

# Year 6 Knowledge Organiser: Amazing Americas!

**Curriculum Driver:** Discovery and Inspiration  
**Trips/Enrichment:** Charles Darwin Exhibition – Wollaton Hall  
**GARP/GASP:** How have natural resources been significant in the survival of Native American tribes?

**Cross-curricular subject links:** English: Comparing the physical geography of my local area and a region of North America

## Subject/Conceptual knowledge/skills:

Human and Physical Geography

## LEAPS:

- I can describe and understand key aspects of physical geography including rivers and volcanoes
- I can describe and understand key aspects of human geography including the distribution of natural resources

## Core Knowledge:

The Americas are two separate continents consisting of North America and South America. The Americas cover a huge area of the globe. The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna.

Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and volcanoes. Many of the world's volcanoes are located along the Ring of Fire; this is a horseshoe-shaped line on a map which is home to around 75% of the world's volcanoes. The chain passes along the west coast of North and South America. The majority of the Earth's volcanoes are located along tectonic plates because when tectonic plates collide, one tectonic plate will slide and move under another one, forming a volcano. Volcanoes can be active, dormant or extinct. Rivers are another physical feature of both England and the Americas. Rivers flow across the land - meandering - or going around objects such as hills or large rocks. They flow until they reach another body of water. As rivers flow, they erode the land. Over a long period of time rivers create valleys, or gorges and canyons if the river is strong enough to erode rock.

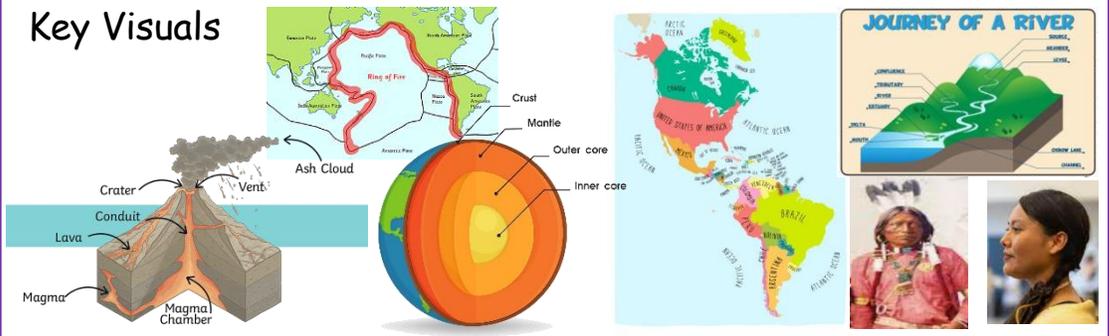
Human geography focuses on where people live, what they do, and how they use the land.

Natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive. They can be used to heat our homes, transport us around the world, feed us and clothe us. Examples of natural resources are air, water, wood, oil, wind energy, natural gas, iron, and coal.

## Vocabulary

Words	Meaning
Continent	a large landmass made up of many countries.
Flora/ fauna	plant and animal life.
Magma	molten rock that is found below the earth's surface
Tectonic plates	broken pieces made of the Earth's crust
Meander	a winding curve or bend in a river
Erosion	the wearing away of the land by forces such as water, wind, and ice
Distribution	the way something is spread out or arranged over a geographic area
Deforestation	the removal of trees
Physical features	the natural features of a place or environment.
Human features	features of an environment that have been shaped by people.

## Key Visuals



## Books/associated reading:



## QUIZ



- 1) What are the three stages of a river? (Y3)
- 2) What are the three different ways that tectonic plates can move?
- 3) How has extracting and distributing natural resources affected the lands of Native Americans and Aboriginal people? (Y5/Y6)

- 4) Can you tell me three physical geographical features of Nottingham?
- 5) What is the difference between physical and human geography?
- 6) Can you describe the features of a volcano?

- 7) What is the term given to a winding curve or bend in a river?
- 8) What are tectonic plates?
- 9) Why are natural resources distributed worldwide?

