Knowledge Organiser – Art ‘Light’ Year 6

Key Knowledge and Skills

ART WITH LIGHT
UNDERSTANDING THE ART OF SIMON HENNESSY

To use art vocabulary and sentence stems to discuss how shading, line and **composition** are used.
To extend understanding to **architectural appreciation.**

SKETCHBOOKS

- How to use sketchbooks to keep sketches and annotations.
- How to use sketchbooks to **adapt and refine** work.

DRAWING

- How to confidently make detailed observations of buildings using sketching and shading techniques

- How to imitate the style of graffiti art.
- How to develop **sense of space and scale** in drawing.
- How to combine ideas and sketches into a final piece of creative art.

Key vocabulary

composition	how a piece of art is put together: foreground midground background
Perspective one-point perspective two-point perspective	
symmetrical/asymmetrical	
architectural appreciation	judging what makes a good building
adapt and refine	make improvements
sense of space and scale	using the space of paper well; not too small

Cultural Heritage

Graffiti art
The use of George Floyd’s image and BLM movement.

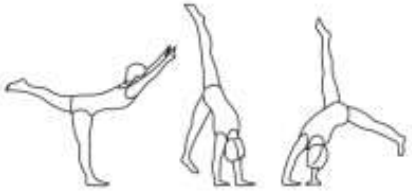
Architectural appreciation
Sir David Adjaye – British architect

Pakistan’s first female architect
Yasmeen Lari

Romanian architecture

P.E Knowledge Organiser – Gym Sequences – Year 6

Key Knowledge	Key vocabulary	Cultural Heritage

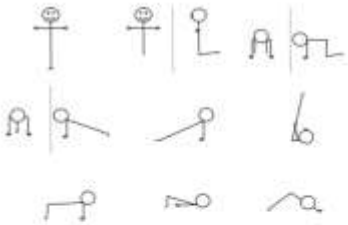


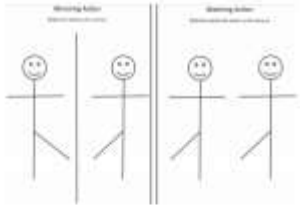
Cartwheel

Arch

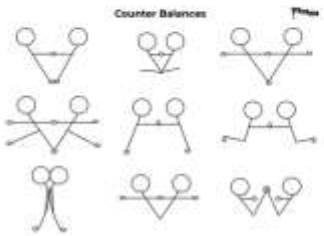
Dish

Dolly Roll





Arabesque



Balance- An even distribution of weight enabling someone or something to remain upright and steady

Balance Beam: The Balance Beam, or simply "Beam" is one of the four gymnastics events. A low beam or floor beam is a popular piece of home gymnastics equipment.

Apparatus- the technical equipment or machinery needed for a particular activity or purpose.

Sequence – a particular order in which related things follow each other.

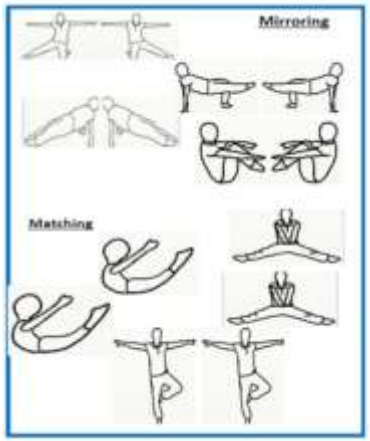
Skill: A gymnastics skill is a single move

Mount: A mount is the skill used to get on the apparatus. Mounts are needed for Balance Beam and Uneven Bars

Key Questions

- What is a routine?
- What combination can you include in a routine?
- How can you improve your performance?
- What equipment is available for a routine?

Ioana Andreea Stănciulescu (born 18 February 2004) is a Romanian artistic gymnast. She competed as a junior from 2017 to 2019. Stănciulescu won the floor exercise at the 2018 European Championships. She was the 2019 European Youth Olympic Festival team and floor exercise silver medalist and uneven bars bronze medalist. At the 2019 Romanian National Championships, she won the gold medal in the all-around.



Counter tension (pulling)

Counter balance (pushing)

When dismounting equipment children need to land with bent legs with their arms bent forward to help balance.

Equipment (beanbags, hoops, balls) needs to be under control during routines for the safety of those involved.

Timing is crucial for the effective use of unison. Performing an action at the same time increases

Landing safely—land on the balls of your feet; bend at hips and knees; put your heels on the floor. Stretch arms forward.

- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching
- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances
- Confidently use equipment to vault and incorporate this into sequences
- Apply skills and techniques consistently, showing precision and control
- Develop strength, technique and flexibility throughout performances

I can select and synchronise different counter balances and counter tensions with a variety of linking
I can improve how I vault onto apparatus.
I can select and link a variety of actions and dynamics to meet the demands of a compositional task.
I can evaluate my own, and other's, performances using suitable language.
I cam explore and link new actions with control and co-ordination.

