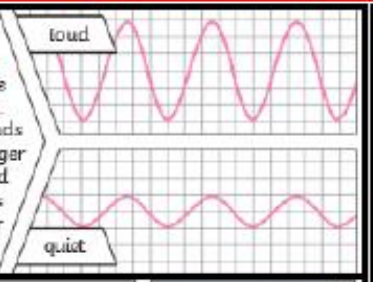
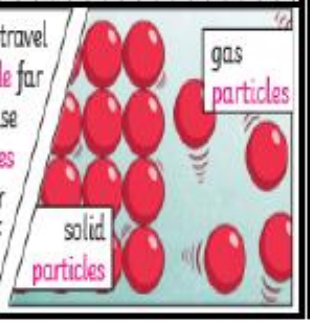
Key Knowledge (continued)

The size of the vibration is called the amplitude. Louder sounds have a larger amplitude, and quieter sounds have a smaller amplitude.



Sound energy can travel from particle to particle far easier in a solid because the vibrating particles are closer together than in other states of matter.

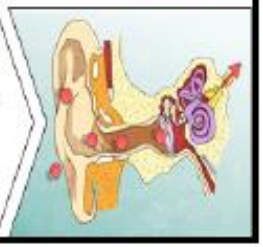


Sound can travel through solids, liquids and gases. Sound travels as a wave, vibrating the particles in the medium it is travelling in. Sound cannot travel through a vacuum.

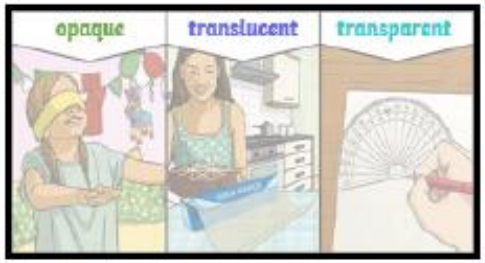
When you hit the drum, the drum skin vibrates. This makes the air particles closest to the drum start to vibrate as well.

The vibrations then pass to the next air particle, then the next, then the next. This carries on until the air particles closest to your ear vibrate, passing the vibrations into your ear.

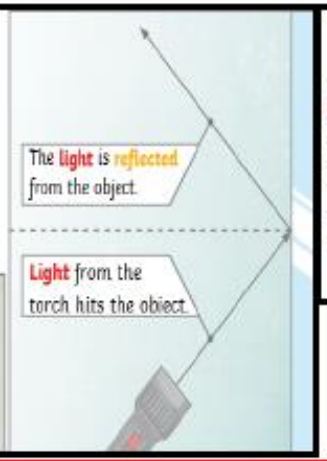
Inside your ear, the vibrations hit the eardrum and are then passed to the middle and then the inner ear. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound vibrations spread out over a distance, the sound becomes quieter, just like ripples in a pond.



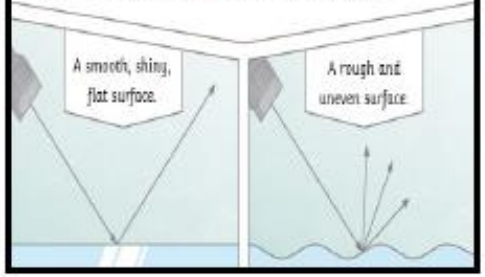
We need light to be able to see things. Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object. Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful...



When the light source is directly above the object, the shadow will be directly underneath.

When a light source is to one side of an object, the shadow will appear on the opposite side. The shadow will also be longer.

The surfaces that reflect light best are smooth, shiny and flat.



Mirrors reflect light very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.

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Science Knowledge Organisers: Light (Year 5/6)

Knowledge Organiser: Light (Year 5 and 6)

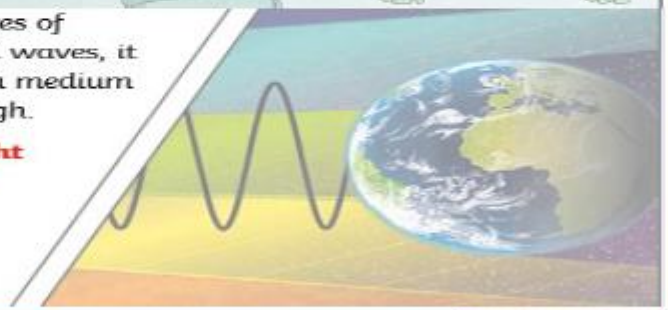
Key Knowledge

We need **light** to be able to see things. **Light** waves travel out from sources of **light** in straight lines. These lines are often called rays or beams of **light.**

Light from the sun travels in a straight line and hits the chair. The **light** ray is then **reflected** off the chair and travels in a straight line to the girl's eye, enabling her to see the chair.

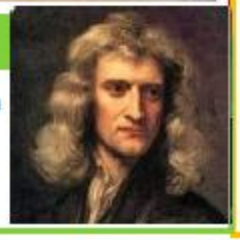
But unlike waves of water or sound waves, it does not need a medium to travel through.

This means **light** can travel through a vacuum - a completely airless space.



Key Scientists/ People/ Dates/ etc

Sir Isaac Newton (December 1642—March 1726/27) was an English mathematician, physicist, astronomer, theologian, and author. He developed the laws of motion.



Key Vocabulary

Light	A form of energy that travels in a wave from a source.
Light source	An object that makes its own light.
Reflection	Reflection is when light bounces off a surface, changing the direction of a ray of light.
Incident ray	A ray of light that hits a surface.
Reflected ray	A ray of light that has bounced back after hitting a surface.
The law of reflection	The law states that the angle of the incident ray is equal to the angle of the reflected ray.
Refraction	This is when light bends as it passes from one medium to another. E.g. light bends when it moves from air into water.
Visible spectrum	Light that is visible to the human eye. It is made up of a colour spectrum.
Prism	A prism is a solid 3D shape with flat sides. The two ends are an equal shape and size. A transparent prism separates out visible light into all the colours of the spectrum.
Shadow	An area of darkness where light has been blocked.
Transparent	Describes objects that let light travel through them easily, meaning you can see through the object.
Translucent	Describes objects that things let some light through, but scatters the light so we can't see through them properly.
Opaque	Describes objects that do not let any light pass through them.

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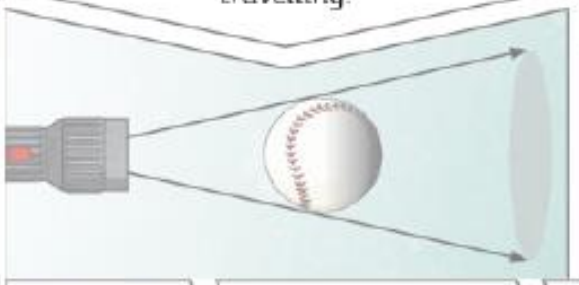
Key Knowledge (continued)

The spoon in this water looks as if it is bent. This is because **light** bends when it moves from air to water. When **light** bends in this way, it is called **refraction**.

A **shadow** is always the same shape as the object that casts it. This is because when an **opaque** object is in the path of **light** travelling from a **light source**, it will block the **light** rays that hit it, while the rest of the **light** can continue travelling.



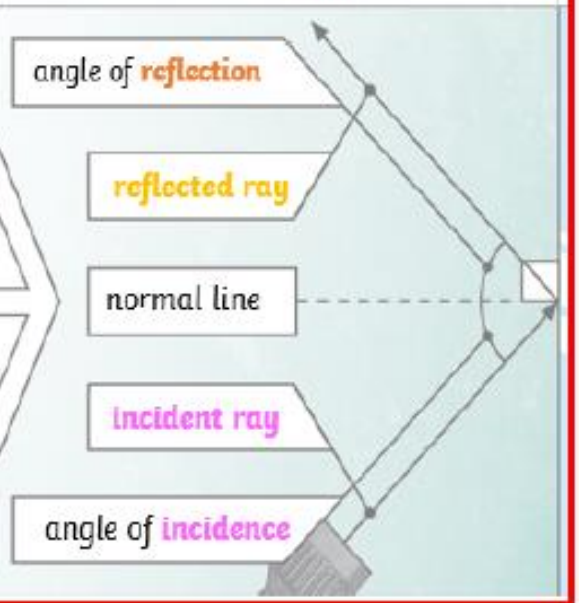
Shadows can also be elongated or shortened depending on the angle of the **light source**. A **shadow** is also larger when the object is closer to the **light source**. This is because it blocks more of the **light**.