### Subject/Conceptual

knowledge/skills: Science: Living things and their habitats

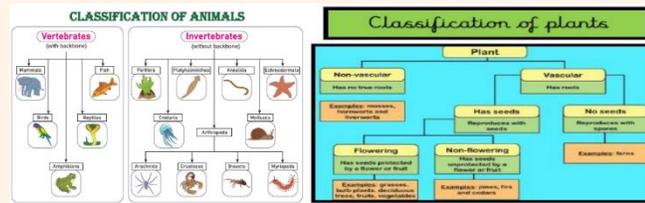
### LEAPS:

- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- I can give reasons for classifying plants and animals based on specific characteristics.
- I can classify different animals including invertebrates.
- I can research the work by Carl Linnaeus.
- I can use a classification system or key to identify some animals and plants in the immediate environment.
- I can research unfamiliar animals and plants from a broad range of habitats.

### Core Knowledge

Microorganisms are very tiny living things. They are not visible to the naked eye so a microscope is needed to see them. Microorganisms are found all around us, they can live in our bodies, in water, in the air and on objects around us.

Classification is the grouping of living things, based upon their similarities and differences. Classification keys are a set of yes or no questions about the characteristics of living things. They are used to group and sort animals and plants.



**Carl Linnaeus (1707-1778)** was a Swedish scientist who developed the modern system of classifying and naming organisms. Before this the names of living things were often very long. He gave them a two-part name.



### Subject Key Vocabulary

vertebrates, fish, amphibians, reptiles, birds, mammals  
invertebrates, insects, spiders, snails, worms, flowering  
non-flowering

### Subject/Conceptual

knowledge/skills: French- Healthy Lifestyles

### LEAPS:

- I can name and recognise ten foods and drinks that are considered good for your health.
- I can name and recognise ten foods and drinks that are considered bad for your health.
- I can say what activities I do to keep in shape during the week.
- I can say in general what I do to keep a healthy life-style.
- I can make a healthy recipe in French.

### Subject Key Vocabulary

Manger = to eat  
Bouger = to move  
De la viande blanche = some white meat  
Du poisson = some fish  
Du fromage allégé = some low fat cheese  
Du lait écrémé = some skimmed milk  
Du pain complet = some wholemeal bread  
De l'eau = some water  
Des céréales = some cereal  
Des légumes = some vegetables  
Des fruits = some fruit

### Subject Key Vocabulary (continued)

Des noisettes = some nuts  
De la viande rouge = some red meat  
Du lait entier = some full fat milk  
Du pain blanc = some white bread  
Du chocolat = some chocolate  
Du beurre = some butter  
Des bonbons = some sweets  
Des frites = some chips  
Des chips = some crisps  
Des boissons sucrées = some fizzy drinks  
Des biscuits = some biscuits  
Je mange... = I eat...  
Je bois... = I drink...  
Je joue au foot = I play football  
Je fais des promenades = I go for walks  
Je fais de la natation = I go swimming  
Je fais du cyclisme = I go cycling  
Je fais du judo = I do judo  
Je fais du tennis = I play tennis  
Je ne regarde pas la television = I do not watch television  
Je ne joue pas aux jeux électroniques = I do not play video games  
Épluchez = peel  
Coupez = cut  
Ajoutez = add  
Mélangez = mix  
Râpez = grate  
Faîtes cuire = cook

### Subject/Conceptual knowledge/skills: Computing - iProgram

Design, write and debug programs.

### LEAPS:

#### iProgram Unit 1

- I can understand the difference between simulations and games.
- I can program a computer game by sequencing conditional statements.
- I can program an algorithm according to a plan.
- I can develop strategies for debugging computer programs.

#### iProgram Unit 2

- I can program simple instructions.
- I can use procedures to move objects on screen.
- I can use conditional statements and variables in a computer program.
- I can devise, plan, develop and debug an animation.

### Core Knowledge

**Games** - let you explore and do challenges in imaginary worlds, for fun.

**Simulations** - pretend to copy a real-life situation (e.g flight simulator, virtual pet)

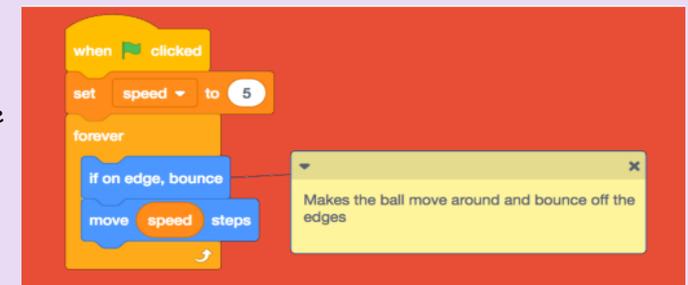
Computer control involves an input device transferring information from the outside world into a computer.