Knowledge Organiser – Year 6 WW Respecting Rights – 2.2

Key Knowledge

1. Know your Rights

In 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. This is because childhood is a time when we need special care and help.

- These rights encourage everybody to do all they can to build a fairer, safer and happier world for **all** children where their rights are respected by everyone.

Children have the right:

- to be protected;
- to have an education;
- to have access to doctors and medicine;
- to have the things they need to be safe and comfortable at home;
- to be heard and taken seriously.

2. Do Rights Apply to Everyone?

Article 30 of The Universal Declaration of Human Rights states that 'no one can take away our human rights'.

- Unfortunately, there are things which are done that are against human rights. One reason for this may be because it forms part of a family tradition or cultural practice – those acting against human rights laws may not realise or believe what they are doing is wrong.
- If you feel your rights or someone else's are not being met, you can talk to a trusted adult in school, ring Childline on 0800 1111 or if you, or someone you know, is in immediate danger, you can call 999.

3. Are Everyones' Rights Met?

People's rights are sometimes not met here in the UK and in different places across the world. This can be for many different reasons – war, criminal activity, environmental issues and discrimination amongst others.

4. Are you Rights Respecting?

How can we be rights-respecting? We can…

- ✓ have empathy for others and the situations they are in.
- ✓ treat all people fairly. We can make choices and take actions which do not discriminate.
- ✓ show kindness to others. We can say no to bullying behaviours, including cyberbullying.
- ✓ help others – in school, at home, in the communities to which we belong.
- ✓ volunteer and donate to charities and organisations which help people throughout the world.
- ✓ listen to others and make them feel valued and appreciated.

5. Do Human Rights Change?

- Many people in history did not have their rights met nor were they considered important. People were treated differently for many reasons and some people were considered much more important and worthy than others.
- These events caused hurt and pain and have led to people wanting to make changes to how we live to help make sure these things don't happen again. Laws are made which help to protect these changes.

6. Human Rights Heroes

- Human rights activists stand up for people whose rights are not being met or respected and speak out about situations which are unjust and wrong.
- They are involved in changing perceptions, opinions and laws which do not support the human rights of all people.
- Unfortunately, despite very positive changes over the years and the tremendous efforts of human rights activists, there are many people throughout the world who still do not have their human rights met or respected. The world needs us all to be human rights heroes!

Key Vocabulary

Word:	Meaning:
consequences	the effect, result or outcome of something that has occurred earlier
culture	the 'way of life' of groups of people, the way they do things
discrimination	finding differences between things or treating someone as inferior based on their age, race or other characteristics
equality	the state of being equal, one of our school values
human rights activists	a person/people who act to promote or protect our human rights
perception	the way in which something is regarded, understood, or interpreted
rights	something a person has which people think should not be taken away
universal	something for everything or everyone

Cultural Heritage

Human Rights Activists

Kareem Dennis, better known by his stage name **Lowkey**, is a British rapper and activist from London, England

BLACK LIVES MATTER

An estimated 15 million to 26 million people participated in the 2020 **Black Lives Matter** protests in the United States, making it one of the largest movements in the country's history

Learning from Experience Learning about Religious Traditions and Non-Religious Worldviews Learning from Faith and Non-Religious Worldviews Learning to Discern

Knowledge Organiser – R.E Year 6 – 2.2

Key Knowledge

Unit 7 - Disposition: Responding to suffering

1. Can we recognise when others are hurt or in pain?

- What hurts you?
- At St. Paul and St Barnabas' youth group, young Christians perform their own drama to raise awareness of the suffering caused by people trafficking.
- Islamic Relief alleviates suffering after disasters worldwide. Clothing donated in Birmingham and sponsorship work helps thousands e.g. in Pakistan after an earthquake.

- There is a varied nature of suffering (e.g. a 'small' emotional loss maybe more painful than a 'major' physical experience of pain).
- Why do some Christians and Muslims react to the suffering of others in these ways?
- How do I respond to the suffering of others? How would I like to respond?

Is it ever possible to take the suffering of others too much to heart? When does the suffering of others cause me suffering? When is it too much for me?

2. How do people handle the suffering that happens to themselves? What are the different responses?

- The Buddhist story of Kisagotami demonstrates how suffering and death is everywhere and is unavoidable. The story is followed with an explanation of the Buddhist belief in impermanence – that everything changes. This makes it possible for us to change and to find happiness.