Isaac Newton shone a **light** through a **transparent prism**, separating out **light** into the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) - the colours of the **spectrum**. All the colours together merge and make visible **light**.

The law of reflection states that the angle of **incidence** is equal to the angle of **reflection**. Whenever **light** is **reflected** from a surface, it obeys this law.

The angle of **reflection** is the angle between the normal line and the **reflected ray light**.

The angle of **incidence** is the angle between the normal line and the **incident ray** of **light**.



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Science Knowledge Organisers: Electricity (Year 3/4)

Knowledge Organiser: Electricity (Year 3 and 4)

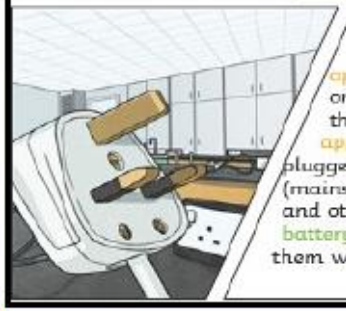
Key Knowledge

Lightning and static electricity are examples of electricity occurring naturally but for us to use electricity to power appliances, we need to make it.

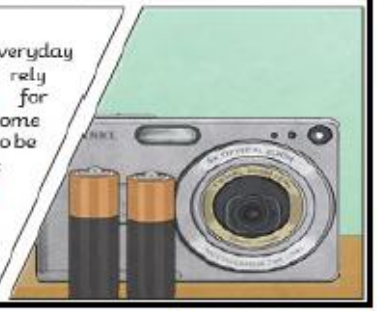
Coal, oil and natural gases are fossil fuels which, when burnt, produce heat which can be used to generate electricity.

Electricity can be generated from wind power used to turn windmills and hydroelectric power from water used in dams. The Sun's rays can be converted into electricity by solar panels.

Nuclear energy is created when atoms are split. This creates heat which can be used to generate electricity. Geothermal energy is heat from the Earth that is converted into electricity.



Many everyday appliances rely on electricity for them to work. Some appliances need to be plugged into a socket (mains electricity) and others have a battery to make them work.



Key Scientists/ People/ Dates/ etc

Benjamin Franklin (1706—1790) was leading writer, printer, political philosopher, politician, Freemason, postmaster, scientist, inventor, humorist, civic activist, statesman, and diplomat.

Key Vocabulary

Electricity	The flow of an electric current or charge through a material, e.g. from a power source through wires to an appliance.
Generate	To make or produce.
Renewable	A source of electricity that will not run out. These include solar, nuclear, geothermal, hydro and wind.
Non-renewable	This source of energy will eventually run out and so will no longer be able to be used to make electricity. These include fossil fuels—coal, oil and natural gas.
Appliances	A piece of equipment or device designed to perform a particular job, such as a washing machine or mobile phone.
Battery	A device that stores electrical energy as a chemical.
Circuit	A pathway that electricity can flow around. It includes wires and a power supply and may include bulbs, switches or buzzers.
Electrons	Small particles with an electric charge.

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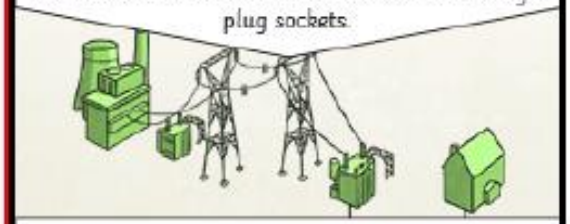
Key Knowledge (continued)

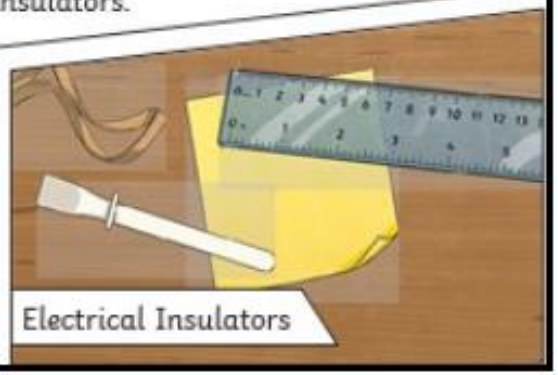
There are two types of electric current.

Mains electricity: power stations send an electric charge through wires to transformers and pylons. Then, underground wires carry the electricity into our homes via wires in the walls and out through plug sockets.

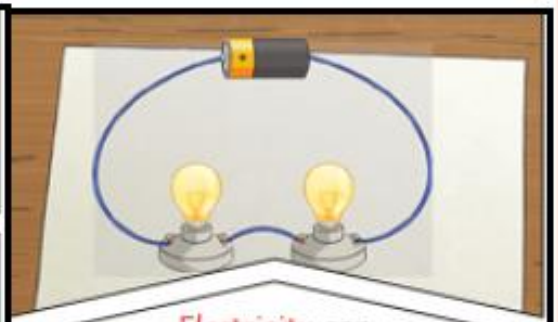


Battery electricity: batteries store chemicals which produce an electric current. Eventually, even rechargeable batteries will stop producing an electric current.

A conductor of electricity is a material that is made up of free electrons which can be made to move in one direction, creating an electric current. Metals are good conductors. Electrical insulators have no free electrons and so no electric current can be made. Wood, plastic and glass are good insulators.



Switches can be used to open or close the circuit. When off, a switch 'breaks' the circuit to stop the flow of electrons. When the switch is on, the circuit is complete and the electrons are able to flow around the circuit.



Electricity can only flow around a complete circuit that has no gaps. There must be wires connected to both the positive and negative end of the power supply/battery.

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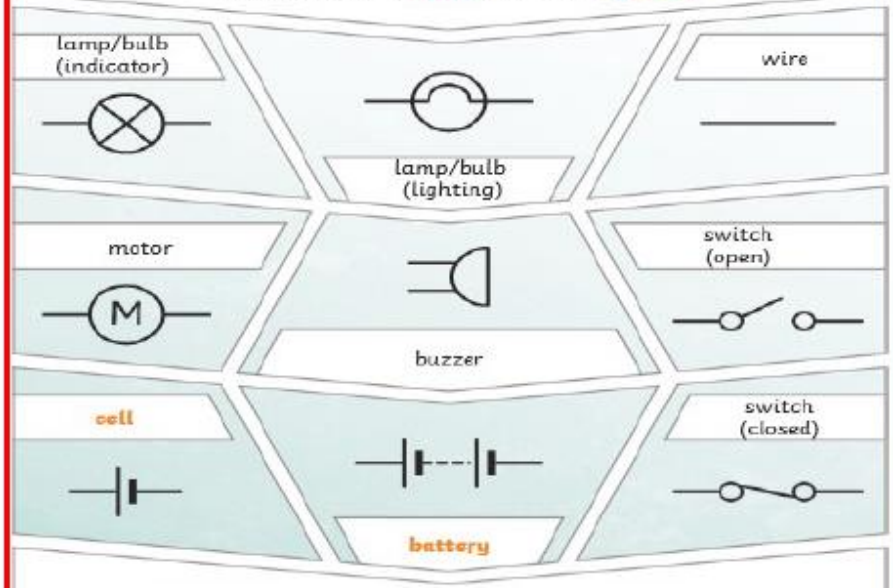
Science Knowledge Organisers: Electricity (Year 5/6)

Knowledge Organiser: Electricity (Year 5 and 6)

Key Knowledge

Components of a **Circuit** and Their **Symbols**



These **symbols** can be used to create electrical **circuit** diagrams.