The computer then processes the information that has been input.

The computer then responds by producing output.

### Subject Key Vocabulary

Sequence, selection, condition repeat, sprites, variables, procedure, test, debug



## Subject/Conceptual

### knowledge/skills:

PE - Invasion Games - Football  
Striking and Fielding - Rounders

### LEAPS

Football:

I can work collaboratively as a team to score in a variety of game situations.  
I can confidently demonstrate a range of ball skills and can link these together effectively  
I can keep possession of a ball during games situations.  
I can consistently apply and demonstrate co-ordination, control and fluency skills.  
I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition  
I can modify competitive games.  
I can compare and comments on skills to support creation of new games.  
I can apply knowledge of skills for attacking and defending effectively.  
I can refine and adapt skills into technique.

Rounders:

I can confidently demonstrate a range of ball skills and can link these together effectively  
I can consistently apply and demonstrate co-ordination, control and fluency skills.  
I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition  
I can apply knowledge of skills for attacking and defending effectively.  
I can play competitive games, using catching in combination  
I can run, jump, throw and catch in isolation and combination.  
I can refine and adapt skills into technique

## Core Knowledge

The object of **football** is to manoeuvre the ball into the opposing team's goal, using any part of the body except the hands and arms. The side scoring more goals wins.

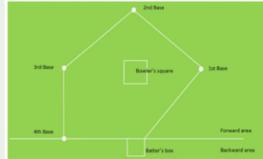
Deny and restrict space as a defender:

- Start position—Being in front of the attackers ready to move Shut down the attackers by moving to position yourself between the attacker and the goal
- Maintain pressure—once defenders have positioned themselves move with attackers
- Channel—move as a defending pair to pressure the attackers away and to the sides of the pitch

Free pass if a foul is committed outside the penalty area.

Penalties are awarded when a defender has committed a professional foul. A professional foul is considered to have happened when a defender deliberately fouls or interrupts an attacker heading for goal.

The main objective in **rounders** is for two teams to compete against each other in striking and fielding techniques. Players from each team take turns hitting a hard ball with a Rounder bat. After striking the ball, batters will try to score runs by running around four separate bases marked out on the field



Catching a high ball - 1. Stand underneath the ball with ready hands 2. Keep eyes on the ball 3. Spread hands and bring to your chest once caught.

### Subject Key Vocabulary

Football - Defend, attack, tackle, dribble, score, strategy, striking, technique, foul and penalty.  
Rounders - Backstop, bases, batter, bowler, bowling stance, deep fielder, fielder, no ball, overarm throw, strategy, tactics, technique, umpire and underarm throw



## Subject/Conceptual

### knowledge/skills:

SCARF - Being My Best

### LEAPS:

- To explain what the five ways to wellbeing are;
- To describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
- To present information I have researched on health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
- To identify aspirational goals;
- To describe the actions needed to set and achieve these.

## Core Knowledge

The Five Ways to Wellbeing (from New Economic Foundation) are:

- Connect
- Be Active
- Take Notice
- Keep Learning
- Give

In the same way as everyone has physical health (which is about their body), everyone also has mental health - both children and adults - which is about their mind, their emotions and feelings. It can include how we feel about ourselves, our relationships and how we deal with challenges and difficulties. Physical and mental health are connected: being fit and well physically helps us to be fit and well mentally and vice versa.

### Subject Key Vocabulary

Well-being, healthy lifestyles, physical activity, mental health, achievement, aspirations, self esteem, growth mindset, decisions, responsibility

## Subject/Conceptual knowledge/skills:

R.E. - Islam: Beliefs and Practices

### LEAPS:

- To give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.
- To explain how believing in Akhirah influences Muslims to do their best to lead good lives.
- To recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

## Core Knowledge

Akhirah is the term used in Islam to describe the belief in everlasting life after death. Muslims regard life on Earth as a test from Allah, to prepare them for eternal life. Importantly, though, Muslims believe that Allah will not test them beyond their limits. This encourages Muslims to take responsibility for their actions. Muslims believe that when you die there is a judgement day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life.

### Subject Key Vocabulary

Allah, Judgement, Akhirah, Afterlife, Effort, Jihad.