Year 6
Wider Curriculum
Parent & Carer Guide

2024-2025

Introduction

Your child is about to start their year 6 journey at Glenleigh Park Primary Academy and Nursery. This marks the end of their primary school journey. Contained within this guide is information about what your child will be learning throughout this year. The aim of this guide is to support you in understanding what your child will learn in the wider curriculum so you can engage in learning experiences and provide you with opportunities for working with your child.

Trips and Special Events

Term 1 & 2- Christmas Big Sing at the De La Warr Pavilion & Police visit: staying safe.

Term 3 & 4- Planetarium visit.

Term 5 & 6- Bexhill Museum Smugglers visit & activity week.

Child as an Expert Events

Term 1 & 2- Netball masterclass

Term 3 & 4- Volcanoes and Earthquakes

Term 5 & 6- Leaver's assembly

Important information about year 6

SATs- The children will take their statutory end of Key Stage 2 tests in May. The children will sit papers in maths, reading and grammar, punctuation and spelling.

Transition to secondary school- During term 6 children will have the opportunity to visit their new secondary school. This will be supported by work that the children understand in class to ensure that the transition to secondary school is a smooth as possible.

Singing at the De la Warr- At Christmas, the children will have the chance to take part in a concert at the Pavilion. This is a special opportunity that many schools in the area attend.

Content page

In this guide, you will find knowledge organisers for the subjects listed below. The children will have these in the front of their books in school.

Term 1 & 2

History- Who let the Gods out? (Term 1)

Geography- Greece and Scotland (Term 2)

Religious education- Why do some people believe in God and some people not? (Term 1) and Creation and Science: conflicting or complimentary *pending (Term 2)*

Science- Electricity (Term 1) and Famous names in Science (Term 2)

Term 3 & 4

History- Earth and Space, the final Frontier (Term 3)

Geography- Volcanoes and Earthquakes (Term 4)

Religious education- Why do Hindus want to be good? (Term 3) and What do Christians believe Jesus did to 'save people'? (Term 4)

Science- Physics: Earth and Space (Term 3) and Physics: Forces and magnets (Term 4)

Term 5 & 6

History- It's a Smugglers Life for Me (Term 5)

Geography- Understanding trade (Term 6)

Religious education- For Christians, what kind of king is Jesus? (Term 5) and What matters most to Humanists and Christians? (Term 6)

Science- Biology: Animals including humans (Term 5) and Biology: Working scientifically 'Stick your beak in!' (Term 6)

Religious Education Knowledge Organiser (Term 1)

Year 6

Why do some people believe in God and some people not?

Christianity

Our learning

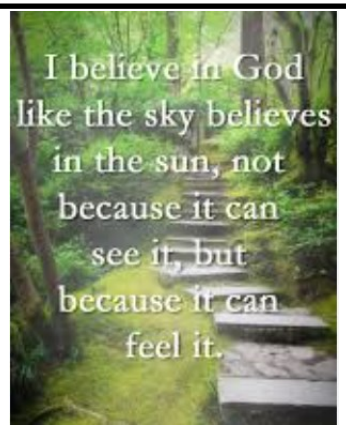
In our religious education lessons this term we will be answering the question :

'Why do some people believe in God and some people not?'

We will answer this by **making sense of the beliefs** of different types of people, both religious and non- religious, and consider where they get their ideas from.

We will **understand the impact** that following or not following a religion has on different people. We will also consider why sometimes people's views of God differ.

We will **make connections** between belief and behaviours.



Information

Christians believe in the existence of God the Father, the Son and the Holy Spirit.

There are many different reasons why someone might believe or not believe in God including their family back ground, their religious experience, world suffering and the idea that humans created religions.

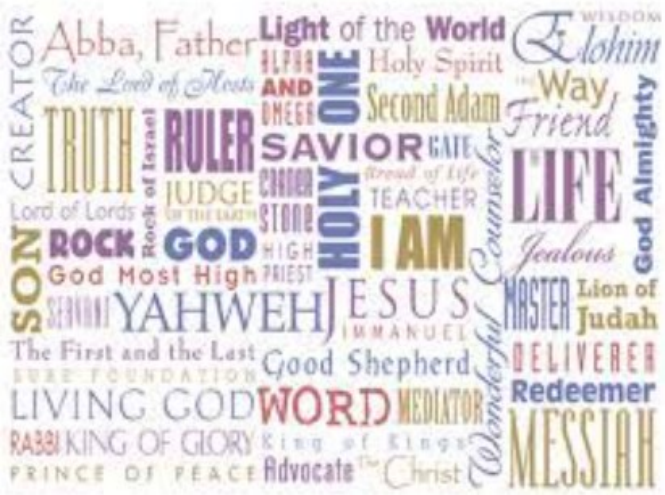
Some people believe that science can explain the universe and life.

What people believe about God can shape how they live their lives.

Some Christian sources of authority include the Bible, church teachings, religious leaders and individual conscience.

Some non-religious sources of authority include individual conscience, philosophers and other thinkers .

In the Bible God is referred to by many different names.



Vocabulary

Theist- A person who believes in the existence of God

Atheist- A person who does not believe in the existence of God

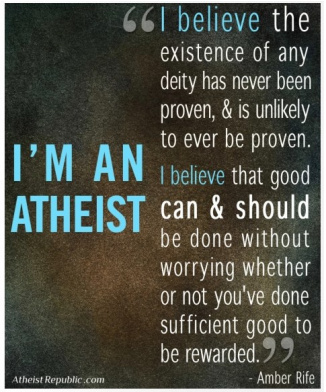
Agnostic– A person who believes that nothing is known or can be known of the existence or nature of God

Sources of authority- Sacred religious texts, religious rules and religious leaders that tell people about their faith

conscience– A person's moral sense of right and wrong

Philosophy– Philosophy comes from the Greek language. It means "love of wisdom." Philosophy is the study of some of the most basic questions about human life.

Philosopher– A person engaged or learned in philosophy



History Knowledge Organiser — Who Let the Gods Out? — Year 6

Our learning

In our history lessons this term we are learning about the ancient **civilisation** in Greece and how things discovered there impacted other civilisations and our lives today. We will consider how different states in Ancient Greece were governed and how **leadership** of these people impacted their everyday lives. Throughout our study of Ancient Greece we will learn about how this period in history has **connections** with other times in history in relation to arts, sport, medicine, law, mathematics and architecture.