Key Vocabulary

Word:	Meaning:
awareness	the state of knowing
crucifixion	a method of execution in which the person is tied or nailed to a cross
disasters	a sudden event causing much damage or suffering
impermanence	not permanent or lasting
mercy	kind treatment by someone who has some power over another
people trafficking	involves the possession of people by force, threat or deception to exploit them
punishment	a penalty for doing something wrong

Cultural Heritage

Unit 7: Responding to suffering

How do you or your family help those who are suffering or in need?

Donating to the local foodbank

Donating Christmas presents to Childrens' Hospitals

The Children's Bible – Jesus's Crucifixion p268 and Resurrection p270 **The Unforgiving Servant p236**

Key Knowledge

Unit 8 - Disposition: Being Merciful and Forgiving

1. What do Christians teach about mercy? How did Jesus put others first?

Aslan's sacrifice in the Lion, the Witch and the Wardrobe

- Aslan would sacrifice his life permanently, even for an ordinary, sinful human being. The murder of Aslan adheres very closely to the Christian story of Jesus. Although Lewis, the author of the story, had altered some of the circumstances because Aslan is a lion, the basic elements remain the same.
- What did Aslan do? Why did he do it? Who did he do it for? What made him able to do it?
- We can ask the same questions of Jesus in respect of the Easter story and his crucifixion.
- Christians believe Jesus (as portrayed by Aslan) was not defeated by death.

2. How do Christians show forgiveness?

- The way Christians respond to Jesuss' act of mercy is by being forgiving and merciful themselves. Forgiveness is when the wrong that we have done is not counted against us and mercy is when we do not receive the punishment we deserve.

The Unforgiving Servant

What is:

- Jesus teaching Peter about the frequency of forgiveness? (you should keep forgiving)
- What is Jesus teaching Peter about the nature of forgiveness? (those also understand and appreciate the forgiveness that they have received forgive others)
- How can I show mercy through forgiving others?

- Are there any conditions for forgiveness to take place?
- Does the response of the other person matter?

Key Vocabulary

sacrifice	the act of giving up something of great value to show loyalty or deep affection; to allow to be taken away for the sake of something or someone else
sin	an act of not obeying religious law
suffering	the act of feeling pain or misfortune

Cultural Heritage

Giving Zakat during Ramadan

The Children's Bible – Jesus's Crucifixion p268 and Resurrection p270 The Unforgiving Servant p236

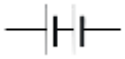
Knowledge Organiser – Science – ‘Bright Sparks’ - Electricity - Year 6

Key Knowledge

Series Circuit –

In a series circuit all the components are joined together and the electricity can only flow in one direction. **Switches can be used to open and close circuits.**

Different components –

Component	Symbol for drawing circuit
Bulb	
Buzzer	
Motor	
Wires	
Battery cell	
Switch	

When won’t a series circuit work properly?

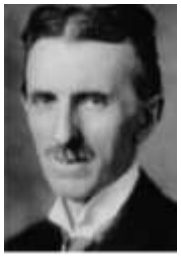
- the cells aren’t connected correctly (+ to - not ++ or - -)
- a component isn’t working or there’s no bulb
- the circuit has gaps
- one of the components acts as an insulator.

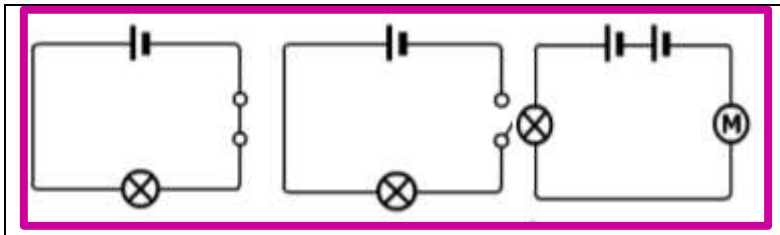
Key Vocabulary

Word	Definition
Electricity	a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
Bulb	the glass part of an electric lamp, which gives out light when electricity passes through it.
Battery	a container of one or more cells in which chemical energy is converted into electrical energy and used as a source of power.
Buzzer	an electrical device that is used to make a buzzing sound
Cells	a single unit used for converting chemical or solar energy into electricity.
Circuit	a complete path which an electric current can flow around
Switch	a small control for an electrical device which you use to turn the device on or off.
Wires	a long thin piece of metal that is used to fasten things or to carry electric current.

Cultural Heritage

Nikola Tesla (1856-1943) was a Serbian-American electrical and mechanical engineer. He was a prolific inventor and engineer who made big strides in the areas of electricity, radio and X-rays. Without Tesla’s development of a type of electrical circuit (AC) we would not have electric lights in our homes.



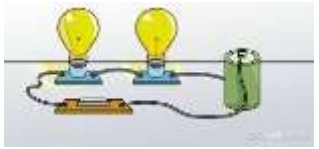


Can you draw your own series circuit using the correct symbols?

