

## RE - Creation and Science: conflicting or complimentary?

### Knowledge

For Christians across the world, The Book of Genesis in the Bible explains the story of creation.

Many Christians believe it is literal – that the World was made in 6 days. However, many other Christians believe it is more complicated, that God played a major part but that it took a lot longer.

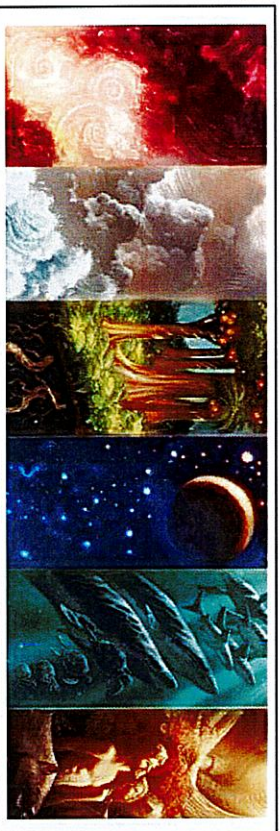
Scientists and cosmologists have another theory – that the universe was created in what is called 'The Big Bang' – a singularity that exploded into life, created the universe as it is today over billions of years, and is still expanding today.

There is also the theory of Evolution – that it all started with a group of 'simple' cells which changed over time into all the things in the World.

Some Christians believe that the account of Genesis is literally true. Others see it as a poetic account, or an extended metaphor

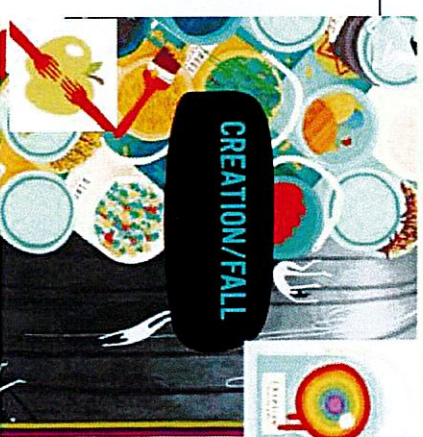
Some see the scientific account as how the universe came into being, while they see religion as *why*

There are many scientists who are Christian



### Vocabulary

KEY VOCABULARY	MEANING
Genesis	The first book in the Bible. Its name comes from the opening words, 'In the beginning'.
creation	The term given to creation of the universe as an act of God
scientist	Someone who studies an aspect of science
cosmologist	A scientist who uses space-based and ground-based telescopes and satellites to study the universe, including planets, black holes and galaxies
universe	All of space and time and their contents, including planets, stars, galaxies and all other forms of matter or energy
evolution	Process by which species adapt over time in response to their changing environment
Theory	A carefully thought-out explanation for observations of the natural world which brings together facts and hypotheses
Hypothesis	An explanation based on limited evidence as a starting point for an investigation



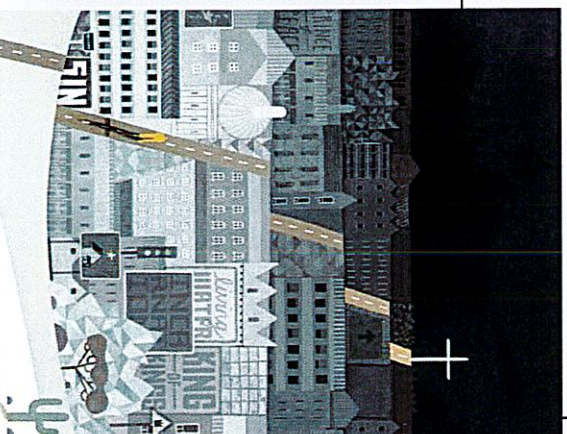
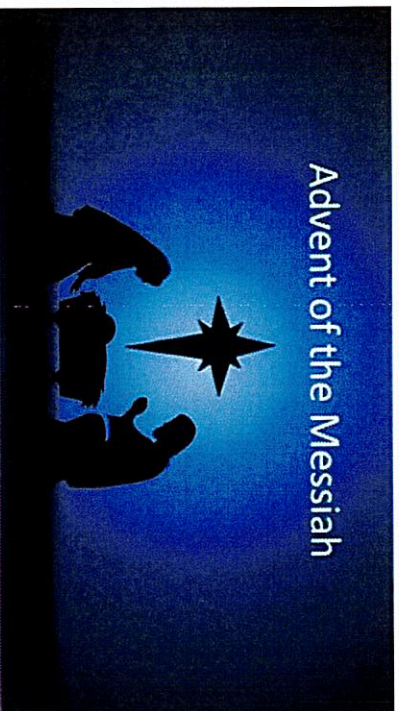