Key Vocabulary

Circuit	A path that an electrical current can flow around.
Symbol	A visual picture that stands for something else.
Cell/Battery	A device that stores energy as a chemical until it is needed. A cell is a single unit. A battery is a collection of cells.
Current	The flow of electrons, measured in amps.
Amps	How electric current is measured.
Voltage	The force that makes the electric current move through the wires. The greater the voltage, the more current will flow.
Resistance	The difficulty that the electric current has when flowing around a circuit.
Electrons	Very small particles that travel around an electrical circuit.

Key Scientists/ People/ Dates/ etc

William Gilbert (1544–1603) correctly deduced that in everyday magnets, magnetism is caused by an organized form of the material the magnet is made of. **He** created the world's first electroscope to detect **electric** charge and coined the Latin word electricitas, which soon became the

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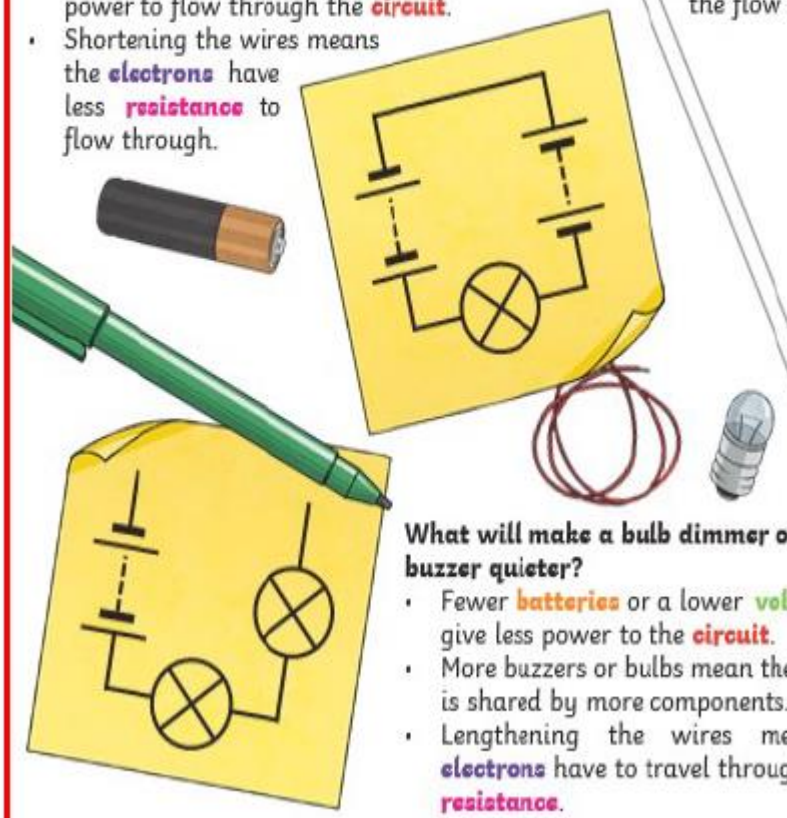
Key Knowledge (continued)

What will make a bulb brighter or a buzzer louder?

- More **batteries** or a higher **voltage** create more power to flow through the **circuit**.
- Shortening the wires means the **electrons** have less **resistance** to flow through.

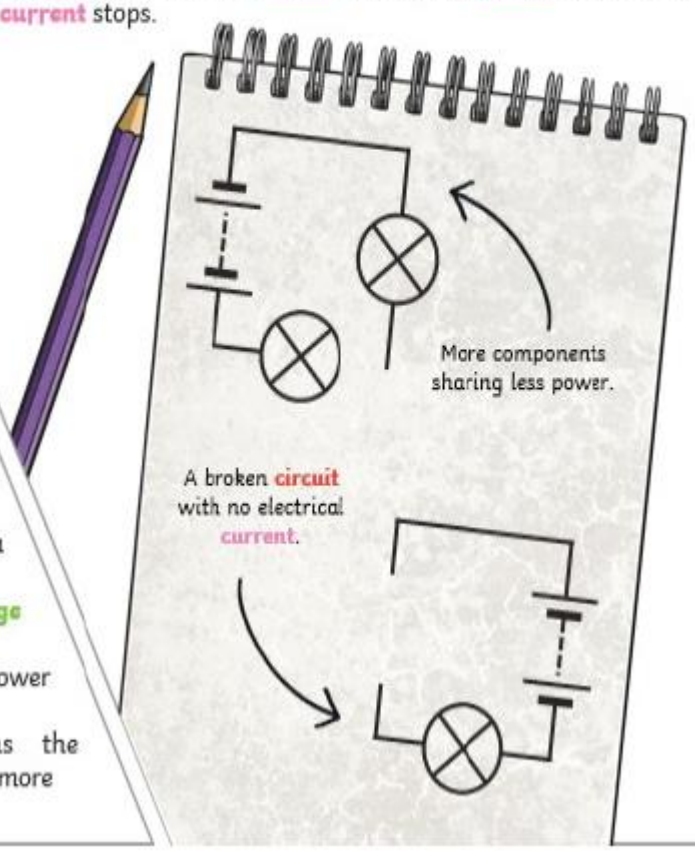


What will make a bulb dimmer or a buzzer quieter?

- Fewer **batteries** or a lower **voltage** give less power to the **circuit**.
- More buzzers or bulbs mean the power is shared by more components.
- Lengthening the wires means the **electrons** have to travel through more **resistance**.

Series Circuit

A **circuit** that has only one route for the **current** to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series **circuit** breaks, the **circuit** is broken and the flow of **current** stops.



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Writing

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Writing Unit Overview

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower *Michael Bond*	Toby and the Great Fire of London *Margaret Nash & Jane Cope*	The Jolly Postman *Janet & Allan Ahlberg*	The Magic Faraway Tree *Enid Blyton*	The Lighthouse Keepers' Lunch *Ronda & David Armitage*	George's Marvellous Medicine *Roald Dahl*
	• Narrative • Non-Chronological Report	• Historical Recount • Diary	• Fairy Tales • Letters	• Fantasy • Instructions	• Biography • Historical Fiction	• Explanation • Instructions
Years 3 & 4	Charlie and The Chocolate Factory *Roald Dahl*	Demon Dentist *David Walliams*	Beowulf *Rob Lloyd Jones and Victor Tavares*	The Saga of Erik The Viking *Terry Jones*	Poems to Perform *Julia Donaldson*	The Time Travelling Cat and the Egyptian Goddess *Julia Jarman*
	• Non-Chronological Report • Adventure Story • Persuasion	• Film Narrative • Fantasy • Discussion	• Historical Fiction • Fantasy	• Historical Fiction • Myths • Recounts	• Visual Poetry • Instructions • Discussion	• Playscripts • Fantasy
Years 5 & 6	Cosmic *Frank Cottrell Boyce*	The Nowhere Emporium *Ross MacKenzie*	Private Peaceful *Michael Morpurgo*	Goodnight Mr Tom *Michelle Magorian*	Rain Player *David Wisniewski*	Macbeth (A Shakespeare Story) *Andrew Matthews and Tony Ross*
	• Science Fiction • Non-Chronological Reports • Letters	• Fantasy • Mystery	• Recounts • Instructions	• Letters • Discussion	• Structured Poetry • Fables • Persuasion	• Playscripts

