

Hobbs Hill Wood Primary School

Knowledge Organiser for:
Geography
Year 6, Autumn 2, Trade



'Inspiring confident and independent learners'

Knowledge

- Understand economic activity including trade links, and the distribution of resources including energy, food, minerals and water.
- Locate the world's countries, using maps with a focus on Europe (including the location of Russia) and North and South America.
- Understand what a supply chain is
- Understand what fair trade is and how the distribution of the economic activity is shared
- Understand what the global supply chain is

Core vocabulary:

trade, climate, cost, profit, fair, materials, consumer, products, supply chain, imports, exports, globalisation.



Skills

- Be able to explain the terms: trade, export, import
- Be able to and locate some countries the UK trades goods with
- Use atlases and globes to locate countries
- Create clear keys on maps
- Explain trade links between El Salvador and the UK
- Describe the climate and landscape of El Salvador
- List some issues facing people living in El Salvador
- Describe a global supply chain and some positive and negative effects of globalisation
- Explain the meaning of Fairtrade and describe the Fairtrade process for some products



Hobbs Hill Wood Primary School

Knowledge Organiser for:

Design and Technology

Year 6, Autumn, Brunel's Bridges



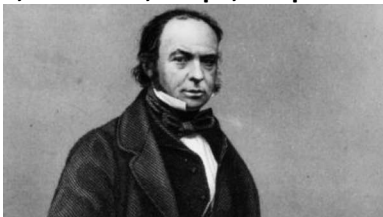
'Inspiring confident and independent learners'

Knowledge

- To understand how key events and individuals in design and technology have helped shape the world
- To know who Isambard Kingdom Brunel is
- To know what Isambard Kingdom Brunel is famous for
- To identify some famous structures in the UK that Brunel designed
- To know how different structures are created for different purposes
- To design bridges for a particular purpose using software
- Understand how changing the structure can strengthen it
- Know how different materials have different properties and what their purpose is
- How to create a structure for a particular purpose using appropriate materials and adapt ideas in order to improve

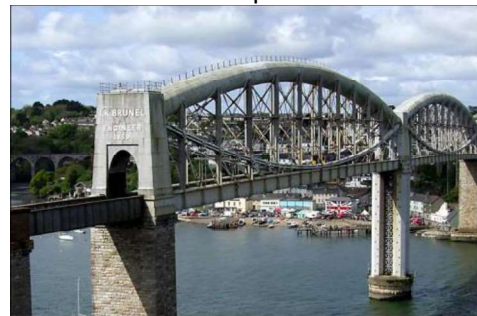
Core vocabulary:

Design, structure, strengthen, purpose, properties, materials, shape, adapt.



Skills

- investigate and analyse a range of existing products
- use research to inform the design of innovative and appealing products that are fit for purpose
- select from and use a wider range of tools and equipment to perform practical tasks
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE

Autumn, Year 6

Celebrating Difference



'Inspiring confident and independent learners'

Knowledge

- Know that there are different perceptions of 'being normal' and where these might come from
- Know that being different could affect someone's life
- Know that power can play a part in a bullying or conflict situation
- Know that people can hold power over others individually or in a group
- Know why some people choose to bully others
- Know that people with disabilities can lead amazing lives
- Know that difference can be a source of celebration as well as conflict

Core vocabulary:

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Conflict.



Social and Emotional Skills

- Empathise with people who are different and be aware of my own feelings towards them
- Identify feelings associated with being excluded
- Be able to recognise when someone is exerting power negatively in a relationship
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario
- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
- Appreciate people for who they are
- Show empathy