## RE - Was Jesus the Messiah?

### Knowledge

Messiah - the Hebrew (Jewish) word meaning 'anointed one' and a deity or spirit in the flesh	
It was believed that the Messiah would take Israel from slavery into the Promised Land	
Jesus was Jewish	
Incarnation and the coming of the Messiah come in the Bible (Christmas and the Life of Jesus)	
The coming of a Messiah was prophesised in the Old Testament	
Christians celebrate the Incarnation in different ways and especially at Christmas	
Christians see Jesus as their Saviour (and therefore that he is the Messiah). Jewish people do not think that Jesus was the Saviour.	

The Big Frieze



### Vocabulary

<b>Anointed</b>	A special, chosen one. The consecration (making or declaring sacred) of a king.
<b>Christmas</b>	Celebrated annually by Christians as the birth of Jesus. Date chosen by the churches, rather than a known date.
<b>Gospel</b>	The record of Jesus' life and teachings told in the first four books of the New Testament.
<b>Jerusalem</b>	Holy city for Christians in the Middle East. Jesus ministered and was crucified there.
<b>Jew</b>	Group originating from the Israelites and Hebrews. Jesus was a Jew.
<b>Messiah</b>	A Saviour. One who frees oppressed people.

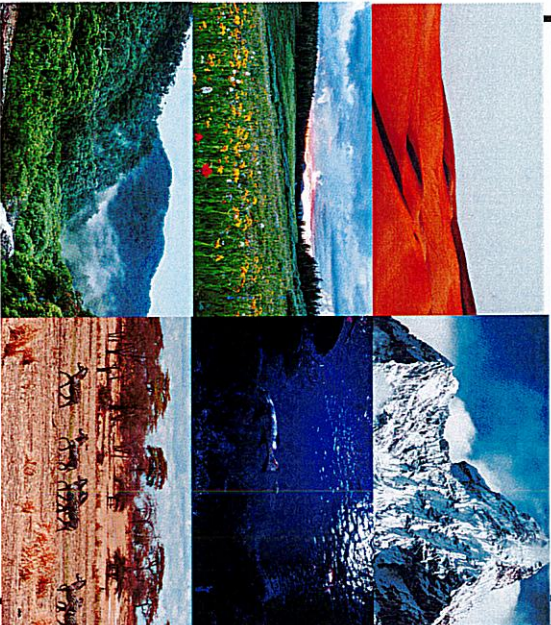
A nativity scene?

Hints of kingly status?

The shadow of the cross?