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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger *Shirley Hughes*	The Owl Who was Afraid of the Dark *Jill Tomlinson*	The Tiger who came to tea *Judith Kerr*	Handa's Surprise *Eileen Browne*	The Day the Crayons Quit *Drew Daywalt & Oliver Jeffers*	The Owl and the Pussycat *Edward Lear*
	• Stories with familiar settings (narrative)	• Explanation • Narrative	• Narrative • Non-Chronological Report	• Fables • Instructions	• Persuasion • Discussion • Letter	• Poetry (free verse and nonsense) • Biography
Years 3 & 4	Stig of the Dump *Clive King*	The Firework Makers Daughter *Philip Pullman*	The Iron Man *Ted Hughes*	Run Wild *Gill Lewis*	Avoid Being a Roman Soldier *David Stewart*	The Thieves of Ostia *Caroline Lawrence*
	• Adventure • Playscripts	• Historical Fiction • Explanation	• Fantasy • Film Narrative	• Adventure • Non-Chronological Report • Persuasive Letter	• Myths • Adventure • Discussion	• Historical Fiction • Non-Chronological Reports • Instructions
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King *Terry Deary*	The Spy Master: First Blood *Jan Burchett & Sara Vogler*	The Storm Keeper's Island *Catherine Doyle*	The Highwayman *Alfred Noyes*	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief *Rick Riordan*
	• Legends • Discussion	• Dilemmas • Instructions • Persuasion	• Mystery • Fantasy	• Poetry	• Film Narrative • Explanation	• Myths • Legends

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Writing Progression: Key Skills

WRITING **Key skills children MUST achieve by the end of each year:**						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Handwriting - To form all letters of the alphabet correctly in a cursive script and the digits 0-9.	Handwriting - To join graphemes when writing in a cursive script.	Handwriting - To make ascenders and descenders clear in their cursive writing	Handwriting – To show consistency in letter size and spacing when joining in a cursive script.	Handwriting – To write legibly in a cursive script so that writing is easy to read.	Handwriting – To write fluently and at speed in a cursive script.	Handwriting – To continue to write fluently and at speed in a cursive script.
To speak in full sentences and respond to a question in a full sentence.	To join clauses using and, but, because.	To use a consistent tense when writing.	To use paragraphs to group related material.	To use paragraphs to organise ideas around a theme.	To use a range of verb forms to reflect the level of formality.	To use the full range of punctuation fluently in writing.
To understand that a sentences starts with a capital letter and ends with a full stop.	To use the phonemes that they have been taught in their writing.	To join clauses using when, if, that, or	To use adverbials to show time and place.	To confidently use cohesive devices such as headings and sub-headings.	To build cohesion within and across paragraphs.	To select vocabulary and grammatical structures that reflect the level of formality.
To use finger spaces when writing.	To use a capital letter for a name and for the pronoun I.	To spell all of the Y2 common exception words	To use prepositions in their writing	To use suffixes and prefixes accurately.	To link clauses in sentences using a range of sub-ordinating and co-ordinating conjunctions.	To integrate dialogue in narrative to convey character and advance the action.

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To link phonics to spelling.	To spell all of the Year 1 common exception words and the RWInc words up to blue level.	To use an apostrophe in a contraction and to show possession.	To use a full range of conjunctions.	To be able to create atmosphere and integrate dialogue including direct speech.	To use parenthesis.	To use a range of devices to build cohesion.
To hold a pencil correctly and comfortably.	To write in a sentence starting with a capital letter and ending with a full stop.	To use full stops, exclamation marks, question marks and commas in lists accurately.	To proofread and edit my own work.	To spell the Year 3 and 4 common exception words.	To evaluate and edit by ensuring correct subject and verb agreement using singular and plural, distinguishing between the language of speech and writing.	To spell the Year 5 and 6 Common exception words.

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Key Features: Narrative

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

The range of narrative that children will experience and create is very wide. Many powerful narratives are told using only images. ICT texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts.

Purpose:

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs.

Generic structure	Language features	Knowledge for the writer
The most common structure is: ▪ an opening that establishes setting and introduces characters; ▪ a complication and resulting events; ▪ a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.	Language features vary in different narrative genres. **Common features:** ▪ presented in spoken or written form; ▪ may be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio); ▪ told/written in first or third person (I, we, she, it, they); ▪ told/written in past tense (sometimes in present tense); ▪ chronological (plot or content have a chronology of events that happened in a particular order); ▪ main participants are characters with recognisable qualities, often stereotypical	▪ Decide on your intended style and impact. ▪ Plan before writing/telling to organise chronology and ensure main events lead towards the ending. ▪ Visualise the setting and main characters to help you describe a few key details. ▪ Rehearse sentences while writing to assess their effectiveness and the way they work together. ▪ Find some different ways of telling what characters think and feel, e.g. describe what they did or said. ▪ Use some strategies to connect with the reader/listener e.g. use repetition of the same phrase or the same language pattern; ask them a question or refer to the reader as 'you'. What on earth was happening? Who do you think it

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	and contrasting (hero/villain); ▪ typical characters, settings and events are used in each genre; ▪ connectives are widely used to move the narrative along and to affect the reader/listener: ➢ to signal time (later that day, once); ➢ to move the setting (meanwhile back at the cave, on the other side of the forest); ➢ to surprise or create suspense (suddenly, without warning).	was? ▪ Show how the main character has changed or moved on in some way at the end. ▪ Read or listen to the whole text as if you are the reader/listener or try it out on someone else: check that it makes sense and change anything that could work better.

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Key Features: Narratives - Adventure

Specific features and structures of some narrative types

Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

Purpose:

To entertain.

Generic structure	Language features	Knowledge for the writer
Typically a recount or retelling of a series of exciting events leading to a high impact resolution. The most common structure is a chronological narrative. Building excitement as the hero faces and overcomes adversity is an important element, so more complex structures such as flashbacks are less common. Archetypical characters are the norm and much of the building tension comes from the reader predicting who or what represents the threat (the villain) and what is likely to go wrong for the hero. Longer narratives build tension in waves, with one problem after another accelerating the adventure in several sections or chapters, with the high point of tension near the end. The story can take place in any setting where there is the potential for adventure through a danger or	An effective blend of action, dialogue and description develops archetypical characters who the reader will care about, at the same time as moving the plot along at an exciting pace. Description adds to the sense of adventure by heightening the reader's awareness, e.g. a sense of potential danger (The cliffs were high and jagged ...) or dropping clues to encourage involvement through prediction (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...) Dialogue is an element of characterisation but is used more to advance the action than to explore a character's feelings or motivation. "What was that noise? Did you hear it too?" Language usually has a cinematic quality, with	Create characters your readers will have a strong opinion about. Make the reader like your hero so they want him/her to succeed. Create a villain that is a good match for the hero, someone the reader definitely doesn't want to win in the end. Don't forget that villains we dislike most often work in subtle ways. They do sneaky, mean things that they might just get away with. Keep the plot moving but vary the pace: ▪ use fast-moving action to create excitement at a high point; ▪ slow things down a little with description or dialogue when you

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threat. ICT 'adventure' texts often employ different structures, allowing the user to select different routes through the order of events, sometimes with different resolutions that depend on the choices made by the reader.	powerful, evocative vocabulary and strong, varied verbs for action scenes. (He leaped from his horse, charged into the banquet hall and hurtled himself onto the table where the prince was devouring a chicken.)	want to build tension and create suspense. Can you surprise the reader at the end? Perhaps someone who seemed insignificant saves the day and turns out to be a real hero, or perhaps a character that appeared good and helpful turns out to be two-faced.

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Key Features: Narratives - Mystery

Specific features and structures of some narrative types

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Purpose:

To intrigue and entertain.

