



Autumn Term Knowledge Organisers

Year Six



What are these?

The following knowledge organisers are developed based on the progression documents for the subjects.

Every effort has been made to provide the learners with support for learning and understanding the essential skills in each aspect of the subject.

Children should learn to and understand the key vocabulary and should be utilising this in varying contexts.

The children should use opportunities to link these facts to other areas of learning and other areas of the curriculum.

Simply providing the children with these organisers will not support them in their learning. Their use will be specifically taught in school and the children must see these as a learning aid.

The knowledge organisers are developed to be double sided with each child having their own copy, which they annotate to help support them further and or use to track their progress.

Why use them?

Working memory - This is where thinking actually happens. It has a very finite capacity; it can only hold and process about four different items at a time. If it receives too much it fails.

Long-term memory - Long-term memory has huge – almost infinite – capacity. It is here that we store our knowledge of facts and procedures. The goal is to stock our long-term memories with knowledge in a well organised, easily retrievable way and make recall of key aspects automatic. This frees up the working memory for new information.

Cognitive load - This is the term used in cognitive science to describe how much capacity something takes up in the working memory. Cognitive overload is what happens if too many demands are placed on working memory at once.

The aim of the knowledge organisers is to improve the speed with which information is stored in the long term memory, thus improving the learners ability to develop deep learning in more areas of the curriculum.

How can these be used at home?

There are several ways that you can use knowledge organisers with children.

1. Look at the previous knowledge organiser to see how their learning is growing and see where there are links to what has already been learned.
2. Use it to look at what your child will be learning and share what you know about that topic.
3. Have the knowledge organisers on the fridge/appropriate place at home and use it to prompt discussion around the topic at home.
4. Help your child to research the topic and bring information in to school to share with their class.
5. Areas of the knowledge organisers are purposely blank so children can add information to support them further eg starring any aspects that they find tricky, adding any key sentences which they struggle with.
6. Vocabulary prompts – use the vocabulary bank to support children in utilising the correct topic related vocabulary.
7. Parents can challenge children to recall the appropriate information and explain what it means – but should be aware that the children will not know this from the start of the term.

How are they not to be used?

These provide a brief overview of what the children should securely know by the end of that year group. They should NOT be utilised as an end point assessment and links must be made to other areas of learning.

These knowledge organisers, are a starting point and will need to be adapted over time in response to the needs of the children.

Negative Numbers

Negative numbers are numbers less than zero:

-5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, ...

negative positive

The temperature during the day is 5°C. During the night, it drops by 8°C. What is the new temperature ?

Answer: $5 - 8 = -3$ (say: minus 3 degrees)

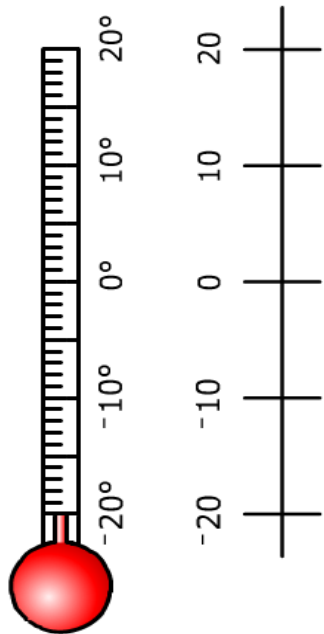
One Million = 1, 000, 000 (six zeros – or six digits after the million digit)

Vocabulary

- negative
- positive
- compare
- value
- tenth
- hundredth
- decimal equivalents
- nearest whole number
- one decimal place



Five & Six – Place Value



ORDER AND COMPARE NUMBERS BEYOND 1000



Roman Numerals

1	I	1
2	II	1 + 1
3	III	1 + 1 + 1
4	IV	5 - 1
5	V	5
6	VI	5 + 1
7	VII	5 + 1 + 1
8	VIII	5 + 1 + 1 + 1
9	IX	10 - 1
10	X	10
20	XX	10 + 10
50	L	50
90	XC	100 - 10
100	C	100

Place Value Chart

Millions			Thousands			Ones		
Hundred million	Ten million	One million	Hundred thousand	Ten thousand	One thousand	Hundreds	Tens	Ones
1	2	3,	4	5	6,	7	8	9

Standard Form: 123,456,789

Expanded Form: $100,000,000 + 20,000,000 + 3,000,000 + 400,000 + 50,000 + 6,000 + 700 + 80 + 9$

Word Form one hundred twenty-three million, four hundred fifty-six thousand, seven hundred eighty-nine



DECIMAL PLACE VALUE CHART

One Millions	Hundred Thousands	Ten Thousands	One Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths
							.			

