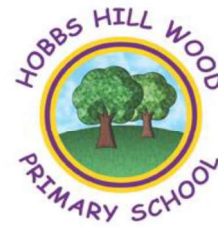


# Hobbs Hill Wood Primary School

Knowledge Organiser for:

History

Year 6, Autumn 1, Victorians



'Inspiring confident and independent learners'

## Knowledge Organiser for History (Victorians)

### Knowledge

- George IV was briefly replaced after his death by William IV. When William died, Victoria became Queen.
- Queen Victoria made a series of sensible decisions as Queen.
- Victoria became Queen as a very young girl (aged 18), but did the job well and she was a very popular Queen
- She had a successful marriage to the German Prince Albert and had 9 children
- Victoria made some sensible political decisions, forming strong relationships with her country
- What the industrial revolution was and how it affected the lives of Victorians
- The classes of people in society were vastly different
- Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, train etc
- In 1870, Parliament made education compulsory for every British child up to 11 years old to have educations.
- When Queen Victoria celebrated her Diamond Jubilee, it was captured on a new invention — the moving camera



### Core vocabulary:

Parliament, industrial revolution, exploit, mass-production, class, cholera, telegraph, workhouse, slum, suburbs, vaccine

### Skills

- Order significant events, movements and dates on a timeline.
- Describe the main changes in a period in history.
- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.
- Make links between some of the features of past societies.
- Investigate own lines of enquiry by posing questions to answer.
- Communicate ideas about from the past using different genres of writing, drawing and diagrams.
- Plan and present a self-directed project or research about the studied period.



# Hobbs Hill Wood Primary School

Knowledge Organiser for:



## Art

Year 6, Autumn, Spring

William Morris and L.S. Lowry

'Inspiring confident and independent learners'

### Knowledge

#### Explore:

- Explore the role and impact of William Morris.
- Investigate Morris's artwork, practising the patterns and features of his work
- To learn about the life and works of Lowry.
- To discuss likes and dislikes of various works of Lowry.
- To compare and contrast the scenes painted by Lowry.
- To explore some of Lowry's pencil works. To examine some of Lowry's industrial scenes, focussing on the use of colour and sense of perspective

#### Create:

- practising the patterns and features of his work
- practise creating man-made & natural Patterns using colouring pencils.
- To improve skills of drawing with a clear sense of perspective.
- To create a self-portrait using either chalk, oil pastels or paint.

#### Improvise:

- Develop techniques to produce patterns using leaves along with 'natural' background patterns
- To develop patterns using varying shades of colour and use of natural
- To compare the marks made by chinks, oil pastels and paints and apply their knowledge to choose an appropriate medium to create a self portrait.

#### Present:

- A William Morris inspired piece of art presented using different shades of pencil or colours
- To use pencil to draw a playground scene in the style of Lowry's 'On the Sands'

#### Evaluate:

- improve their mastery of art by focussing on further detail or a different style
- The child can use a sketchbook to show how ideas have been improved.
- use hard and soft lines to record detail in the distance, foreground & create shadow and avoid using an eraser.
- layer colours to create depth of colour and tone.
- The child can use pens or the tip to create detail.

### Skills

- Work in a sustained and independent way to develop their own style of drawing.
- Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.
- Discuss and review own and others work, expressing thoughts and feelings explaining their views and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.
- explore a range of great artists, architects and designers in history.
- **Core vocabulary:**
- **Pattern, man made, natural, repeat, muted colour, depth, perspective, proportion, foreground, shading**



# Hobbs Hill Wood Primary School

Knowledge Organiser for:

P.S.H.E.

Year 6, Autumn One

Being Me in my World



'Inspiring confident and independent learners'

## Knowledge

- Know how to set goals for the year ahead
- Understand what fears and worries are
- Know about children's universal rights (United Nations Convention on the Rights of the Child)
- Know about the lives of children in other parts of the world
- Know that personal choices can affect others locally and globally
- Understand that their own choices result in different consequences and rewards
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process

## Key Vocabulary

Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.



## Social and Emotional Skills

- Be able to make others feel welcomed and valued
- Know own wants and needs
- Be able to compare their life with the lives of those less fortunate
- Demonstrate empathy and understanding towards others
- Can demonstrate attributes of a positive role model
- Can take positive action to help others
- Be able to contribute towards a group task
- Know what effective group work is
- Know how to regulate my emotions