Information

The Ancient Greeks formed a style of government called democracy which is still used today.

Ancient Greece was ruled in city states. Each state has its own laws and leaders.

The Olympics was founded in Ancient Greece in 776BC.

The Ancient Greeks are famous for their philosophers including Socrates, Plato and Aristotle

The Greeks had a system of religion that meant that they worshipped more than one god. This is called Polytheism. Zeus was the king of the gods.

Primary sources and secondary sources can be used to tell historians about the past.

Vocabulary

Democracy - A system of government where eligible people elect representatives.

Oligarchy - A system of government where a small group of people control everything..

Olympics - Sporting event and sacrifice held every four years in honour of Zeus.

Philosopher - A person who studies ideas about knowledge, right and wrong and reasoning.

Primary source - a piece of evidence about the past from the time it relates to.

Secondary source - a piece of evidence about the part not from the time it relates to.

BC - 'Before Christ'

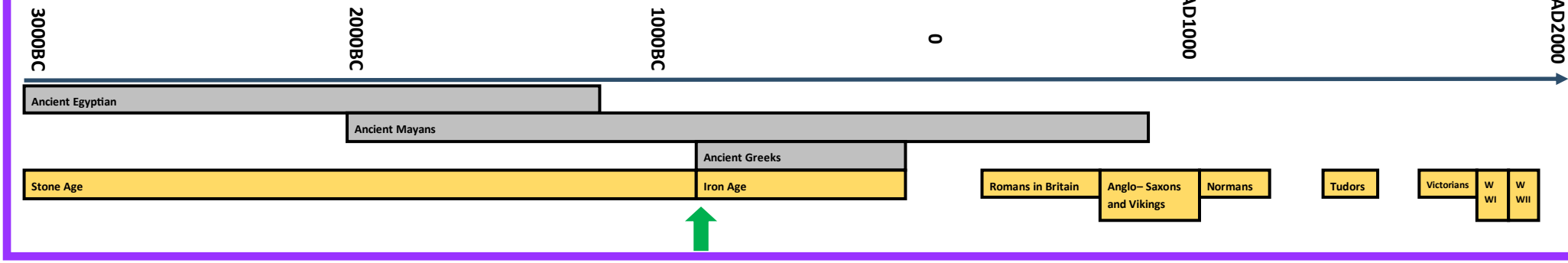
Important Dates

800BC - 146BC Ancient Greek period in history

600BC - The first coins were introduced

431- 404BC - Peloponnesian Wars between two sides led by Athens and Sparta

146 BC - The Roman Empire conquers Greece and their rule began



Geography Knowledge Organiser — Who Let the Gods Out? — Year 6

Our learning

In our geography lessons this term we will be learning about Greece and Scotland and why they are both popular tourist destinations. We will discover their **locations** in relation to other countries in the world. We will learn about the **environments** of both countries in terms of the Key topographical features and we will compare the climates of the two countries. We will learn about the **distance** between the countries and the position of the countries in the World.

Map of Greece

Scotland

Greece

Ben Nevis

Mount Olympus

Information

Greece and Scotland are both located in Europe and in the northern hemisphere.

Greece has a Mediterranean climate with very hot, dry summers.

Scotland has a temperate climate with cool winters and mild summers.

Scotland has a population of around 5.5 million people.

Greece has a population of around 10.8 million people.

A major mountain in Greece is Mount Olympus (2917m)

Britain's highest mountain is Ben Nevis (1345m)

Vocabulary

Climate– the weather conditions in an area.

Economic activity– related to the consumption of goods, services and activities in which money is exchanged.

Europe– A continent made up of countries including Greece, Scotland and England.

Resources– A country's resources are the things it has and can use to increase its wealth, such as coal, oil or land.

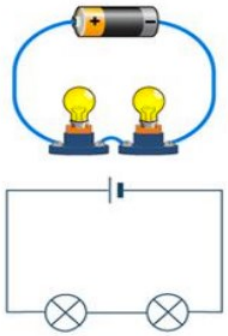
Topography– Topography is a detailed map of the surface features of land. It can include natural and man made features.

Science Knowledge Organiser Electricity (Term 1) Year 6

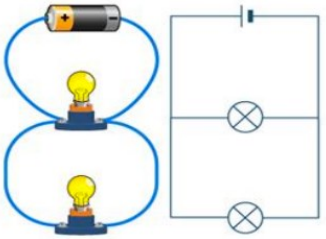
Our learning

In our science lessons this term, we will be learning about electricity. This is part of the **physics** aspect of science. Through our learning we will be considering the **cause and effect** within electricity to investigate the immediate consequences of this scientific process. We will learn about the effect each component has on an electrical circuit as well as considering how the current flows.

Simple/ series circuit



Parallel circuit



Information

All electrical components have standard symbols.

A battery is a number of cells connected together.

The number of cells in a circuit can affect the brightness of a bulb or the volume of a buzzer.

Circuits are either simple/series or parallel.

Each component in a circuit has a different job to do.

The current is the electrical charge that flows in a circuit.

A circuit diagram uses the standard symbols to represent the components in the circuit.

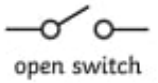
A circuit will only work if it is complete with no breaks

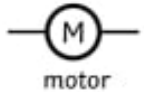
As a scientist I will...

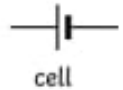
- Make predictions using scientific vocabulary based on my ideas from other investigations.
- Make decisions about the observations I make and use my results to suggest further tests.
- Decide on my line of enquiry to investigate scientific questions.
- Share my results in an appropriate way
- Identify and explain relationships in my data
- Find evidence that supports of refutes my findings

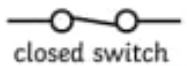
Vocabulary

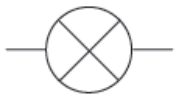
Simple/series circuit- all of the components are arranged in a line, with a single loop of wire making up the circuit.
Parallel circuit-a circuit that splits off into multiple paths with one or more components on each.
Voltage-the name for the electric force that causes electrons to flow.
Components– the parts that make up a circuit.
Brightness– the quality of giving out or reflecting light.
Volume– how loud something is.
Function– what job a component does .
Symbols—something that stands for something else.