Generic structure	Language features	Knowledge for the writer
Structure is often chronological, even in a longer narrative, but complex structural techniques are sometimes used for effect. Different structures can be used for layering of information or drip-feeding facts to build up a full picture for the reader, e.g. using flashbacks to fill in information needed that wasn't provided earlier in the story or organising sections so they tell the story both before and after a key event. Knowing what is going to happen and then reading about it happening can add to the suspense. Settings are often places the main character is unfamiliar with. Different cultures often share views about the kinds of settings that seem mysterious (deep, dark forests, old, uninhabited places, lonely rural landscapes). Other settings can be very familiar places (school, home, the local town) but with an added ingredient that triggers the mystery (a stranger arrives in town, a parcel arrives, people begin acting strangely, something unusual happens).	The narrator uses questions to exaggerate the mystery, e.g. Who could it be? Why had the car suddenly stopped? Language is used to intensify the mystery, particularly adjectives and adverbials. Some typical vocabulary is associated with this narrative type (puzzling, strange, peculiar, baffling, weird, odd, secretive, unexplained, bewildering). Use of pronouns to create mystery by avoiding naming or defining characters, especially when they first appear in the story. (First line: He climbed in through the window on the stroke of midnight. The wind howled and there was no moon.) Use of the pronoun 'it' to suggest a non-	Use questions to highlight key moments as the mystery deepens (A sudden noise! What could be making that low mumbling sound?). Decide what the mystery is before you begin writing and introduce it fairly soon so the reader wants to find out the solution. Keep readers interested by hinting and suggesting but don't give too much away too soon. Drop clues and puzzles for the reader to pick up and think about along the way. Make adventurous word choices

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	human or mysterious character. (And that's when I saw it, creeping carefully along behind the hedge. It wasn't much taller than me.)	to make your reader really think about what you're describing. Don't just say someone is 'mysterious', make them seem mysterious by describing them, their actions or what they say. Don't describe <u>everything</u> in detail. What is left out can often be scarier than what is described.

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Key Features: Narratives – Science Fiction

Specific features and structures of some narrative types

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Purpose:

To entertain and, sometimes, to speculate about the future.

Generic structure	Language features	Knowledge for the writer
Can use any of the varied structures typical of narrative. The setting is often a time in the future so may use structures that play with the time sequence, such as flashbacks and time travel. Science Fiction typically includes detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance.	The plot usually includes adventure so action is fast-moving. Where futuristic characters are created, dialogue may use unusual forms and vocabulary, or even alternative languages. Description is important to convey imagined settings, technology, processes and characters.	Even if the story is set in the future, you still need to create a setting, characters and plot that readers can believe possible. Make sure you have main characters the reader will care about (e.g. a likeable hero) even if the characters are non-human. Use description carefully when you want your reader to imagine something they have never seen.

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Key Features: Narratives – Fantasy

Specific features and structures of some narrative types

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Purpose:

To entertain and to fuel the imagination.

Generic structure	Language features	Knowledge for the writer
May simply be a basic chronological narrative set in a fantasy world but some fantasy narratives extend the 'fantastic' element to the structure as well. For example, the story may play with the concept of time so that characters find themselves moving through time in a different way. Some fantasy structures focus on character development or description of setting at the expense of plot so that the actual order of events becomes less important or even impossible to follow.	Description is very important because fantasy uses settings (and often characters) that must be imagined by the reader. Imagery plays an important role in helping to describe places and things the reader has never seen.	Choose adjectives carefully to describe the places and things in the story. Use similes to help the reader imagine what you are describing more clearly. (The glass castle was as big as a football field and as tall as a skyscraper. It's clear walls sparkled like blocks of ice in the sun.) Don't make everything so fantastic that it is unbelievable. Make what happens as interesting and detailed as the setting where it happens. Don't get so involved in creating amazing places and characters that you forget to tell a good story about what happens to them.

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Key Features: Narratives – Historical Fiction

Specific features and structures of some narrative types

Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

Purpose:

To entertain and, sometimes, to inform.

Generic structure	Language features	Knowledge for the writer
The narrative is about something that has already happened in the past so a series of events is usually the underlying structure. The writer can adapt the structure to achieve a specific effect. For example, the story can begin with a main character looking back and reflecting on the past (I was just a lad then. Let me tell you what happened …). Sometimes, a historical narrative begins with the final event and then goes on to explain what led up to that by moving back in time to tell the whole story. Historical fiction requires a historical setting but can also be an adventure or a mystery. It can also give a fictionalised account of real events or additional, fictional detail to things that really happened.	Historical settings need detail to make them authentic and to give important 'mapping' clues to the reader. When was this happening? Whereabouts is this story taking place? Appropriate archaic language is used, including old-fashioned words that have fallen out of usage, e.g. Let me carry thy basket, old dame. It can also include models of sentence grammar no longer commonly or informally used, e.g. That which you seek, you shall find in the forest.	Include accurate historical detail to create the setting (The winter of 1509 was bitterly cold and many poor country folk were starving) or let the reader work it out (The young prince had just been crowned King Henry VIII when a country boy called Tom arrived in London). Use the right kind of old-fashioned language when characters speak to one another. Description is important for the setting and characters but you can add historical detail in different ways to give variety: Description: The little girl was wearing a long cloak and woollen hood. Action: He threw his sword to the floor and rushed down the stone spiral staircase. Dialogue: Wait, I'll get a candle to light our way.

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Key Features: Narratives – Dilemmas

Specific features and structures of some narrative types

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Purpose:

To entertain and to explore issues or dilemmas.

Generic structure	Language features	Knowledge for the writer
The strength of the story often depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure usually leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with.	Characterisation is fundamental. The main characters are often well-established from the beginning with additional detail such as background, history or interests included. The reader understands why a character feels the way they do.	Make sure the dilemma or issue to be faced is a really tricky one to deal with. If there is no easy or obvious answer, it will be even more interesting to read what your main character decides to do.
The narrative makes the waiting interesting by adding to the suspense, for example by increasing the complexity or gravity of the dilemma or by threatening the right/chosen course of action. (The main character has decided to apologise just in time and is on the way to do so but has an accident and is taken to hospital - soon it will be too late.)	Key characters also develop and change over time, usually as a result of the events that take place in the story and particularly as a result of the dilemma they face and their resulting actions.	If characters change during the story, decide how to show this. Do they behave differently? Do they speak differently?
Most forms of narrative can include stories which raise dilemmas.	Description, action and dialogue are all important for developing and deepening character and showing both why and how someone has changed.	

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Key Features: Narratives –Myths

Myths

Purpose:

To provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

Generic structure	Language features	Knowledge for the writer
The plot is often based on a long and dangerous journey, a quest or a series of trials for the hero. The plot usually includes incredible or miraculous events, where characters behave in superhuman ways using unusual powers or with the help of superhuman beings. Myths are often much longer texts than other traditional stories (apart from some legends) especially in their original form. They provide a very useful contrast with shorter forms of traditional narrative such as fables.	Rich vocabulary evoking the power and splendour of the characters and settings: Hercules hurled the glittering spear with all the strength of a mighty army. Use of imagery to help the reader imagine. Simile is used widely to help convey grand settings and describe awe-inspiring characters: Thor's hammer was as heavy as a mountain. Vivid description of characters and settings. Fast-moving narration of action to keep the drama moving along. Myths tend to make less use of dialogue and repetition than some other types of traditional story. Myths often provide good examples of the use of symbols: Theseus unwinds a thread behind him in the Minotaur's den – a thread could be seen as a symbol of his link between the real world of humans and the supernatural world of the gods.	Make the characters larger than life by giving them supernatural powers or strong characteristics like courage and wisdom. Create a negative character who is the opposite of your hero: good and evil, brave and cowardly, strong and weak. Consider including a character who is a 'trickster' to add to the fun or to create twists in the plot. Choose a setting that gives a dramatic backdrop for the action: (a huge, dense forest, a mountain shrouded in icy fog or a wide, sun-baked desert). Weave description, dialogue and action together but don't slow down the story with too much detail about who said what.