Resistors

Resistors (bulbs, buzzers, motors etc) use energy. The more resistors in a circuit, the less energy there is for each of them to use. For example -

- Two bulbs will shine less brightly than one bulb.
- Using more cells or batteries will increase the energy available.



- Increasing the voltage increases the brightness of the bulb.
- When a bulb in a series circuit is unscrewed all bulbs in the circuit go out.
- Increasing the number of bulbs in a series circuit decreases the brightness of the bulbs.

Motor	a device that uses electricity or fuel to produce movement.
Conductors	a substance that heat or electricity can pass through or along.
Insulators	a non-conductor of electricity or heat.
Amps	the measurement of how much electricity is flowing through a circuit measured using an Ammeter.
Volts	a unit of electrical force
Component	the parts that something is made of.
Current	a flow of electricity through a wire or circuit.
Energy	the power from sources such as electricity that makes machines work or provides heat.

Knowledge Organiser – Science – 'Bright Sparks'- Light - Year 6

Key Knowledge

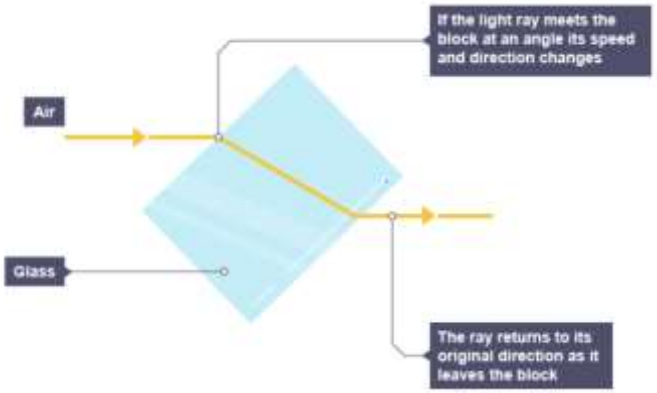
How does light travel?

- Light is a form of energy which allows us to see things.
- We can see things because light is reflected.
- Light travels very quickly, in waves and in straight lines.
- It doesn't need a medium to travel through.

Light behaves differently depending on what it comes in to contact with.

Opaque—objects reflect all light and make clear dark shadows.
Transparent—objects allow light to pass through and so do not create much shadow.
Translucent—objects scatter light and can create faint shadows.

Light normally travels in straight lines (rays) but when passing through transparent materials such as water and glass, light bends or turns – known as refraction. This is because different materials have different qualities and cause the wavelength of light to change.



Key Vocabulary

Word	Definition
Light	A form of energy that travels in a wave from a source. It makes it possible for us to see the world around us.
Light Source	An object that emits/gives light. These can be natural or manmade. • **Natural light source** – the sun • **Manmade light source** – a torch
Reflection	The process where light hits the surface of an object and travels back into our eyes.
Reflect	To bounce off
Reflective	A word used to describe something that reflects light well.
Ray	Waves of light are called light rays.

Cultural Heritage

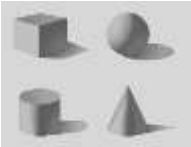
Lamp from Morocco –

Candle holders from China -

Norwegian candle holders –

Spectrum –

Light is made of many different colours (white light), known as the spectrum. When light hits an object, some of the colours are absorbed by the object and some are reflected. The enables us to see objects in different colours.



Shadows –

Why do shadows have the same shape as the objects that cast them?

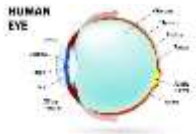
A shadow is always the same shape as the object that cast it. This is because when an opaque object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue travelling.

The size of the shadow is larger when the light source and object move closer to each other as more of the light is blocked.

How do we see? Our eyes –

We see through our eyes, which are organs that take in light and images and turn them into impulses that our brain can understand. Light rays bounce off objects and into our eyes, allowing us to see. The amount of light reflected from an object depends on the surface and the colour of the object (smooth, shiny and light colour reflect light best).

Parts of the eye: Light enters the eye through the pupil. The iris helps the pupil change size depending on how bright the light is. Light then hits the retina at the back of the eye. The retina turns light into signals the brain understands. The optic nerve takes signals from the rods and cones to the brain. The brain sends feedback signals to the lens telling it how to focus so we can see clearly.



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. The light is scattered so we can't see through them clearly.
Transparent	Describes objects that let light travel through them easily.
Pupil	The black part of the eye that lets light in.
Retina	A layer at the very back of the eye.
Incident Ray	A ray of light that hits a surface.
Reflected Ray	A ray of light that has bounced back after hitting a surface.
Refraction	Light bends as it passes from one medium to another. E.g. light bends when it moves from air to water.
Visible Spectrum	Light that is visible to the human eye. It is made up of a colour spectrum.