Decimal Places

To round 7.63 to 1 decimal place

7.63



3 is less than 5 (half way) so round down

7.63 rounded to 1 decimal place is 7.6

To round 16.79 to 1 decimal place

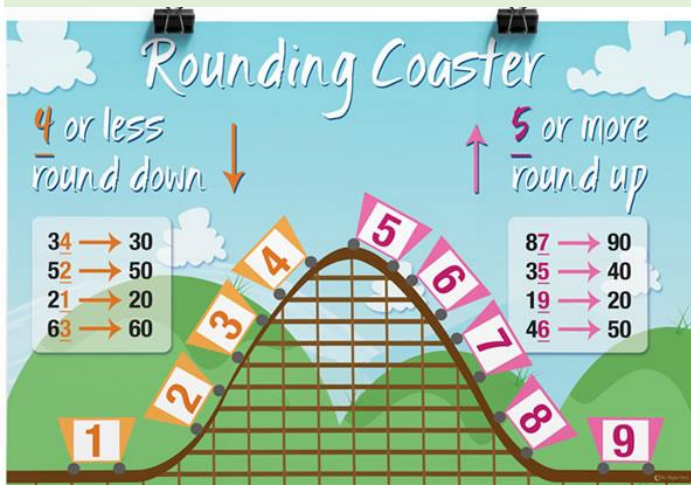
16.79



9 is greater than 5 (half way) so round up

16.79 rounded to 1 decimal place is 16.8

Rounding to the nearest 1000: **Step one** identify the 1,000 digit. **Step two** identify if it rounds up or down (see the rounding coaster). **Step three** write the digits before the thousands (if there are any) **Step four** write the rounded thousand number.



12	→ 10
114	→ 110
57	→ 60
1,334	→ 1330
1,488	→ 1490
97	→ 100

7,891	→ 7,900
15,753	→ 15,800
99,961	→ 100,000
3,350	→ 3,300
450	→ 500

8,800	→ 9,000
1,015	→ 1,000
12,450	→ 12,000
333,878	→ 334,000
400,400	→ 400,000

A packet contains 1.5 kg of oats.



Every day Maria uses 50 g of oats to make porridge.

How many days does the packet of oats last?

I can decide on the best method of calculating – mental, jottings or full written method. Eg

$$6,757 - 4,199 =$$

$$\begin{array}{r} 34 \square 1 \square \\ - \square 482 \\ \hline 292 \square 4 \end{array}$$

I can solve the missing digit calculation using my number fact knowledge and understanding of place value.

Whole unknown...



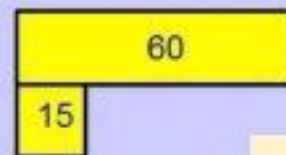
4 children go to the cinema. They each pay £15. How much do they spend altogether?

Size of groups unknown...



4 children go to the cinema. They pay £60 altogether. How much do they spend each?

Number of groups unknown...



Tickets to the cinema are £15. Some children buy tickets that cost £60. How many children bought tickets?

Vocabulary

+ add, addition, plus, more, make, sum, total

- take away, subtract, minus, leave, less, difference between

= equals, makes, totals, balances

Inverse - inverse operations - opposite, reverse operations.

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ 1 \quad 1 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 - 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

I can solve these calculations with 4 digit numbers



Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

YEAR 6 MATHS KNOWLEDGE ORGANISER

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
 regular = all sides/angles the same
 irregular = sides/angles not same

Types of triangle



Types of quadrilateral



AREA

is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle
 $= (\text{base} \times \text{height}) \div 2$
 Area of a parallelogram
 $= \text{base} \times \text{height}$

(Height is a measurement from the base)

Measurement conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (= 52 weeks)	
Leap year = 366 days	

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($\frac{5}{8}$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary

perimeter = measure around the edge (circumference = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)



3D shapes

	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
length x width x height

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)



UKS2 Online Safety



What should I already know about privacy?

- ✗ Remember: we **never** share our full name with anyone online.
- ✗ Things like where we live or where we go to school should **never** be shared with strangers.
- ✗ Never share your passwords with other people.



What should I already know about age restrictions?

Use Net Aware to check the age restrictions

App aware

Net Aware

13+



16+



Privacy: Stay Safe. Be SMART!

- Be careful. Information you put online may be seen and used by others.
- Rather than use your name, use an alias (maybe your favourite cartoon character) for public profiles.
- Be careful. Never share your home address. This is because people online may not be who they say they are.
- Ask a trusted adult to ensure your privacy settings are on so your location and profile are not public.
- NEVER meet up with someone you've be in contact with online



Has Lola been SMART and stayed safe?
What advice would you give and why?

S

Stay Safe

Don't give out your personal information to people / places you don't know.