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Key Features: Narratives – Legends

Legends **Purpose:** To provide information about the way particular people lived, and what they believed. Legends also help us to reflect on our own lives because they often deal with issues that are cross-cultural and relevant today.		
Generic structure	**Language features**	**Knowledge for the writer**
Structure is usually chronological, with one episode told after another, for example as the phases of a journey or the stages of an ongoing battle. Some legends tell the whole life story of their hero as a series of linked episodes; each one may be a story in its own right Common structures include: ▪ chronological episodes; ▪ journey stories; ▪ sequential stories; ▪ life stories and community histories.	Language features are very similar to those of myths: ▪ rich, evocative vocabulary; ▪ memorable language use; ▪ use of rhythm and repetition techniques; ▪ formulaic openings and endings; ▪ imagery: simile, metaphor and symbolism. Legends written in a traditional style often use more literary language than fairy tales or fables. Modern versions such as twenty-first century retellings or new legends may use more contemporary, informal language.	Work out how the story will tell of a struggle, e.g. between good and evil, friend and foe, wise and foolish. When you've decided on your main character, decide on the structure you will use and what will be included in each episode/each stage of the journey or quest. Consider adding ingredients of magic or the supernatural to make your legend different from other kinds of stories. Use symbols your reader will recognise to help them get involved in the story, e.g. red for anger/danger, darkness for danger/evil, a light or flame for goodness and hope.

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Key Features: Narratives – Fables

Fables **Purpose:** A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folk tales.		
Generic structure	**Language features**	**Knowledge for the writer**
There is a shared understanding between storyteller and audience that the events told did not actually happen so fables do not need to convince and their structure is usually simple. They are often very short with few characters – sometimes only two. Structure is typically the simplest kind of narrative with a beginning, a complication and a resolution. Two characters (often animals) meet, an event occurs and they go on their way with one of them having learned an important lesson about life.	The short and simple structure of the narrative leaves little room for additional details of description or character development. Dialogue is used to advance the plot or to state the moral, rather than to engage a reader with the characters and their qualities. Characterisation is limited but specific: A lazy duck was making its way to the river ... A crafty raven was sitting on a branch ... There is limited use of description because settings are less important than the events that take place. Action and dialogue are used to move the story on because the all-important moral is most clearly evident in what the main characters do and say. Connectives are an important language feature to show cause and effect and to give coherence to a short narrative.	They are portrayed as simple stereotypes rather than multidimensional heroes or villains. If your main characters are animals, make them behave like human stereotypes: a brave little ant, a wise old turtle, a cunning fox, a lazy donkey. Use the main characters to give your fable a title: The Ant and the Elephant. State the moral of your fable clearly at the end: a wise person always plans ahead. Establish the setting in the first line and introduce the two main characters as soon as you can. Give clues to your reader about what might happen: a greedy but impatient fox was watching the chickens from behind a tree. Don't add too much detail of description and only use dialogue that helps to tell what happened. Use connectives when characters talk to one another, to explain or show

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		cause and effect: "If you will give me your hand, I will help you over the river", said the wolf. "I can't possibly eat you because I'm a vegetarian," lied the bear. Use connectives to show your reader quickly and easily when things happened and how time passed: (One morning... as he was... first he saw... then he saw... When winter came... And then the grasshopper understood...) Questions are often the way one character introduces themselves to another in a fable: Why do you howl so loudly? What are you writing so busily in your book, little bird?

Key Features: Narratives – Fairy Tales

Fairy tales

Purpose:

Fairy tales were originally intended for adults and children. They were passed down orally to amuse and to convey cultural information that influences behaviour, such as where it is safe to travel and where it is dangerous to go.

Fairy tales are found in most cultures and many derive from the oldest stories ever told. Some modern fairy tales could be included in the more recently categorised genre of 'fantasy'.

Generic structure	Language features	Knowledge for the writer
Setting is nearly always vague. (Once upon a time ... A long, long time ago ...) Structure is most typically a recount in chronological order, where events retell what happened to a main character that came into contact with the 'fairy world'. Often the hero or heroine is searching for something (a home, love, acceptance, wealth, wisdom) and in many tales dreams are fulfilled with a little help from magic. 'Fairy tale endings' (where everything turns out for the best) are common but many fairy tales are darker and have a sad ending.	Formulaic sentences are used: Once upon a time ... There was once a ... Long ago in the ... And it came to pass ... Language often reflects the settings, in the past, using archaic or regional vocabulary and grammar: Say these words thrice! I shall return and take thy gold. He knew not where he was.	Characters may be fairy folk or even talking animals but make sure they are still interesting, believable characters your reader will care about, e.g. a good-hearted hero, a scheming villain, a wise helper. Decide how the world of people and the world of fairy land will come into contact and how this will cause a problem. Use numbers and patterns that usually appear in fairy tales: the numbers 3 and 7. Use phrases that have a strong rhyme or rhythm or another kind of pattern: a magic sentence is repeated several times during the story, the hero must say a secret rhyme to escape, a line is used at the beginning of each section or chapter. (On and on walked the little old man.) Use different styles of language for the human beings and the characters from the fairy world when they speak, to

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		make a strong contrast between them: "Eeeek! Who are you, you wrinkly old thing?" asked Tom. "Beware, child and address me with respect. I am not of your world," came the goblin's whispered reply.

Key Features: Playscripts and Film Narrative

Specific features and structures of some narrative types

Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

Dialogue, playscripts and film narrative

Purpose:

Although these forms of storytelling differ from narrative in that they are not necessarily 'narrated', they usually share the same purposes: to tell a story and to have a deliberate effect on the viewer/listener/reader. They include scripts for film/digital viewing or audio (e.g. digital audio recording or radio plays) and stories told using images and speech bubbles (such as comic strips) sometimes supplemented with an additional narrative element.

Generic structure	Language features	Knowledge for the writer
Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include: ▪ name of character and the words they speak: MRS GRAY Hello dear. How are you? ▪ organisational information (Scene 2 The kitchen DAY); ▪ stage directions (ENTER Sita, dancing). Comic strip and some digital animations usually include speech bubbles within the images; interactive texts may include	▪ Exclusive use of direct speech and absence of narrative text such as "she said". ▪ Dialogue (conversation between two or more characters) or monologue (one character speaking). ▪ Any necessary narrative information is provided by images (as in comic strip or animations) by stage directions (as in a playscript) or by supplementary narrative, e.g. when a comic strip with speech bubbles also includes some narrative below each picture.	Knowledge of standard narrative for writer PLUS: ▪ Use only direct speech. ▪ Playscripts: apply the presentational conventions of a script consistently throughout. ▪ Comic strip with speech bubbles, animations, multimedia and other dialogue: keep the text fairly short and only include dialogue that moves the story on or gives important information; make the images and words work well together so they each add something special to the story.

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combinations of on-screen speech bubbles and audio dialogue, e.g. accessed by rollover or mouse click.		

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Key Features: Discussion

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own.

Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

Purpose: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.		
Generic structure	**Language features**	**Knowledge for the writer**
The most common structure includes: ▪ a statement of the issues involved and a preview of the main arguments; ▪ arguments for, with supporting evidence/examples; ▪ arguments against or alternative views, with supporting evidence/examples. Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.	▪ Written in simple present tense. ▪ Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). ▪ Uses connectives (for example, therefore, however). ▪ Generic statements are often followed by specific examples (Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...) ▪ Sometimes combined with diagrams, illustrations, moving images and sound to provide additional information or give evidence.	▪ Questions often make good titles. (Should everyone travel less to conserve global energy?) ▪ Use the introduction to show why you are debating the issue. (There is always a lot of disagreement about x and people's views vary a lot.) ▪ Make sure you show both/all sides of the argument fairly. ▪ Support each viewpoint you present with reasons and evidence. ▪ If you opt to support one particular view in the conclusion, give reasons for your decision. ▪ Don't forget that discussion texts can be combined with other text types depending on your audience and purpose.