Lamp/bulb

Religious Education Knowledge Organiser (Term 2)

Year 6

Creation and Science: conflicting or complementary?

Christianity

Our learning

In our religious education lessons this term we will be answering the question :

'Creation and Science: conflicting or complementary?'

We will answer this by **making sense of the beliefs** held by Christians in relation to Genesis 1 in the Bible.

We will **understand the impact** Christians believe Science has on their faith.

We will **make connections** between Genesis 1 and God as the creator, as well as considering how far the creation narrative in Genesis 1 is conflicting or complementary to scientific accounts of the creation of the universe.

Information

In the Bible, the creation story is written in Genesis 1.

Christians believe God is the creator.

The story of Genesis 1 is interpreted in different ways by Christians.

Some Christians believe it is a literal account meaning the universe was created in seven days. Others believe that it was more of description of God and creation rather than how it actually happened.

Cosmology explains that the universe was formed by a huge explosion called 'The Big Bang'.

Some Christians believe that science and faith go together.

Vocabulary

Science- The process of learning about the natural world through observation and experimentation

Faith- Complete trust or confidence in something or someone

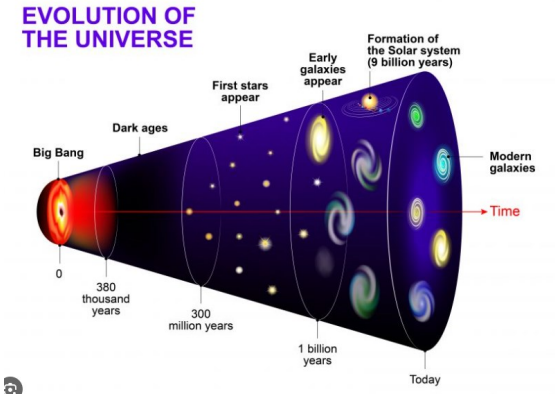
Conflicting– Disagreeing or contradicting each other.

Complementary- Something that goes well with a thing or makes a perfect addition to it

Cosmology– The study of outer space or the universe.

Evolution– The way that living things change over time

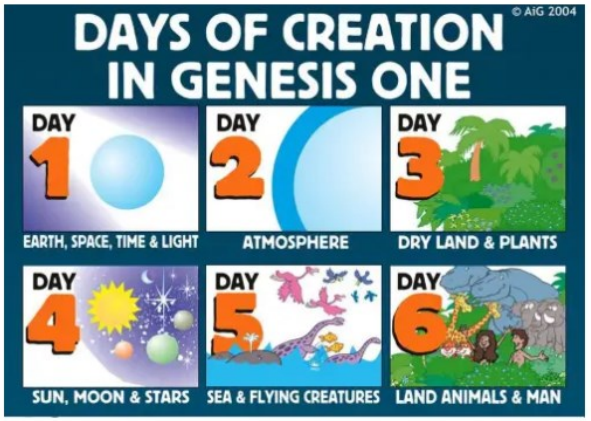
Creation– To make something



Jennifer Wiseman

Astrophysicist and Christian who discusses how she can be a scientist and a Christian at the same time.

The days of creation as explained in Genesis 1



Science Knowledge Organiser Animals including humans (Term 2) Year 6

Our learning

In our science lessons this term, we will be learning about animals including humans. This is part of the **biology** aspect of science. Through our learning we will be considering the **connections** between different parts of the body and how different organs function together to ensure human bodies work correctly. We will discover the impact of substances and exercise on the body as well as how to keep 'heart healthy'.

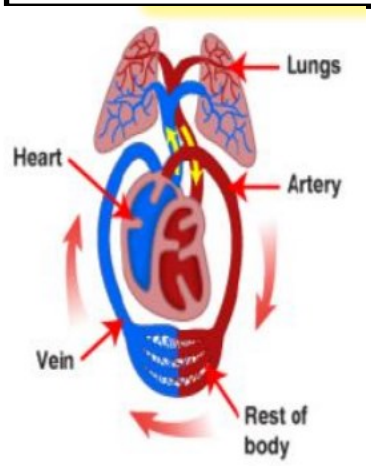


Diagram of the circulatory system

Information

The circulatory system is made up of the heart, blood vessels and blood.

Blood carries important nutrients, oxygen and water to other organs in the body.

Blood also removes waste products such as carbon dioxide.

The heart pumps blood to the lungs to collect oxygen. The blood then goes back to the heart and is pumped around the whole body.

When humans and animals exercise this raises their heart rate and helps to keep the body healthy.

Smoking, taking drugs and drinking alcohol all have a negative impact on the human body.

Having a healthy diet and exercising regularly can have a positive impact on the human body

As a scientist I will...

- Choose the most appropriate equipment and explain how to use it to take accurate measurements.
- Decide how long to take measurements for and check results.
- Make predictions using scientific vocabulary based on my ideas from other investigations.
- Select the most appropriate way to investigate a scientific question
- Identify and explain relationships in my data saying the difference between fact and opinion.
- Make decisions about which observations to make and use test results or observations to make predictions.

Vocabulary

Diet– The things a human or animals eats
Exercise– A way of keeping the body healthy through being active.
Drug- A chemical that you take into your body, which changes the way you feel and act.
Lifestyle– The general way a person lives their life.
Health– A state of complete physical, mental, and social well-being and not just the absence of disease
Heart– A vital organ that pumps blood around the body.
Blood– Is made up of plasma and cells and carries oxygen, water and nutrients around the body.
Blood Vessels–Tubes that transport blood around the body.
Vein– Take blood without oxygen in it back to the heart.
Artery— Takes blood with oxygen in it to the other organs in the body.