M

Don't Meet Up

Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

A

Accepting Files

Accepting emails, files, pictures or texts from people you don't know can cause problems.



R

Reliable?

Check information before you believe it. Is the person or website telling the truth?



T

Tell Someone

Tell an adult if someone or something makes you feel worried or uncomfortable.



Be SMART: make sure you're safe with privacy settings ON and tell a trusted adult if you are worried..



COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

Year 6 Autumn A



Overview



Searching and Communicating

- You should already know that the internet is a network of networks.
- You should also know that the World Wide Web is the part of the internet where we can visit websites and webpages.
- The World Wide Web can be used to find information, using search engines.
- The internet is also a useful communication tool – with a number of different communication mediums for a range of different purposes.

Selecting and Ranking Search Results

Selecting Search Results

- Search engines use programs known as crawlers to index the World Wide Web.
- They 'crawl' websites for searchable information – they then store where it is found in a huge index.
- Search engines select information from this index when we type in key words.
- Searching for some search terms can bring many millions of results.
- We need to make sure that our search terms are as refined as possible, in order to allow the search engine to select the information that is most relevant.

Ranking Search Results

- Search engines 'rank' the web pages (the highest ranked page is at the top).
- Search engines use algorithms to do this – algorithms look at a number of different factors and give web pages a score for each.
- The web page with the highest score ranks the highest.
- Some factors include if the search term is in the title of the page (high points) or if it appears in the paragraphs of the text on the page (lower points).
- Web designers consider algorithms when making web pages.

Search Engines - Introduction

- We can find information on the World Wide Web by using search engines.
- A search engine is a program that finds websites & webpages based on key words entered by the user.
- When the World Wide Web was invented by Tim Berners-Lee in 1989, there was only 1 website. By 2018, there were 1,630, 322, 579! The World Wide Web is a big place, and we need search engines to be able to find what we need.
- Some examples of search engines are Bing, Google, Yahoo, DuckDuckGo and Kiddle.
- You can also type searches into the address bar of the browser (e.g. Google Chrome or Microsoft Internet Explorer).



Online Communication

- Communication is when we share information with one another. We can communicate in lots of different ways on the internet, e.g. messaging services, emails, social media, video calling and gaming platforms.
- Public communication is visible to all, whilst private communication is restricted to only some people.
- Some communications are one-way (e.g. Youtube) whilst others are two-way (e.g. Skype).
- Some communications are to one person, whilst others are to many.
- We should consider which type of communication is most appropriate to our needs, safety and privacy.



Important Vocabulary

Internet

World Wide Web

Search Engine

Browser

Keyword

Google

Tim Berners-Lee

Ranking

Crawlers

Algorithm



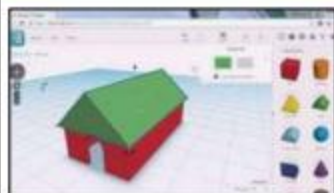
COMPUTING: CREATING MEDIA

Year 6 Autumn B

KNOWLEDGE ORGANISER



Overview



3D Modelling

-3D means three-dimensional, or having 3 dimensions. For example, a box is a 3D shape, whereas a square is a 2D shape.

-3D modelling involves using computer software to create 3D shapes, in order to produce models of real-world objects.

-3D modelling allows us to view designs from different angles and experiment with various designs.

-3D modelling is used in many industries, e.g. in interior design, architecture and making video games.



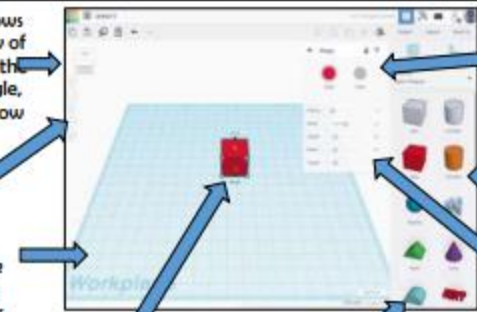
The Basics of 3D Modelling

'Tinkercad' is one example of software that we can use to create 3D Models. Other examples include 'CAD for Kids' and 'Sketchup 3D.'

-The ViewCube Allows us to switch the view of the model e.g. from the front angle, top angle, or spin around to show the sides.

-Zoom in and zoom out.

-The workspace, where you can work on your model. The square panes help us to distances and dimensions accurately.



-Objects can be resized by dragging the handles (white squares).

-When you move multiple objects into the same space, they merge.

-Change the colour/shading of your model, and make them solid or 'hole.'

-3D objects that can be dragged into the workspace and remodelled.

-Alter the dimensions of your model, for example the length, height, width and shape.