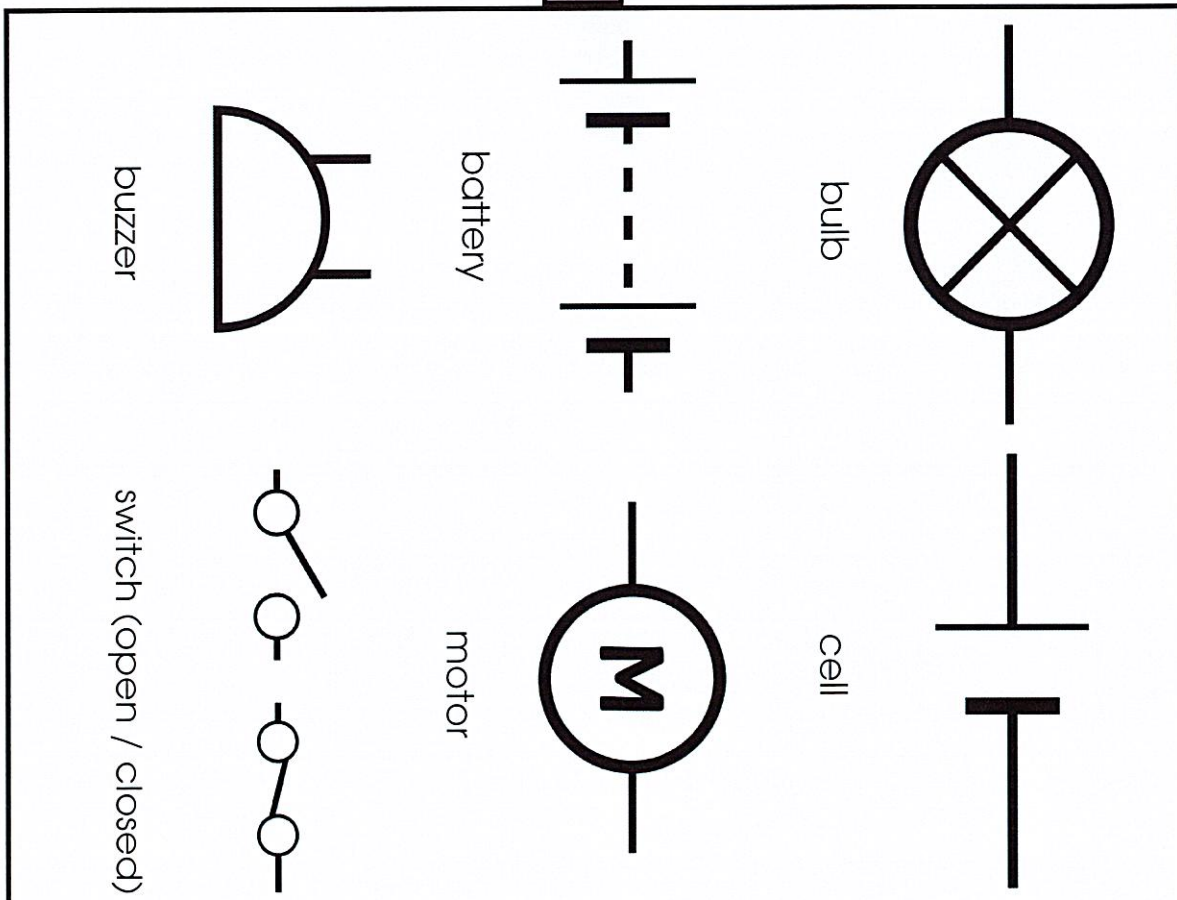


## Science Knowledge Organiser ~ UKS2 Autumn 1 ~ Evolution and Inheritance

Key Vocabulary	Habitats	Inheritance vs Adaptation
<p><b>Evolution:</b> The process of gradual change in a species over time.</p> <p><b>Inheritance:</b> The passing of traits from parents to offspring.</p> <p><b>Charles Darwin:</b> A British scientist who proposed the theory of evolution by natural selection.</p> <p><b>Adaptation:</b> A trait or characteristic that helps an organism survive and reproduce in its environment.</p> <p><b>Variation:</b> Differences in traits among individuals of the same species.</p> <p><b>Environment:</b> The conditions in which an organism lives.</p> <p><b>Fossil:</b> the remains of a plant or animal embedded in rock and preserved in petrified form.</p> <p><b>Characteristic:</b> A feature or trait of someone or something.</p> <p><b>Mutation:</b> The changing in structure of a gene. Genes carry the information that determine the traits of a living thing.</p>	 <p><b>Examples of Adaptation</b></p> <p>Kangaroos survive the desert by hydrating through moisture in seeds.</p> <p>Chameleons can change the colour of their skin to match their surroundings and hide from predators.</p> <p>Giraffes have evolved to have a tall neck so that they can reach high up branches in trees.</p> <p>Elephants have large ears to help them keep cool in a hot climate.</p>	<p><b>Inheritance and adaptation</b> are both forms of <b>variation</b>.</p> <p><b>Inheritance</b> is when characteristics are passed from biological parents to their offspring. These traits may include physical characteristics, or abilities such as taste and smell.</p> <p>Inherited characteristics can combine in different ways, which is the reason why siblings inherit the same characteristics but are not identical to each other.</p> <p>Over many generations, a species will adapt to its environment. This is because the animals with the most successful characteristics are more likely to survive and pass on these characteristics to their offspring. This process is called <b>adaptation</b>. Adaptations are often caused by mutations.</p> <p><b>Environment or Habitat?</b></p> <p>An environment is more than one habitat!</p>