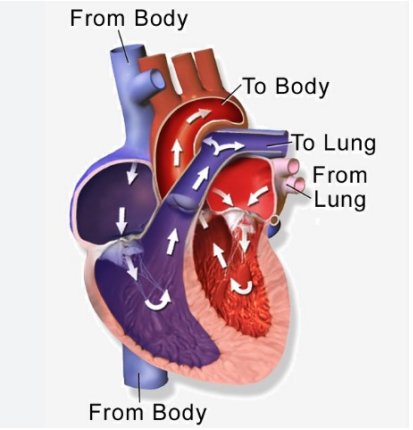


Diagram of the heart and how the blood flows through it

History Knowledge Organiser — Earth and Space, the Final Frontier — Year 6

Our learning

In our history lessons this term we are learning about the Space Race. We will be considering the key dates that changed how humans explored space and how the **leadership** of countries at the time viewed the development of space travel. Through our learning we will consider the **causes** of the space race each countries involvement.

We will also consider the **consequences** of this period in history in areas such as science and maths as well as the impact on the wider world.

Information

USA and USSR were involved in the 'Cold War' between 1946-1991. This 'war' did not involve battles but meant that the two countries competed with each other in areas such as technology, weapons, space travel and spying.

Lots of animals were sent into space from 1948 including a dog and 32 monkeys

The space race was about being the first country to discover things in space.

USSR started the Space Race by sending the first satellite Sputnik 1 into orbit over the USA in 1957.

Nikita Khrushchev was the leader of the USSR from 1953 and John F. Kennedy was president of the USA from 1961.

The first woman in space, Valentina Tereshkova, was from the USSR and she made the worlds only solo female mission to space in 1963.

Vocabulary

Superpower-a dominant country

Astronaut—a person who is trained to travel in a spacecraft

Cosmonaut –a Russian astronaut

Orbit—a curved path of space travel

USSR– Union of Soviet Socialist Republics

USA– United states of America

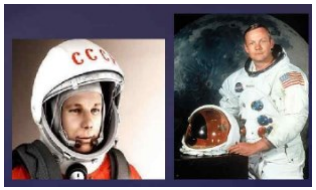
Satellite– A manmade object launched into to orbit

Causation—the action of causing something

President– elected head of a government

Nikita Khrushchev & John F. Kennedy

Yuri Gagarin & Neil Armstrong



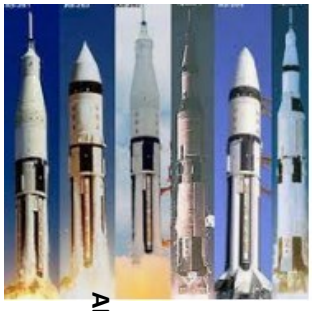
Important Dates

1955- Start of the space race

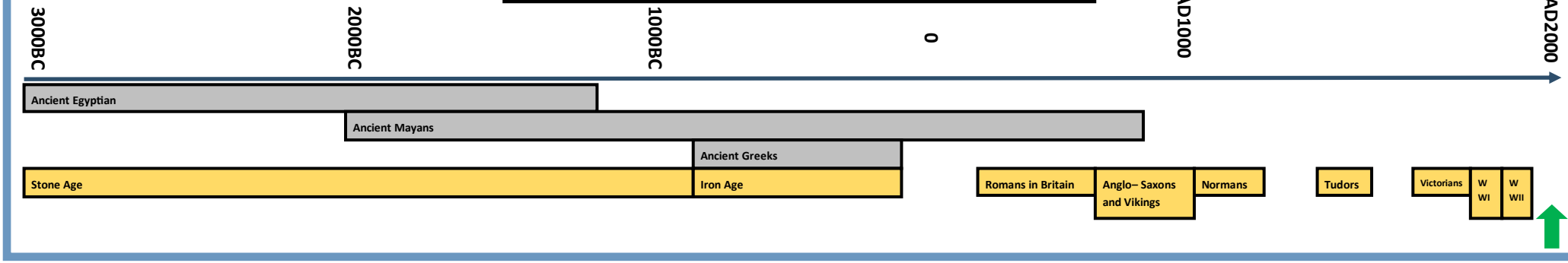
1960– NASA started the Apollo missions to space

1961– First man to reach space–USSR's Yuri Gagarin

1969– USA reach and land on the Moon– Neil Armstrong and Buzz Aldrin become the first people to ever walk on the moon.



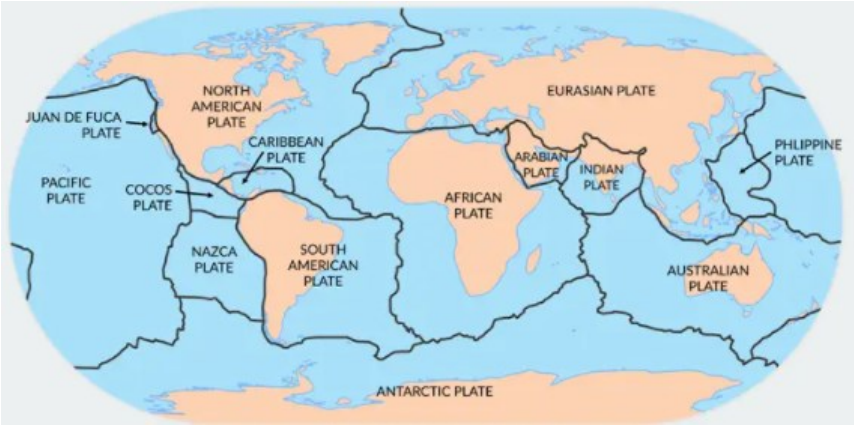
Sputnik



Geography Knowledge Organiser — Earth, Space: The Final Frontier — Year 6

Our learning

In our Geography lessons this term we are learning about volcanoes and earthquakes. We will consider how the physical geography of a **place** defines the features of a landscape and influences why people might want to live there. We will develop an understanding of the **location** of volcanoes and where earthquakes are most likely to happen. We will understand how a volcanic eruption or an earthquake happens and what impact that could have on people who live close by and the impact **globally**.



A map of the tectonic plates

Information

Volcanoes are formed when magma at the centre of the Earth pushes its way upwards through the Earth via a long shaft.

Most earthquakes happen where tectonic plates meet. Some of these plates slide past each other, causing friction to build up.

Many volcanoes are situated on the edge of tectonic plates or in the middle of plates called 'hot spots'. Many volcanoes can be found under water.

Many people choose to live near volcanoes because the land is fertile so crops grow well, minerals can be mined and tourists visit which creates jobs.

Most volcanoes are located in the Southern Hemisphere.