More Advanced Techniques

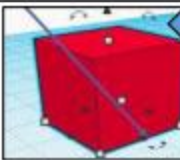
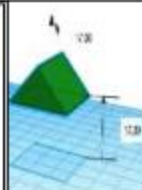


Duplicating: Click and drag around an object to ensure that it is selected. Then, click on the duplicate icon (see left) to create a copy.



Resizing: Objects can be manually resized by clicking and dragging on the handles around them. The dimensions are labelled.

Lifting: Use the ViewCube to change the viewing angle of the model to the front/ side. Then, use the cone handle in order to lift the object from the workspace.



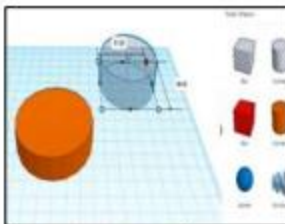
Rotating: Selecting these handles allows us to rotate shapes. Drag the object to rotate it in different ways.

Combining Shapes Many complex shapes are made up of a number of 3D shapes – we can position and merge them together.



Text: You can add block text by selecting 'text' in the shapes. This can help you to enhance other shapes.

Making Holes



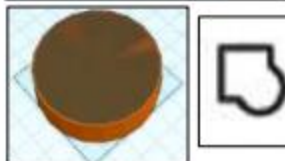
Holes: Sometimes we need to create objects that are not solid – they have space inside/ within them.

-To achieve this, begin by adding a 3D shape onto the workspace. Then drag one of the 'holes' shapes onto the workspace. Adjust dimensions accordingly.

-Drag the 'holes' shape over the 3D shape as desired.

-Click and drag a box around the shapes to select them.

-Click the 'group' button to combine the shapes and create the hole.