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Key Features: Explanation

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning.
Like all text types, explanatory texts vary widely and are often found combined with other text types.

Purpose: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.		
Generic structure	**Language features**	**Knowledge for the writer**
▪ A general statement to introduce the topic being explained. (In the winter some animals hibernate.) ▪ The steps or phases in a process are explained logically, in order. (**When** the nights get longer ... **because** the temperature begins to drop ... **so** the hedgehog looks for a safe place to hide.)	▪ Written in simple present tense. (Hedgehogs wake up again in the spring.) ▪ Use of temporal connectives, e.g. first, then, after that, finally. ▪ Use of causal connectives, e.g. so, because of this.	▪ Choose a title that shows what you are explaining, perhaps using why or how. (How do hedgehogs survive the winter? Why does it get dark at night?) ▪ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. ▪ Use the first paragraph to introduce what you will be explaining. ▪ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. ▪ Add a few interesting details. ▪ Interest the reader by talking directly to them (You'll be surprised to know that ... Have you ever thought about the way that ...?) or by relating the subject to their own experience at the end (So next time you see a pile of dead leaves in the autumn ...). ▪ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information. ▪ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

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Key Features: Instructions

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose: To ensure something is done effectively and/or correctly with a successful outcome for the participant(s).		
Generic structure	**Language features**	**Knowledge for the writer**
▪ Begin by defining the goal or desired outcome. (How to make a board game.) ▪ List any material or equipment needed, in order. ▪ Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. ▪ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)	▪ Use of imperative verbs (commands), e.g. **Cut** the card ... **Paint** your design ... ▪ Instructions may include negative commands. (Do not use any glue at this stage.) ▪ Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.).	▪ Use the title to show what the instructions are about. (How to look after goldfish.) ▪ Work out exactly what sequence is needed to achieve the planned goal. ▪ Decide on the important points you need to include at each stage. ▪ Decide how formal or informal the text will be. (Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. ▪ Present the text clearly. Think about using bullet points, numbers or letters to help your reader keep track as they work their way through each step. ▪ Keep sentences as short and simple as possible. ▪ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. ▪ Appeal directly to the reader's interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.) ▪ Include a final evaluative statement to wrap up the process. (Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.) ▪ Re-read your instructions as if you know

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		nothing about the procedure involved. Make sure you haven't missed out any important stages or details and check that the language is as simple and clear as possible. ▪ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

Key Features: Persuasion

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		
Generic structure	**Language features**	**Knowledge for the writer**
▪ An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) ▪ Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) ▪ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	▪ Written in simple present tense. ▪ Often refers to generic rather than specific participants (Vegetables are good for you. They ...). ▪ Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). ▪ Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) ▪ Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?)	▪ Decide on the viewpoint you want to present and carefully select the information that supports it. ▪ Organise the main points to be made in the best order and decide which persuasive information you will add to support each. ▪ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. ▪ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. ▪ Try to appear reasonable and use facts rather than emotive comments. ▪ Choose strong, positive words and phrases and avoid sounding negative. ▪ Use short sentences for emphasis. ▪ Use techniques to get the reader on your side: ➢ address them directly (This is just what

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	▪ Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny, secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.	you've been waiting for.); ➢ adopt a friendly and informal tone; ➢ use memorable or alliterative slogans (Happy Holidays at Hazel House); ➢ use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to sign up.) ▪ Re-read the text as if you have no opinion and decide if you would be persuaded. ▪ Remember that you can use persuasive writing within other text types.

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Key Features: Non-Chronological Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Purpose:
To provide detailed information about the way things are or were.

To help readers/listeners understand what is being described by organising or categorising information.

Generic structure	Language features	Knowledge for the writer
In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: ▪ an opening statement, often a general classification (Sparrows are birds); ▪ sometimes followed by a more detailed or	▪ Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) ▪ Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) ▪ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for	▪ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. ▪ Gather information from a wide range of sources and collect it under the headings you've planned. ▪ Consider using a question in the title to interest your reader (Vitamins – why are they so

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technical classification (Their Latin name is...); ▪ a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: ➢ its qualities (Like most birds, sparrows have feathers.); ➢ its parts and their functions (The beak is small and strong so that it can ...); ➢ its habits/behaviour/ uses (Sparrows nest in ...).	the context and purpose of writing. (Sparrows are found in ... Sharks are hunted ... Gold is highly valued ...) ▪ Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). ▪ Description is usually an important feature, including the language of comparison and contrast. (Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.) ▪ Description is generally used for precision rather than to create an emotional response so imagery is not heavily used.	important?). ▪ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. ▪ Include tables, diagrams or images (e.g. imported photographs or drawings) that add or summarise information. ▪ Find ways of making links with your reader. You could ask a direct question (Have you ever heard of a hammerhead shark?) or add a personal touch to the text (So next time you choose a pet, think about getting a dog). ▪ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. ▪ Use other text-types within your report if they will make it more effective for your purpose and audience.

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Key Features: Recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain.		
Generic structure	**Language features**	**Knowledge for the writer**
Structure often includes: ▪ orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...); ▪ an account of the events that took place, often in chronological order (The first person to arrive was ...); ▪ some additional detail about each event (He was surprised to see me.); ▪ reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.	▪ Usually written in the past tense. Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!). ▪ Events being recounted have a chronological order so temporal connectives are common (then, next, first, afterwards, just before that, at last, meanwhile). ▪ The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind). ▪ Personal recounts are common (first person: I was on my way to school ... We got on the bus).	▪ Plan how you will organise the way you retell the events. You could use a timeline to help you plan. ▪ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. ▪ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). ▪ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? ▪ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

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Key Features: Poetry

Range of poetry

Poetry is a very wide-ranging type of text and has many purposes and forms. Often written or spoken for an intended reader, it may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. Like oral storytelling, poetry has strong social and historical links with cultures and communities.

The fact that poetry often plays with words makes it an attractive text type for children and one that they experiment with in their early language experiences. Features of other text types are frequently used as the basis for a poem, e.g. lists, dialogue, questions and answers. As children become familiar with a wider range of poetic forms and language techniques they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

Purpose:

Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. Some forms of poetry are associated with certain purposes, e.g. prayers to thank, celebrate, praise; advertising jingles to persuade; limericks to amuse.

Although a poem may share the same purpose as the text type it is related to (e.g. to recount) the context for writing does not always mean that a poem is the most appropriate choice of text type.

Generic structures	General language features	Knowledge for the writer
Poems are often grouped for learning and teaching by theme, structure, form or language features. **Themes**: Poetry selections or anthologies often group poems by their content or subject matter and include different examples of structures. **Structure**: Poetry has an extremely wide range of structural variety, from poems that follow a rigid textual structure to those that have only a visual or graphic basis. The most common structures include patterns of rhyme (e.g. ABABCC) or metre (di-dum di-dum di-dum). Structures based on syllable counts (such as haiku and some versions of cinquains) are	Poems use the same language features as other text types but each feature is often used more intensively to achieve a concentrated effect, e.g. of mood, humour, musicality: frequent alliteration, use of imagery or repetitive rhythm. Rhyme is used almost exclusively by poetic texts. The language features used depend on context, purpose and audience and also on the intended style of a poem. Different poetic forms tend to use different language features. The most common are rhyme, metre and	Depending on the kind of poetry being written: ▪ observe carefully and include detail, drawing on all your senses; ▪ when writing from memory or imagination, create a detailed picture in your mind before you begin writing; ▪ be creative about the way you use words – use powerful or unusual