Damage caused by an earthquake

An area with a large amount of volcanoes

Vocabulary

Volcano- an opening in the Earth's crust that allows magma, hot ash and gases to escape
Earthquake--what happens when two plates of the Earth suddenly slip past one another.
Fault line- a break or fracture in the ground that occurs when the Earth's tectonic plates move or shift
Mantle- the mostly-solid bulk of Earth's interior below the Earth's crust
Magma- liquid rock in between the crust and the mantle
Crust-the outer layer of the Earth
Lava– molten rock that is forced upwards during a volcanic eruption
Geology the study of the physical features and history of Earth
Mineral-substances that are formed naturally in the Earth
Tectonic plates- the separate rocky parts of the Earth's crust.
Boundary– the edge or end of an area
Active volcanoes– erupt regularly
Dormant volcanoes– erupted in the past but have not recently

Religious Education Knowledge Organiser (Term 4)

Year 6

What do Christians believe Jesus did to 'save people'?

Christianity

Our learning

In our religious education lessons this term we will be answering the question :

'What do Christians believe Jesus did to 'save people'?'

We will answer this question by **making sense of beliefs** in the 'big story' and how incarnation and salvation are linked to this.

We will **understand the impact** Jesus' sacrifice has on Christians and how this links to Holy Communion.

We will **make connections** between different types of sacrifice that people make and consider the views of others on sacrifice.

Information

Holy week is the week before Easter

- Day 1: Entered Jerusalem (Palm Sunday)
- Day 2: Jesus clears the temple
- Day 3: Mount of the Olives
- Day 4: no record of what happened this day
- Day 5: Last supper (Maundy Thursday)
- Day 6: Crucifixion (Good Friday)
- Day 7: In the Tomb
- Day 8: The resurrection (Easter Sunday).

There are lots of different descriptions of Holy week in the Bible. These are described in the four Gospels.

Many Christians believe that Jesus' death was a sacrifice for God's people.

Holy Communion is a celebration of Jesus' sacrifice for God's people. Communion is celebrated in Christian churches. The bread symbolises Jesus's body and wine symbolises Jesus' blood.

Vocabulary

Holy Communion- (Lord's supper) the service of Christian worship at which bread and wine are shared.
Crucifixion- An ancient form of execution where a person was nailed to a cross
Martyr– A person who is killed for their beliefs
Gospels- The teachings of Christ (parts of the Bible)
Symbolise- To represent something
Sacrifice– Give up something for someone or something
Salvation– To be saved from sin
Incarnation- The Christian belief that God took human form by becoming Jesus.
Resurrection– The rising of Jesus from the dead
Disciples– A personal follower of Jesus during his life

The Big Story

CREATION FALL PEOPLE OF GOD INCARNATION GOSPEL SALVATION KINGDOM OF GOD

Science Knowledge Organiser Forces and Magnets (Term 4) Year 6

Our learning

In our science lessons this term, we will be learning about forces and magnets. This is part of the **physics** aspect of science. Through our learning we will be considering the **cause and effect** of forces. This unit links to the last as gravity is a key force that acts on Earth. We will also consider different forces that act between surfaces and on water as well as how humans have developed machines to allow forces to work more efficiently.

Information

Forces either make something start to move, speed up, slow down or stop.

The force of gravity causes everything to be pulled towards the Earth.

On Earth, unsupported objects fall due to gravity.

Air resistance, water resistance and friction are contact forces that act between moving surfaces.

Machines use mechanisms that allow a small force to have a bigger effect.

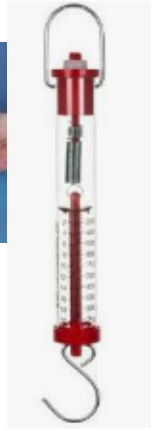
A pulley system could be used to lift something heavy from the ground.

Vocabulary

Gravity– An invisible force that pulls objects towards each other
Force– An action that changes or maintains the motion of a body or object
Air resistance-A force that acts in the opposite direction of moving objects
Accelerate-The measurement of change in an object's speed
Decelerate– To move or cause to move at decreasing speed
Water resistance– A type of force that uses friction to slow things down that are moving through water
Friction-The resistance of motion when one object rubs against another
Lever– Simple machines used to increase force
Pulley– A machine used to reduce the time and energy taken to lift heavy objects
Gears– Wheels with teeth that slot together. Used to increase power
Newton-unit of force

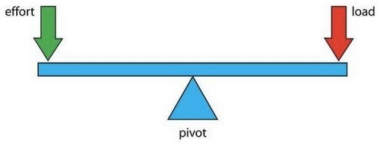
Pulley

Gears



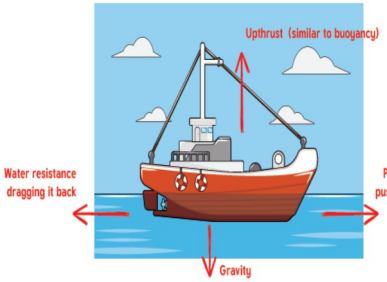
A newton meter to measure force

lever



As a scientist I will...

- Choose the most appropriate equipment and explain how to use it to take accurate measurements.
- Decide how long to take measurements for and check results.
- Select and plan a suitable enquiry and explain the variables that need to be controlled.
- Say how valid my conclusion is and how I might improve the enquiry next time.
- Chose the best way to record and report results.



Some objects have more than one force acting on them

Science Knowledge Organiser Earth and Space (Term 3) Year 6

Our learning

In our science lessons this term, we will be learning about Earth and space This is part of our **physics** learning in science. Through our learning we will be considering the **patterns** that appear in space in relation to the Earth, the sun and the moon. We will consider what gravity is and who discovered this. We will also look at the different planets in the solar system and their orbits around the sun.

Sir Isaac Newton discovered gravity

Legend has it that Isaac Newton formulated gravitational theory in 1665 or 1666 after watching an apple fall and asking why the apple fell straight down, rather than sideways or even upward.

Information

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune are all planets in our solar system.

The Earth orbits the sun in 365 and a quarter days. This is why we have a leap year with an extra day every four years.

The sun is a star.

The Earth spins on its axis once every 24 hours.

The Earth has one moon. Other planets have more than one moon.