Important Vocabulary

Modelling

Three-dimensional

Workspace

Faces

Vertices

Edges

Handles

Duplicate

Holes



Year 6 Science Knowledge Organiser

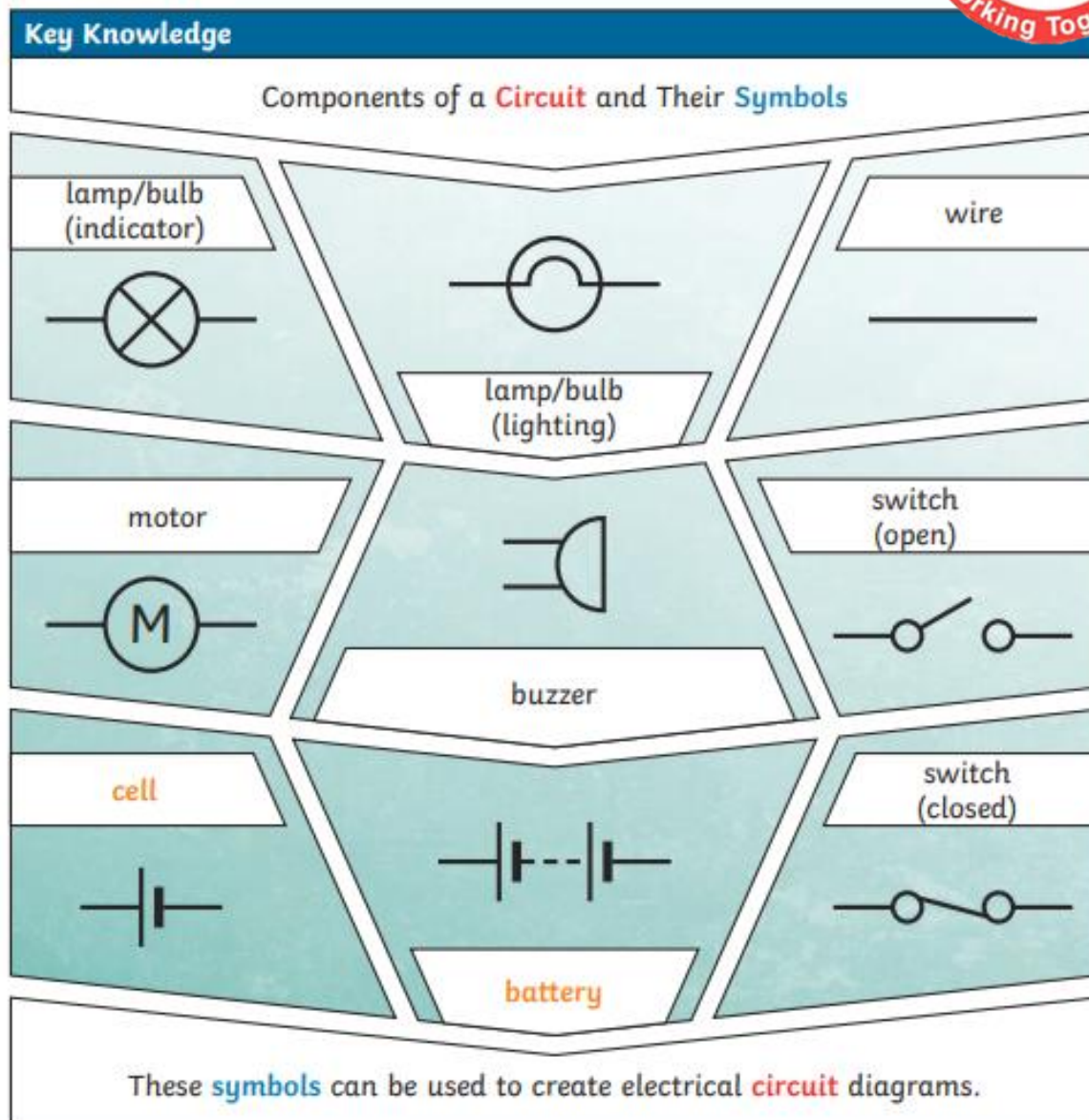
Physics - Electricity



What should I already know?

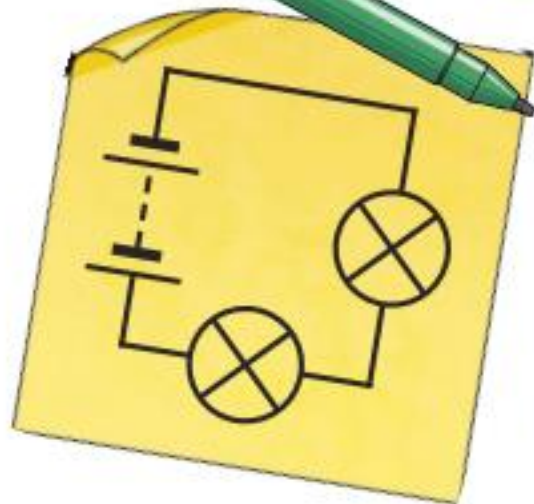
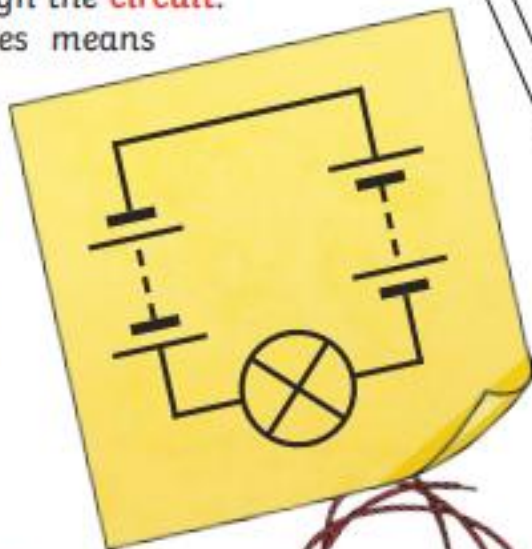
- Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
- Sources of light and sound may need electricity to work.
- Where electricity comes from
- Which appliances need electricity
- What a circuit is, the components of a circuit and how it works.
- What electrical conductors and insulators are.
- What happens when a switch is added to a circuit.
- What forces and resistance are.

Key Vocabulary	
circuit	A path that an electrical current can flow around.
symbol	A visual picture that stands for something else.
cell/battery	A device that stores energy as a chemical until it is needed. A cell is a single unit. A battery is a collection of cells .
current	The flow of electrons , measured in amps .
amps	How electric current is measured.
voltage	The force that makes the electric current move through the wires. The greater the voltage , the more current will flow.
resistance	The difficulty that the electric current has when flowing around a circuit .
electrons	Very small particles that travel around an electrical circuit .



What will make a bulb brighter or a buzzer louder?

- More **batteries** or a higher **voltage** create more power to flow through the **circuit**.
- Shortening the wires means the **electrons** have less **resistance** to flow through.