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also common. Other structures rely on repetition of grammatical patterns rather than rhythm. For example, some list poems, dialogue poems and question and answer poems follow a specific structure even though they don't include rhyme or follow a pattern of line length.	imagery. **Rhyme**: many traditional forms use particular rhyme patterns which are usually described using an alphabetic system. AABBA is the usual rhyme pattern of a limerick. Other common patterns in children's poetry are AABB and ABABCC for each verse. The usual order of clauses or words is sometimes deliberately rearranged to create a rhyme at the end of a line. For example, Did he smile his work to see? Did he who made the lamb make thee? (William Blake 'The Tyger'.) Playing with rhyme and creating nonsense poems is an important element in exploring and manipulating language. Children also need to learn how to avoid the danger of 'forced rhyme' where they use a word simply because it rhymes, not because it is what they want to say. **Metre**: rhythm, stress patterns (e.g. **dum**-de, **dum**-de or de-**dum**, de-**dum**) syllable patterns (e.g. 5, 7, 5 syllables in the three lines of a haiku). **Imagery**: e.g. simile, metaphor, personification. The effective use of imagery is often a key ingredient in powerful, memorable poetry. Children usually begin using imagery by comparing one thing with another and by saying what something was like. **Rich vocabulary:** powerful nouns, verbs, adjectives, invented words and unusual word combinations. **Sound effects**: alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) onomatopoeia (where the sound of a word suggests its meaning: hiss, splutter). When a poem does not use rhyme at all, it is often the distinct combination of metre, imagery and vocabulary	vocabulary, or even create new words and phrases; ▪ when using few words, make every word count; ▪ play with the sounds or meanings of words to add an extra layer of enjoyment for your audience, e.g. use alliteration or assonance, a pun or double meaning; ▪ use imagery to help your reader/listener visualise what you are describing but don't weigh the poem down with too many adjectives or similes; ▪ use the poem's shape or pattern to emphasise meaning, e.g. make an important line stand out by leaving space around it; ▪ read the text aloud as you draft, to check how it sounds when read aloud or performed; ▪ improve it by checking that every word does an important job, changing the vocabulary to use more surprising or powerful words; ▪ use images that help your reader easily imagine what you are writing about – think of comparisons they will recognise from their own lives; ▪ try to think of new, different ways to describe what

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	that distinguishes it from prose. The language effects found in poems can be different across time and cultures because poems reflect the way that language is used by people.	things are like and avoid using too many predictable similes (her hair was as white as snow).

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Key Features: Poetry – Free Verse

Range of poetry

Poetry is a very wide-ranging type of text and has many purposes and forms. Often written or spoken for an intended reader, it may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. Like oral storytelling, poetry has strong social and historical links with cultures and communities.

The fact that poetry often plays with words makes it an attractive text type for children and one that they experiment with in their early language experiences. Features of other text types are frequently used as the basis for a poem, e.g. lists, dialogue, questions and answers. As children become familiar with a wider range of poetic forms and language techniques they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

Structures:

Free verse is not restricted by conventions of form or pattern and does not have to rhyme or maintain a consistent structure (such as line-length) throughout.

Generic structure	Language features	Knowledge for the writer
Free verse is so-called because it does not have to follow particular forms but some examples can be grouped as follows:	Poetry often makes use of language forms associated with informal and spoken language, relying more on the patterns and vocabulary of speech than on poetic conventions of rhyme and metre.	▪ Make the most of the wide choices that free verse gives you and try out different ways of using words, lines or verses instead of sticking to predictable patterns. ▪ Maintain a strong style that helps to hold your poem together in the absence of a particular structure, e.g. using informal spoken language as if you are talking to the reader. ▪ Use layout to control the way the poem is read, for example by creating space around important lines or phrases. ▪ If you're using the style of spoken language, make sure the lines don't get too long. ▪ Think about the types of sentences you use and decide if you need
monologue	Written in the first person, a single voice. Often a recount or an explanation of a personal viewpoint. May address the reader directly, for example by asking questions or using language as if the reader is taking part in a conversation with the writer. (Is it hard to believe? Guess what happened next!) There are many examples in the poetry of Michael Rosen.	
conversation poems	As above, but two or more voices present. Can be a dialogue taking place or a series of questions and answers, as in the traditional poem, Who killed Cock Robin?	
list poems	A simple list of words, phrases or sentences, often preceded by a 'starter' sentence, such as In my picnic basket I will put:/ Things that	

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All the examples above can also be structured poems, for example using rhyme or line patterns.	make me smile:	questions as well as statements. ▪ Don't forget that poetry allows you to use words in many ways, not just in sentences. ▪ Use questions directed to your reader to draw them in, e.g. Do you know what I mean? ▪ Make punctuation work for you and guide your reader in the way you want the poem to sound, if read aloud.

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Key Features: Poetry – Visual Poems

Range of poetry

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The fact that poetry often plays with words makes it an attractive text type for children and one that they experiment with in their early language experiences. Features of other text types are frequently used as the basis for a poem, e.g. lists, dialogue, questions and answers. As children become familiar with a wider range of poetic forms and language techniques they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

Structures:

Visual poems are based (often exclusively) on visual appearance and/or sound. The words are presented to create a particular shape, to create an image or to convey a visual message. Letter shapes may be exaggerated in the design. Meaning may be literal or rely on metaphor.

Generic structure	Language features	Knowledge for the writer
calligrams and shape poems	A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way. <u>Examples</u> A one-word calligram could use a wobbly font or handwriting style for the word TERRIFIED. A shape poem about eating fruit to stay healthy could be presented to look like the shape of an apple on the page or screen by adapting line length.	▪ Think about words in different ways. Listen to the way they sound and look carefully at their letters and shapes on the page or screen. ▪ Find out more about word meanings by using a thesaurus to get ideas. ▪ Stick to simple shapes that you can recreate by typing or writing. ▪ Get more ideas by exploring font options and text effects. The way they make words look will help you plan visual poems. ▪ Remember that some visual poems only work by looking at them, not by reading them aloud. Others only make sense when you read them and hear the sound of the words.
concrete poetry	The simplest concrete poems are shape poems but others blur the boundaries between poetry and art. They can include sounds and images and can also be 3-D. New technologies have brought about innovative forms that include multilayered texts with hyperlinks to 'poems within poems', visual stories, audio files and images that form part of the poem itself.	

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Key Features: Poetry – Structured Poems

Structures:

Structured poems follow a consistent framework based on features such as line length, syllable count, rhyme pattern, rhythm, metre or a combination of these.

A poem's structure (particularly rhythm and rhyme) generally influences the way it sounds when read aloud and helps to make it memorable. Poems with a clear, simple structure are often used as models or writing frames for children's own writing.

The structure of a poem sometimes helps to organise the content. For example, a longer narrative poem (such as a ballad) may be organised chronologically into verses or parts. An important line may be repeated as a chorus or refrain.

The range of poetry structures presented as ICT texts is even wider and includes multimodal and/or interactive poems that contain hypertext, live links, moving images and sounds.

Generic structure	Language features	Knowledge for the writer
There are many forms of structured poetry. Some are culturally specific. Some of the most common forms are:		▪ Double-check that any deliberate patterns of rhyme or rhythm work all the way through. ▪ Remove clichés and change any rhymes that sound forced. ▪ Avoid choosing words just because they fit the pattern or rhyme – only use words that really work. ▪ Re-read aloud as you write, to check how the structure sounds, especially to hear rhyme and metre. ▪ When you have few words to use (e.g. haiku, couplets) make sure that
cinquain	A generic name for a five-line poem. One of the most commonly used forms follows a syllable pattern for each line: 2, 4, 6, 8, 2. There are many different types of cinquains providing a wide range of opportunities for children to experiment with rhyme or syllabification. For example, *reverse cinquains* where the line pattern works backward, quintiles where cinquains are grouped in multiples to create a longer poem and English *quintains* that have a rhyme pattern (ABABB) but no specific line length.	
quatrain	Quatrain is a generic term for a four-line stanza or poem of any kind.	

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