# Science Knowledge Organiser ~ UKS2 Autumn 2 ~ Electricity

Key Vocabulary	Series Circuits - Key Knowledge	Symbols
<p><b>Amperes:</b> Unit of measurement for electric current (often shortened to <b>amps</b>).</p> <p><b>Battery:</b> A collection of <b>cells</b>.</p> <p><b>Cell:</b> A device that stores chemical energy. A single unit is called a cell.</p> <p><b>Circuit:</b> A path that an electrical <b>current</b> can flow around.</p> <p><b>Current:</b> The flow of <b>electrons</b>.</p> <p><b>Electrons:</b> Very small particles that travel around an electrical <b>circuit</b>.</p> <p><b>Resistance:</b> The difficulty that the electrical current has when flowing through the <b>circuit</b>.</p> <p><b>Series circuit:</b> A <b>circuit</b> that only has one route for the <b>current</b> to take.</p> <p><b>Voltage:</b> The force that makes the <b>current</b> flow through the wires.</p> <p><b>Volts:</b> Unit of measurement for voltage.</p>	<p>A <b>series circuit</b> only has one route for the electrical <b>current</b> to take.</p> <p>If additional bulbs or buzzers are added, they will be dimmer or quieter because the power has to be shared between more components.</p> <p>If one part of the circuit is broken, the whole circuit is broken and the flow of <b>current</b> stops.</p> <p><b>Higher / Lower Voltage - Key Knowledge</b></p> <p>Increasing the <b>voltage</b> of a <b>circuit</b> (for example, by adding another cell) creates more power to flow through the circuit. This will make a bulb brighter or a buzzer louder.</p> <p>Lowering the <b>voltage</b> of a <b>circuit</b> (for example, by decreasing the amount of cells) means there is less power in the circuit. This will make a bulb dimmer or a buzzer quieter.</p>	 <p>bulb</p> <p>cell</p> <p>battery</p> <p>motor</p> <p>buzzer</p> <p>switch (open / closed)</p>







The Somerset Levels		Test a friend by turning the core knowledge into a quiz question.	Colour in the core knowledge that you know.	
	The Somerset Levels are a coastal plain and wetland area located in Somerset, England.	They stretch from the Mendip Hills in the north to the Blackdown Hills in the south.	Flooding is a significant issue due to the area's low elevation, with some parts lying just above sea level.	The Somerset Levels are part of a wetland biome, featuring a mix of marine clay levels and inland peat-based moors.
	The Romans introduced land drainage techniques, which were further developed in the Middle Ages by monasteries.	Modern changes include the construction of artificial rivers and pumping stations to manage water levels and reduce flood risks.	Somerset is prone to flooding from rivers, surface water, and groundwater, especially after heavy rainfall or when drains are blocked.	Major floods, such as those in 2013-2014, can inundate large areas, affecting homes, farms, and infrastructure.
	Floodwaters often become contaminated with sewage, oil, and chemicals, posing environmental and health risks.	To stay safe during a flood, move valuables and people to higher ground, turn off utilities if safe, and follow emergency services' advice.	Farmers are being paid to protect nature and grow food through schemes like the Sustainable Farming Incentive.	Many farms are using new technology like drones and GPS to reduce waste and improve efficiency.
	Over half of England's farmland is now managed with environmental goals in mind.	Somerset is planting more trees and creating green spaces to help manage heat and flooding.	The county aims to be carbon neutral by 2030 and is improving transport, energy use, and emergency planning.	Land in Somerset is used for farming, nature recovery, and climate action, guided by new national and local strategies to balance food production, housing, and environmental protection