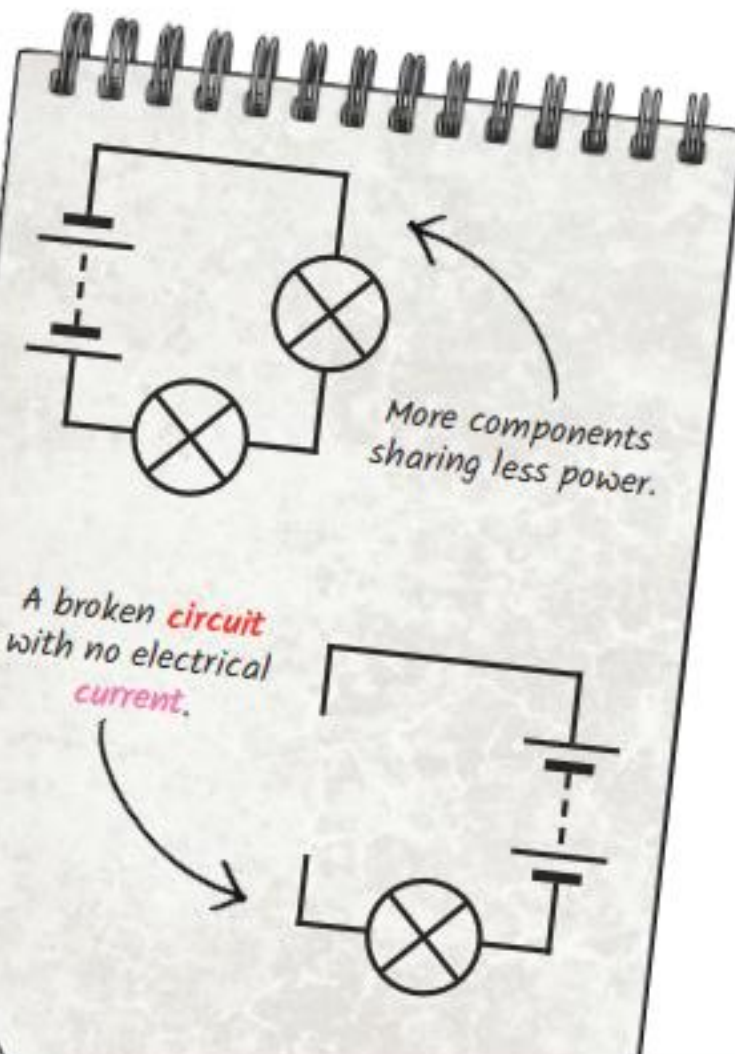


What will make a bulb dimmer or a buzzer quieter?

- Fewer **batteries** or a lower **voltage** give less power to the **circuit**.
- More buzzers or bulbs mean the power is shared by more components.
- Lengthening the wires means the **electrons** have to travel through more **resistance**.

Series Circuit

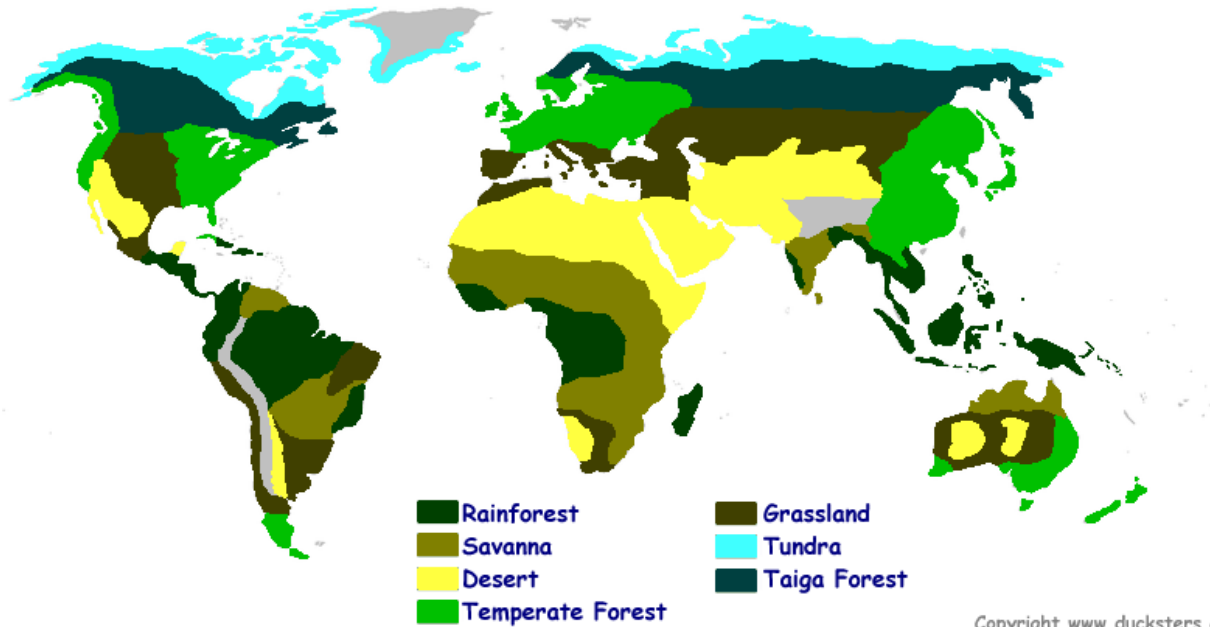
A **circuit** that has only one route for the **current** to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series **circuit** breaks, the **circuit** is broken and the flow of **current** stops.