The moon orbits the Earth in 28 days.

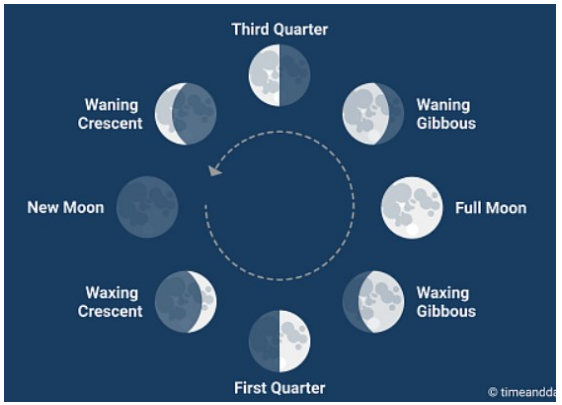
The relative size of the Earth compared to the sun is shown using a football to represent the sun and a 2mm ball of clay to show the Earth.

As a scientist I will...

- Identify scientific evidence that has been used to support or disprove ideas.
- Use other people's discoveries to better understand the world around me.
- Identify and explain patterns in the natural environment.

Vocabulary

solar system- the collection of eight planets and their moons that orbit round the sun.
spherical– shaped like a sphere.
axis of rotation– the axis is the imaginary line through the earth that extends from the North Pole to the South Pole which the Earth spins on.
star– an exploding ball of burning gas held together by gravity.
constellation-a group of stars.
planet- large natural objects that orbit, or travel around, stars.
gravity-a force that pulls everything down toward the centre of the Earth.



Phases of the moon

Religious Education Knowledge Organiser (Term 3)

Year 6

Why do Hindus try to be good?

Hinduism

Our learning

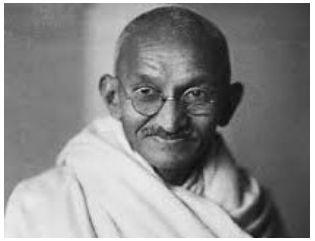
In our Religious Education lessons this term we will be answering the question :

' Why do Hindus try to be good?'

We will answer this question by **making sense of beliefs** in the Hindu faith.

We will **understand the impact** that Hindu beliefs has on their practice in different ways.

We will **make connections** between the Hindu beliefs studied and reflect on the way these effect the live of individuals and the world.



Mahatma Gandhi was a political figure who campaigned for the rights of poor people in India using non—violent protests.

Information

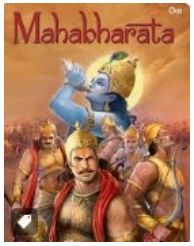
Brahman is described by Hindus as 'God' or the 'supreme being'.

Many Hindus believe in reincarnation, which is affected by karma.

The story of 'The man in the well' in the Mahabharata (ancient stories about sacred duty) teaches Hindus the Importance of escaping the cycle (moksha) of birth, death and rebirth (samsara) and joining Brahman.

Some Hindus believe in four main aims of life which guide the way they live: **dharma**, **artha, kama,** and **moksha.** Many Hindus describe life as a journey to-wards moksha.

Some Hindus have values of 'ahimsa' (non– violence) and satya (truthfulness) which impacts on the way they live their lives.



The Mahabharata

Vocabulary

Dharma - Religious duty.

Artha - Providing for the family.

Kama - Enjoyment of life in a regulated way.

Moksha - The end of the cycle of birth, death and rebirth that many Hindus believe in. Achieving this sets a person free and makes you at one with Brahman.

Reincarnation - Rebirth in new bodies or forms of life.

Atman - Soul or spirit. It refers to the 'real person' inside an individual.

Karma - the force produced by a person's actions in one life which influences what happens to that person in future lives.

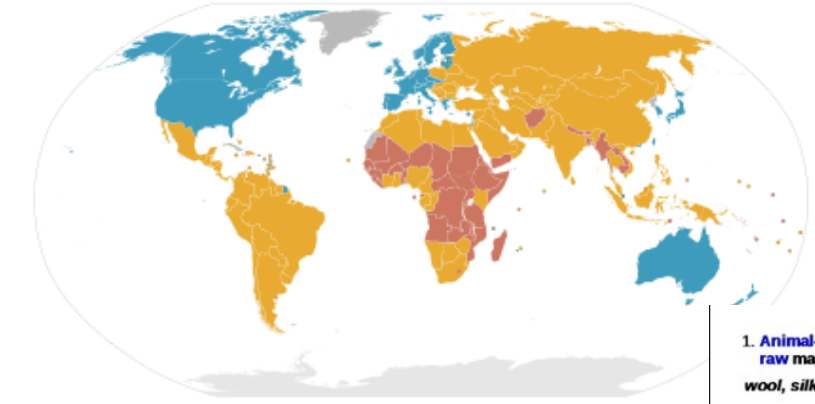
Samsara - the indefinitely repeated cycles of birth, misery, and death caused by karma.

Pandurang Shastri Athavale was a Hindu who was an Indian activist, philosopher, spiritual leader, social revolutionary and religion reformist

Geography Knowledge Organiser It's a Smugglers Life for Me Year 6

Our learning

In our Geography lessons this term we will be considering trade on a local, national and international **scale.** We will think about why there is so much trade that happens to and from different **locations.** Trade often happens across seas and oceans around the world. We will consider the reasons for trade and the need for both imports and exports to the UK. We will use a range of different maps and atlases to look at different trade routes for products and consider the impact trade has on different people in different **environments** around the world including considering 'fair trade'.



Manufactured goods

Raw Materials

Information

Seas and oceans are used to transport goods.

Trade is needed in the UK due to our climate and the cost of goods.

Huge amounts of goods are moved around the world via the sea.

Smuggling is a form of illegal trade.

Developed countries export huge amounts of expensive manufactured goods.

Developing countries export more raw materials.

'Fair trade' is a way of trading that was set up as many farmers in poorer countries were paid unfairly for their produce but the companies buying from them made huge profits.

Raw material are materials that have not had many processing

Cargo ship moving goods across the sea.