# Year 5- Paul Klee - Painting

## How do you create moods in paintings?

How do you create moods in paintings?			
Prior Learning		Learning Objectives	
Mixing colours to match natural or man-made forms.		<ul style="list-style-type: none"><li>To explore how colours can reflect different moods</li><li>To explore how artists express thoughts and feelings through use of colour and application.</li><li>To experiment with different colours that represent moods</li><li>To mix colours accurately and understand the properties of a range of different paint types</li><li>To create a mood painting through use of colour and application</li></ul>	
<div>Key Vocabulary</div> <div>Complementary colours- This particular colour scheme draws from two colours on the opposite side of the colour wheel.</div> <div>Warm colours — such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire. Warm colours are said to advance towards you as if they are jumping out of the painting.</div> <div>Cool colours — such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass. Cool colours are said to recede into the background, meaning that they move away from the viewer.</div> <div>Inspiration - Inspiration is a feeling of enthusiasm you get from someone or something, which gives you new and creative ideas.</div>		<div>Reference Images</div> <div></div>	
<div>Tools, materials and equipment</div> <div>Thick and thin paint brushes Powder paint Watercolour Brush dye</div>		<div>What success looks like</div> <ul style="list-style-type: none"><li>Children carry out preliminary studies, trying out different media, materials and mixing appropriate colours</li><li>Children use appropriate painting tools accurately to apply a range of different paint types to a surface.</li><li>Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours</li></ul>	
<div>End Point</div> <div>Can discuss colours that depict moods in paintings. Can explain how key artists studied express thoughts and feelings through use of colour and application.</div>		<div>Artist References</div> <div><div>Paul Klee</div><div></div></div>	



## D.T. Knowledge Organiser ~ Primary Engineers

### Key Vocabulary

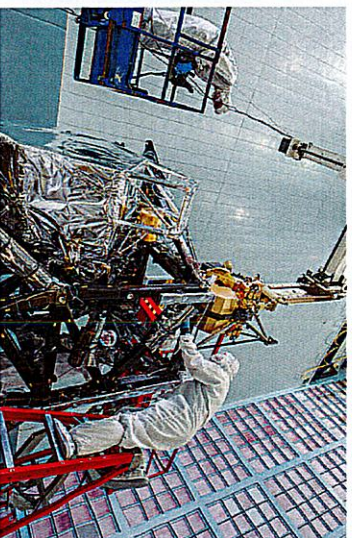
**Function** – The main job or use of something. For example, the function of a pencil is to write or draw.

**Durability** – How strong and long-lasting something is. If a toy has good durability, it means it won't break easily and you can play with it for a long time.

**Safety** - Being free from danger or harm. When something is safe, it means you can use or do it without getting hurt.

**Aesthetics** - How nice or beautiful something looks. If something has good aesthetics, it means it is pleasing to look at.

**Ergonomics** - Designing things so they are comfortable and safe for people to use. For example, making sure chairs and desks are the right height for you to sit comfortably, or that computer keyboards and mice fit well in your hands.



### What is an Engineer?

An engineer is someone who uses their creativity and knowledge of science and maths to solve problems and make things work better. They design, build, and fix things like bridges, machines, and even computer programmes. Engineers help make our world a better and safer place to live in.

### Skills Builder



Step 4: I generate ideas to improve something.



# French – Numbers and dates

Quelle est la date de ton anniversaire?