Geography

Fantastic Forests – why are they so important?



Forest name	Forest Type	Location



The Tropical Rainforests

Location

Tropical rainforests are found between 23.5 degrees North latitude and 23.5 degrees South latitude around the equator.

Climate

The climate in tropical rainforests is always about 27°C and there is about 200cm of rain fall in a year in the rainforest.

Soil

The high levels of rainfall in the Tropical rainforests means that nutrients are washed out of the soils. The soil is often lacking the nutrients plants need.

Plants

Trees in the tropical rainforest grow very tall, often to around 60 meters. They have broad leaves and long roots. Other plants include ferns, mosses and palms.

Animals

Tropical rainforests are home to many different species of animals and birds.

The Boreal Forest

Location

The Boreal forests are found between 50-60 degrees of Northern latitude. They cover land in Canada, northern Asia, Siberia, Denmark, Norway, Sweden.

Climate

Temperatures range from a chilly -40°C to 20°C. About 100cm of precipitation per year, much of it as snow.

Soil

The soil is often frozen, and the soil is thin, and it is hard for many plants to grow.

Plants

The trees are Coniferous – pine, fir and spruce. They are evergreen.

Animals

Home to moose, bear, wolf, caribou.

The Temperate Forests

Location

Eastern United States, Canada, Western Europe, parts of Russia, China and Japan.

Climate

There are four seasons in the temperate forests with rain throughout the year and snow in the Winter. There is up to 500cm of rain per year.

Soil

The soil in these forests is very fertile. Trees and other plants grow well in these areas.

Plants

The forest floor is a very fertile place and mosses, ferns and shrubs grow well. The main tree types are maple, oak and birch trees. Some evergreen trees such as pine and fir grow in these temperate forests.

Animals

Animals need to be adapted to cope with cold winters. Home to deer, elk, owls and bears.

vegetation	biome	natural resources	equator	deforestation	deciduous	coniferous
temperate	boreal	tropical	plantation	tropics	continent	hemisphere

Year 6 - World War II

Start – 1939
Finish – 1945

Why did WWII begin?

The Second World War was started by Germany in an unprovoked attack on Poland. Britain and France declared war on Germany after Hitler had refused to abort his invasion of Poland. The Prime Minister at the time, Neville Chamberlain, announced to the people of Great Britain that they were at war.

Allies vs Axis

Allied Powers	Axis Powers
<ul style="list-style-type: none">Great Britain and the British EmpireFrance (until 1940-44 when they were under German control)USA (after December 1941)Soviet Union/Russia (after June 1941)China <p>Many other countries also joined the Allies including: Brazil, Canada, Denmark, Estonia, Greece, Norway, the Netherlands, Latvia, Lithuania, Malta, Estonia and Greece.</p>	<ul style="list-style-type: none">GermanyJapanItalySlovakia (Nov. 1940)Hungary (Nov. 1940)Romania (Nov. 1940)Bulgaria (March 1941)

Prime Minister Winston Churchill



President Franklin D. Roosevelt

Premier Joseph Stalin



Fuhrer Adolf Hitler

Duce Benito Mussolini

World War II – Key dates and events

Leading up to the War

1933

January 30th - Adolf Hitler becomes Chancellor of Germany. His Nazi Party, or the Third Reich, takes power and Hitler is essentially the dictator of Germany.

1936

October 25th - Nazi Germany and Fascist Italy form the Rome-Berlin Axis treaty.

1937

July 7th - Japan invades China.

1938

March 12th - Hitler annexes the country of Austria into Germany. This is also called the Anschluss.



Map of pre-war Europe (1939).

World War II – Key dates and events

World War II

1939

September 1st - Germany invades [Poland](#). World War II begins.

September 3rd - France and Great Britain declare war on Germany.

1940

April 9th - June 9th - Germany invades and takes control of Denmark and Norway.

May 10th - June 22nd - Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe including the Netherlands, Belgium, and northern France.

May 30th - Winston Churchill becomes leader of the British government.

June 10th - Italy enters the war as a member of the Axis powers.

July 10th - Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain.

September 22nd - Germany, Italy, and Japan sign the Tripartite Pact creating the Axis Alliance.

1941

June 22nd - Germany and the Axis Powers attack Russia with a huge force of over four million troops.

December 7th - The Japanese attack the US Navy in Pearl Harbor. The next day the US enters World War II on the side of the Allies.

1942

June 4th - The US Navy defeats the Japanese navy at the Battle of Midway.

July 10th - The Allies invade and take the island of Sicily.