Vocabulary

Trade-the buying and selling or goods or services

Trade routes-one of the sea routes used to transport goods

Import-a raw material or a product brought into a country from abroad

Export-a raw material or a product sent abroad to sell

Goods– objects that people grow or make

Developing country– is one where most of its people live on a lot less money and with a lot fewer public services (LEDC)

Developed country– is one where most of its people have enough money to live on and have access to public services (MEDC)

MEDC—More economically developed country (MEDC)

LEDC– Less economically developed country (LEDC)

History Knowledge Organiser — It's a Smugglers Life for Me — Year 6

Our learning

In our history lessons this term we will be learning about smuggling in Sussex. We will consider what the **causes and consequences** of this illegal trade in goods were as well as analysing some of the **similarities and differences** between the smuggling trade during the 18th century and modern day. We will learn about how smuggling in the 18th and 19th century has had a lasting impact on our local history and was responsible for the formation of HM coastguard in the 1800s.

Information

Smuggling was prominent in Sussex in the 18th century due to high tax on goods entering the country.

Popular goods that were smuggled included tea, wine, lace, tobacco and spices.

The coastline from Hastings through to Eastbourne was used for smuggling. Several gangs operated in this area including The Little Common Gang and The Hawkhurst Gang.

Smuggling allowed people to bring in goods without paying tax and sell them to make a profit.

Smugglers were given severe punishments for their crimes.

Smuggling declined by the mid 19th century as taxes were reduced.

Smuggling still exists in the present day but different things are smuggled.

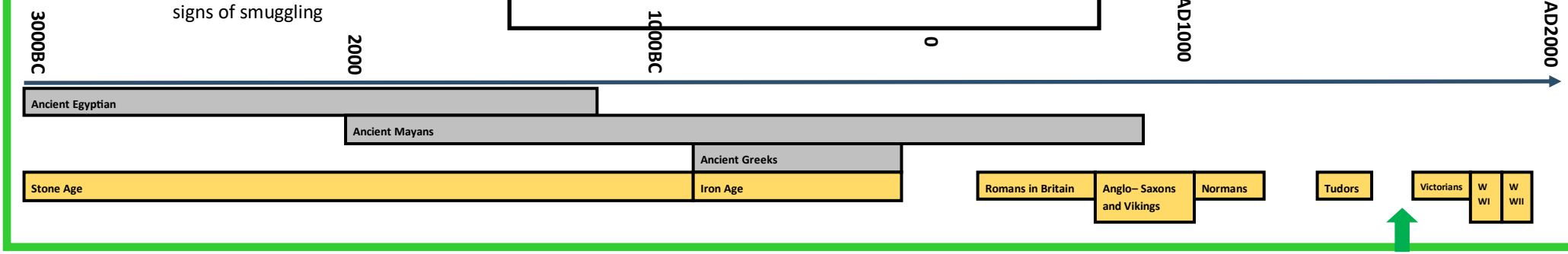
Vocabulary

Smuggling– the illegal movement of goods in and out of a country.
Tubman– a smuggling job. Someone who would carry goods away in two barrels on their body.
Lander– a smuggling job. Someone who would organise the unloading of the goods.
Spotsman– a smuggling job. Someone who would direct the ship to shore.
Batsman– a smuggling job. Someone who carried a bat to defend against customs officers
Customs-an authority responsible for what comes across the borders of a country
Crime– an action that breaks the laws of the country.
Punishment– a penalty given to someone who breaks the law
Taxation– charges on goods paid to the government
Goods– products or items that are transported
Coastal Blockade– a group of men (Blockademen) who were sent to watch for smuggling along the Sussex coast
Coastguard– a preventative force created due to smuggling that still exists today.

A Martello Tower where Blockademen watched for signs of smuggling

Important Dates

1817– The 'Coastal Blockade' was set up
1831– The coastguard replaced the Blockademen



Religious Education Knowledge Organiser (Term 5)

Year 6

For Christians, what kind of king was Jesus?

Christianity

Our learning

In our religious education lessons this term we will be answering the question :

'For Christians, what kind of king was Jesus?'

We will answer this by **making sense of the beliefs** that Christians have in the biblical texts (and the different interpretations) and the Kingdom of God.

We will **understand the impact** of the Bible's teachings and how Christians put their beliefs into practice.

We will **make connections** between the Christian 'Kingdom of God' (loving others, serving the needy) and issues and problems that are current in the world, whilst considering how love and service are still important today.

Information

The Kingdom of God, for Christians, is where God rules and where his teachings are followed. This is not a geographical place. Instead it is about God being in people's hearts and minds.

The Bible teaches Christians about how Jesus was a different king through stories such as 'The Temptation in the Wilderness' (Luke 4:1-13); 'The Feast' (Luke 14:12-24) and 'The Tenants in the Vineyard' (Matthew 21:33-46)

Christians believe that Jesus was a different type of king, one who led people who were willing to help others, particularly vulnerable people.

There are many problems in the world today that both religious and non religious groups are trying to help solve such as: hunger, poverty and war.

Christians put their beliefs into practice in different ways. They often help vulnerable or excluded groups in society including people who live in poverty, or in prison.

Vocabulary

Transform- To make a big change.
Nobel Peace Prize- The prize given to one person every year for work that makes peace between countries, reduces armies or creates peace organisations.
Poverty– Being extremely poor.
Heaven- Heaven is a concept of the afterlife (what happens after you die) in many religions.
Vulnerable– In need of special care, support, or protection because of age, disability or other factors.
Kingship– The position of being king.
Parable– A simple story in the Bible which carries a message or meaning.

The Nobel Peace Prize is one of five Nobel prizes awarded each year.

The parable of the Great Feast (Luke 14: 12-24)

Temptation in the Wilderness (Luke 4: 1-13)

The parable of the Tenants in the Vineyard (Matthew 21: 33-46)

Science Knowledge Organiser Animals including humans (Term 5) Year 6

Our learning

In our science lessons this term, we will be learning about animals including humans. This is part of the **biology** aspect of science. Through our learning we will be considering the **connections** between different parts of the body and how different organs function together to ensure human bodies work correctly. We will discover the impact of substances and exercise on the body as well as how to keep 'heart healthy'.