## Vocabulaire

Quelle est la date de ton anniversaire?  
C'est le...  
premier

When is your birthday?  
It is on the ...  
first

janvier  
février  
mars  
avril  
mai  
juin  
juillet  
août  
septembre  
octobre  
novembre  
décembre

## Vocabulaire

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



1. un  
2. deux  
3. trois  
4. quatre  
5. cinq  
6. six  
7. sept  
8. huit  
9. neuf  
10. dix

11. onze  
12. douze  
13. treize  
14. quatorze  
15. quinze  
16. seize  
17. dix-sept  
18. dix-huit  
19. dix-neuf  
20. vingt

21. vingt-et-un  
22. vingt-deux  
23. vingt-trois  
24. vingt-quatre  
25. vingt-cinq  
26. vingt-six  
27. vingt-sept  
28. vingt-huit  
29. vingt-neuf  
30. trente

31. trente-et-un



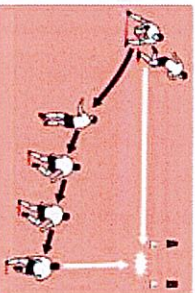
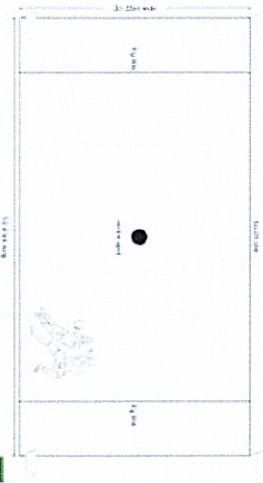


Joyeux  
anniversaire!





# PE - Tag Rugby

Key Vocabulary	Skills	Skills
<p><b>Passing</b> – passes must be played level or backwards, the ball cannot travel forwards, this will result in possession turnover.</p> <p><b>Offside</b> – Attacking players must remain behind the ball when it is active.</p> <p><b>Scoring</b> – A try is scored when the ball is placed over the try line with both hands pushing the ball down.</p> <p><b>Tag</b> – To remove a tag of the opposition player who has the ball</p> <p><b>Dodging</b> – move passed the opponents with the ball.</p> <p><b>Handling</b> – 2 hands on the ball at all times.</p> <p><b>Pitch</b> -</p>	<p><b>Tagging</b></p> <p>To tag an opposing player with the ball:</p> <ol style="list-style-type: none"> <li>Judge the speed and direction of opposition.</li> <li>Run alongside opponents.</li> <li>Remove tag from their waist and shout "TAG!" – then pass back the tag to the player you took it from.</li> </ol> <p><b>If you have been tagged you must:</b></p> <ol style="list-style-type: none"> <li>Pass the ball to a teammate within 3 steps or 3 seconds of being tagged.</li> <li>If you are within 1m of the try line you can step forward and score the try.</li> <li>You must collect your tag and replace it before carrying on playing.</li> </ol> 	<p><b>Passing</b></p> <p><b>2 hands around the ball to grip it correctly.</b></p> <p><b>Gripping the ball</b></p>  <p>To pass:</p> <ul style="list-style-type: none"> <li>Keep the arms and knees bent.</li> <li>Push/Pull the ball across your body from the waist.</li> </ul> <ul style="list-style-type: none"> <li>Keep hands either side of the ball.</li> <li>Swing arms and ball across your body.</li> <li><b>Point arms towards target</b> even after pass.</li> <li>Ball must go <b>sideways / backwards</b> from the passer.</li> </ul>  <p>Receive the ball with Target / W hands</p>
<p><b>How To Set up a Tag Rugby Pitch</b></p> 	<p><b>Knowledge - Types of Rugby</b></p> <p>There are 2 codes of rugby – Union and League.</p> <p>Rugby Union is played by 15 players whereas in league there are only 13.</p> <p>In League you only have 6 tackles to try and score a try in Union there is no limit to how long each team can have the ball.</p> <p>Union = 5 points for a try – League 4 points.</p>	<p><b>History of Rugby</b></p> <p>According to legend, rugby began at <b>Rugby School</b> in England in 1823. During a football game, a student named William Webb Ellis picked up the ball with his hands and ran with it. This went against the rules of football, which ban the use of the hands. But it led to the creation of rugby.</p>





# Knowledge Organiser



## Year 6 - Me and My Relationships

### Key questions

#### Assertiveness

What do bystanders do when someone is being bullied?  
What is the difference between an active and a passive bystander?  
Can passive bystanders affect a bullying situation? How?  
Can active bystanders affect a bullying situation? How?