1943

September 3 - Italy surrenders to the Allies, however Germany helps Mussolini to escape and set up a government in Northern Italy.

1944

June 6th - D-day and the Normandy invasion. Allied forces invade France and push back the Germans.

August 25th - Paris is liberated from German control.

December 16th - The Germans launch a large attack in the Battle of the Bulge. They lose to the Allies sealing the fate of the German army.

1945

February 19th - US Marines invade the island of Iwo Jima. After a fierce battle they capture the island.

April 12th - US President Franklin Roosevelt dies. He is succeeded by President Harry Truman.

April 30th - Adolf Hitler commits suicide as he knows Germany has lost the war.

May 7th - Germany surrenders to the Allies.

August 6th - The United States drops the Atomic Bomb on Hiroshima, Japan. The city is devastated.

August 9th - Another atomic bomb is dropped on Nagasaki, Japan.

September 2nd - Japan surrenders to US General Douglas MacArthur and the Allies.

vocabulary:

embarrassed

embarrassment

acceptance

confidence

recognise

respond

empathy

healthy

relationship

negotiation

You need to know:

That feelings often change over time and are not fixed

How to empathise with others who are facing challenges

How to cope with our own moods and feelings

How to negotiate a positive outcome

The skills needed to resolve a conflict

Why keeping a secret might not be safe for ourselves or others

Who to talk to for help and advice



embarrassment



negotiation



Year 6 – autumn term



Houses of Parliament

Core concepts/skills:

- Listening to different points of view and ideas
- Representing the views of a group of people
- Being a voice for other people
- Respecting other people's points of view



We live in a democracy. This means that we all have a say in how our country works.



Members of Parliament are elected to represent the views of people living in their local area.

MPs make sure the views and ideas of people living in their local area are represented and give them 'a voice' in Parliament.

vocabulary

determination

representing

listening

sharing ideas

respect

courage

perseverance

trust

honesty

responsibility



Year 6 – rights and responsibilities

Vocabulary:

bank account

managing money

services

interest

incentive

cashier

salary

saving

loan

investment

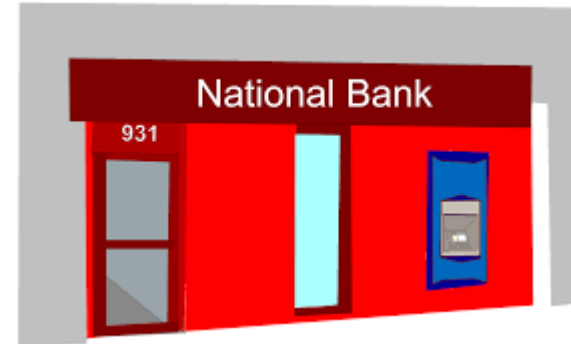
When you open a bank or building society account the bank accepts your money and uses it to provide services

- These organisations lend money to people who need it for things like cars and houses (these are called loans and mortgages)

- They buy money-related products called investments, such as shares, securities and bonds

- The interest from these loans and investments is the banks' reward for lending

- The Government makes rules for banks to ensure people's money is handled safely



- If you lend money, you receive interest. But if you borrow money, you pay interest
- Interest is always mentioned when you apply for a loan, a credit card or a savings account



- Interest is usually shown as a percentage (also known as the interest rate or APR) of the amount you want to borrow, e.g. if you borrow £100 at an interest rate of 10%, the interest is £10
- The more you borrow, the more interest you will pay



Year 6 – Money matters

1 – Listen & Appraise: Happy (Pop/Neo soul)

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B.

Which part did you play?

Improvise using up to 3 notes – A, G + B.

Bronze: A | Silver: A + G | Gold: A, G + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Being Happy!

Facts/info:

- Happy is a song written, produced and performed by Pharrell Williams.
- Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.
- What else can you find out?

Listen to 5 other songs in different styles. What are their styles?:

- Top Of The World sung by The Carpenters
- Don't Worry, Be Happy sung by Bobby McFerrin
- Walking On Sunshine sung by Katrina And The Waves
- When You're Smiling sung by Frank Sinatra
- Love Will Save The Day sung by Brendan Reilly

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Do you have any strong thoughts or feelings you would to share about it?

1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

What style indicators can you hear?

Describe the structure?

What instruments/voices you can hear?

Describe the musical dimensions?

2 – Musical Activities using glocks and/or recorders

Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

Improvise in a Blues style using the notes C, Bb, G, F + C.

Did you do both? Which notes did you use?

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography?

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Jazz, improvisation and composition.

Facts/info:

- Bacharach Anorak has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O' Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Do you have any strong thoughts or feelings you would to share about it?

Can you find out more about these styles of music?