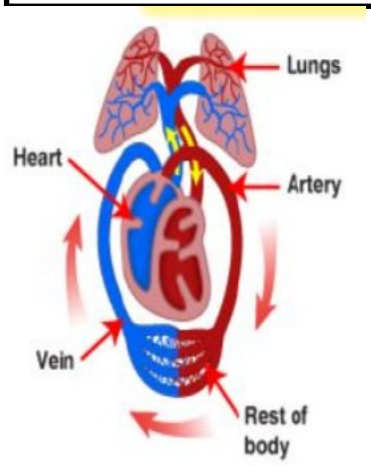


Diagram of the circulatory system

Information

The circulatory system is made up of the heart, blood vessels and blood.

Blood carries important nutrients, oxygen and water to other organs in the body.

Blood also removes waste products such as carbon dioxide.

The heart pumps blood to the lungs to collect oxygen. The blood then goes back to the heart and is pumped around the whole body.

When humans and animals exercise this raises their heart rate and helps to keep the body healthy.

Smoking, taking drugs and drinking alcohol all have a negative impact on the human body.

Having a healthy diet and exercising regularly can have a positive impact on the human body

As a scientist I will...

- Choose the most appropriate equipment and explain how to use it to take accurate measurements.
- Decide how long to take measurements for and check results.
- Make predictions using scientific vocabulary based on my ideas from other investigations.
- Select the most appropriate way to investigate a scientific question
- Identify and explain relationships in my data saying the difference between fact and opinion.
- Make decisions about which observations to make and use test results or observations to make predictions.

Vocabulary

Diet– The things a human or animals eats
Exercise– A way of keeping the body healthy through being active.
Drug- A chemical that you take into your body, which changes the way you feel and act.
Lifestyle– The general way a person lives their life.
Health– A state of complete physical, mental, and social well-being and not just the absence of disease
Heart– A vital organ that pumps blood around the body.
Blood– Is made up of plasma and cells and carries oxygen, water and nutrients around the body.
Blood Vessels–Tubes that transport blood around the body.
Vein– Take blood without oxygen in it back to the heart.
Artery— Takes blood with oxygen in it to the other organs in the body.

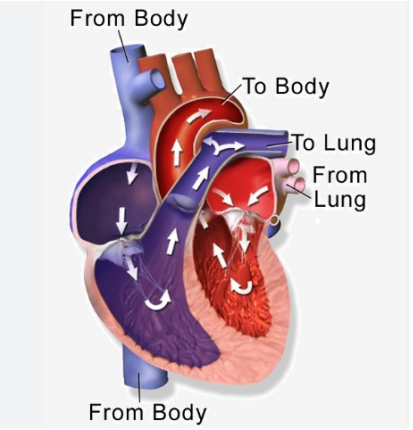


Diagram of the heart and how the blood flows through it

Religious Education Knowledge Organiser (Term 6)

Year 6

How does faith help people when life gets hard?

Christianity Hinduism

Our learning

In our religious education lessons this term we will be answering the question :

'How does faith help people when life gets hard?'

We will answer this by **making sense of the beliefs** of two religions about life after death.

We will **understand the impact** that following a religion has on how people process bereavement or suffering and how religious beliefs can give them comfort at those times.

We will **make connections** between two different religions and identify similarities and differences between the beliefs.

A Christian representation of the afterlife showing God and heaven.

Information

Some people believe that having a religion or faith helps people lead a happier and healthier life. When bad things happen having a religious belief can bring comfort to people.

Not all religions view death in the same way and the afterlife is also represented differently depending on religious beliefs.

In Christianity, the Bible teaches death as; the resurrection of the body, judgement by God, salvation through Jesus and then heaven.

In Hinduism, the law of karma affects the reincarnation of the individual.

Some secular people believe the afterlife is nothing and that death is final.

There are similarities and differences in the ceremonies marking the passing of life in different religions.

Religion can help people when things get hard – through prayer, giving a sense of purpose and membership to a community.

Art is often used to represent the afterlife in many different religions

Vocabulary

Gratitude- To appreciate something
Judgement- To make a decision between things
Afterlife– A existence (life) after death
Scriptures- Sacred religious texts.
Secular– Non religious things or people
Non– secular– Religious things or people
Liturgies– A script for a religious service, the official set of rules for performing a religious ceremony.
Meditation - The art of focusing on something to encourage attention and awareness, as well as achieve a mentally clear and emotionally calm state.
Karma– Our past actions affect us, either positively or negatively, and that what we do in the present time will affect us in the future

An artistic representation of a Hindu's beliefs in life after death.

Science Knowledge Organiser Working Scientifically (Term 6) Year 6

Our learning

In our science lessons this term, we will be working scientifically with our knowledge of adaptation and inheritance. This is part of the **biology** aspect of science and will help us to develop the skills to become a scientist.

We will look at using our scientific knowledge to analyse, present and explain **patterns** that we find.

Make an observation

Ask a question

Plan an investigation

Make a hypothesis

Conduct your investigation

Record your results

Draw a conclusion

Information

Stick your beak in!

Bird have a variety of beak shapes.

A bird's beak shape is directly related to the food that they eat and what is available in their environment.

Animals adapt to their environments over time.

Alfred Russel Wallace worked with Charles Darwin on 'The Theory of Evolution'.

As a scientist I will...

- Select and plan a suitable enquiry and explain the variables that need to be controlled.
- Choose the most appropriate equipment and use it to take accurate measurements.
- Make predictions using scientific vocabulary based on my ideas from other investigations.
- Make decisions about the observations I make and use my results to suggest further tests.
- Identify and explain relationships in my data saying the difference between fact and opinion.
- Choose the best way to record and report results.
- Identify and explain patterns in the natural environment.
- Find evidence that supports or refutes my findings.
- Say how valid my conclusion is and how I might improve the investigation next time.

Vocabulary

Fair test- A test that controls all but one variable when attempting to answer a scientific question

Plan– A method for conducting a test or experiment

Accuracy– How close something is to what it should be

Systematic– To plan out and complete in a specific way or order.

Quantitative measurements– Information that is described in numbers

Hypothesis– An educated guess, or a guess you make based on information you already know.

Variable– Any one of the elements of the test which could be changed

Refute– to prove a theory wrong

Evolution-Evolution is the theory that all the kinds of living things that exist today developed from earlier types

Conclusion– a summary of what has been found out during an investigation