#### Cooperation

What is compromise?  
What is negotiation?  
How can negotiation and compromise skills help someone?

#### Safe/Unsafe Touches

What is appropriate touch?  
What is inappropriate touch?  
What types of touch are illegal (against the law)?  
If someone experiences inappropriate or illegal touch, how can they get help?

### Key vocabulary

assertiveness appropriate  
sensitive collaboration respectful  
response appropriate culture  
inappropriate religion bullied  
compromise illegal active  
forced marriage negotiation  
community bystanders passive  
civil partnership

### I can ...

I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

I can give examples of negotiation and compromise.

I can explain what inappropriate touch is and give example.



# Knowledge Organiser



## Year 5 - Me and My Relationships

### Key questions

#### Feelings

What are emotional needs?  
Do we have the same emotional needs?

Do emotional needs stay the same?

Why are emotional needs important?

#### Friendship Skills, Including Compromise

What qualities make a good friend? Why?

How does a good friend show these qualities?

Do these qualities make a difference in friendships? How?

#### Assertive Skills

How can someone stand up for themselves?

When would someone use their assertiveness skills?

Is assertiveness the best way to react to pressure? Why?

### Key vocabulary

collaborate aggressive  
resolution conflict pressure  
emotional needs passive  
assertiveness negotiation  
unsafe compromise  
body language respect  
uncomfortable touching qualities  
unhealthy relationship

### I can ...

I can give a range of examples of our emotional needs and explain why they are important.

I can explain why these qualities are important.

I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.



# Knowledge Organiser



## Year 6 - Valuing Difference

### Key questions

#### **Recognising and Reflecting On Prejudice-Based Behaviour**

What is prejudice?

Why do some people show  
prejudiced behaviour?

What is empathy?

Can empathy help people to be  
more understanding of those who  
are different? How?

#### **Understanding Bystander Behaviour**

How can a bystander's behaviour  
affect a bullying situation?

When would it be unsafe to be an  
active bystander?

When would it be safe to be an  
active bystander?

### Key vocabulary

disrespect bystander  
self-esteem diversity prejudice  
identity empathy stereotype  
tolerance assumption  
media influence situation  
gender stereotype community

### I can ...

I can reflect on and give reasons  
for why some people show  
prejudiced behaviour and  
sometimes bully for this reason.

I can explain the difference  
between a passive bystander and  
an active bystander and give an  
example of how active bystanders  
can help in bullying situations.



## Year 5 - Valuing Difference

### Key questions

#### **Recognising and Celebrating Difference, Including Religions and Cultural**

Is having different groups  
something to celebrate? Why?  
Why can religious and cultural  
differences cause conflict?

Can differences in faiths and  
cultures be positive? Why?

#### **Influence and Pressure of Social Media**

Does a person's online posts  
about themselves reflect their life?

Why would someone want to  
create a false impression when  
they post online?

Is it healthy or harmful to post  
something online that is not the full  
truth? Why?

### Key vocabulary

multicultural society   compare  
point of view   stereotype  
discrimination   diverse   racism  
false impression   respect  
prejudice   similarities   excluded  
conflict   celebrate   religious  
social media   cultural   tolerance  
acceptance

### I can ...

I can give examples of different  
faiths and cultures and positive  
things about having these  
differences.

I can explain how people  
sometimes aim to create an  
impression of themselves in what  
they post online that is not real  
and what might make them do  
this.