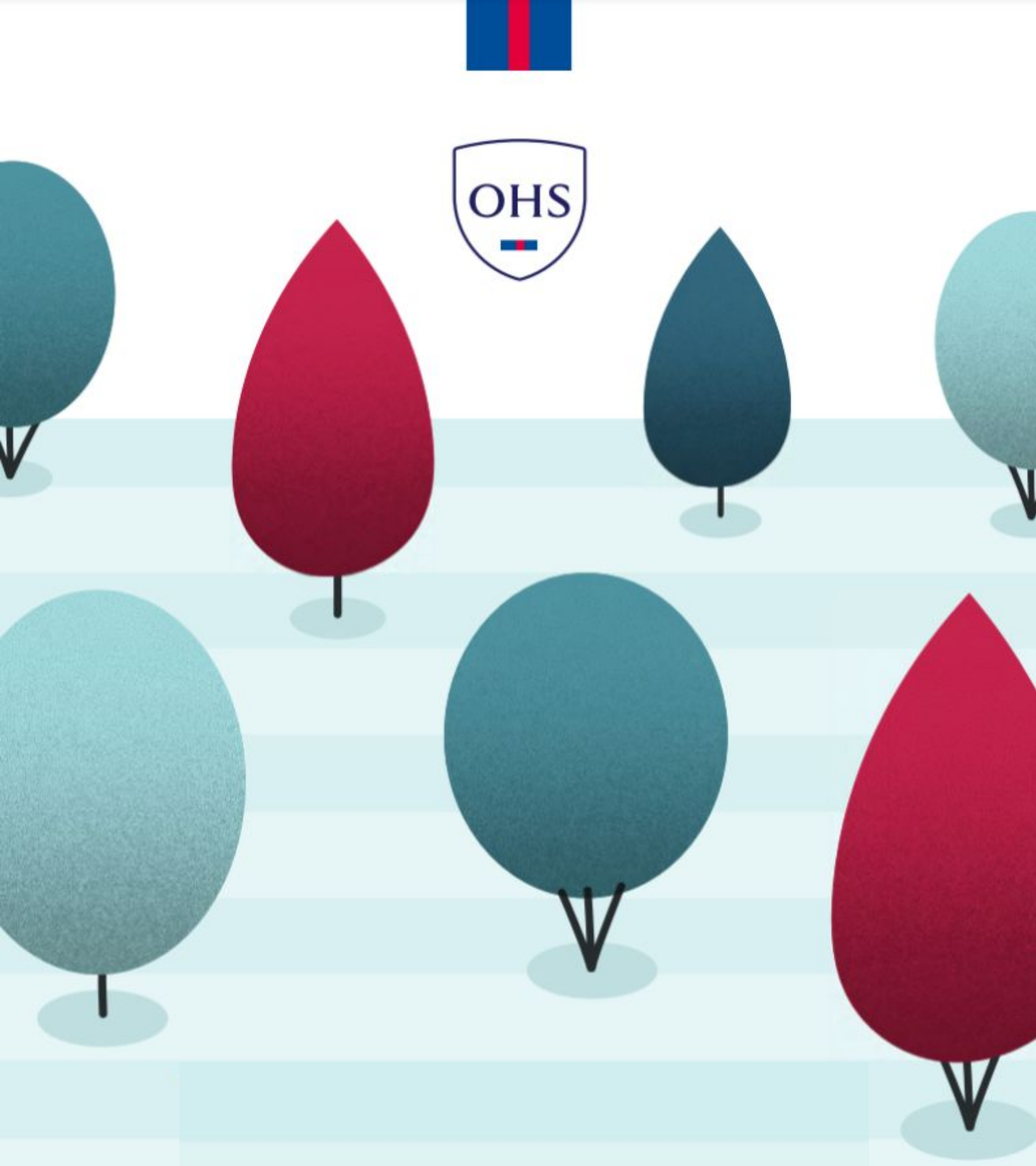


Learning in Form 6
Spring 2025

CONTENTS

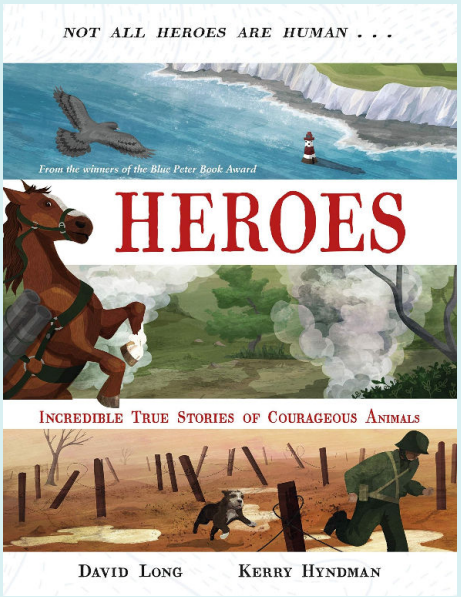
Overview of Spring Term Curriculum Form 6

	Autumn 1	Autumn 2
English	**Non-chronological report- Military animals in WW1 History- WW1** **Floodland** by Marcus Sedgwick	**Suffragette: The Battle for Equality** by David Roberts
Mathematics	**Place Value, Addition & Subtraction, Multiplication & Division, Decimals & Fractions, Measures & Data, Shape & Algebra**	
Science	**Electricity**	**Light**
Knowledge (History)	**The Suffragettes**	**The Rise of Hitler and World War II** **World War II**
Knowledge (Geography)	**North American Geography**	**South American Geography**
Art	**Impressionism and Post-Impressionism**	**Art in the 20th Century-Modernism and Beyond**
STEAM	Imagine me, Imagine you - **Laughter Automata Machines**	**Regreen the Desert**

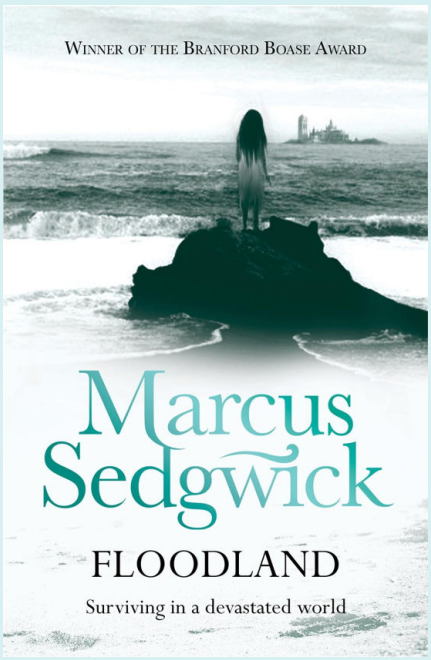
ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.

For as long as there have been wars, animals have been out there saving lives. Courageous dogs, cats, birds, horses, and even a bear have shown courage and devotion, and this book tells you their extraordinary stories.
Includes the story of Jet the Alsatian who became a hero of the Blitz, pulling survivors from burning rubble, night after night. Gallipoli Murphy, the donkey who served as an ambulance. Simon, the cat who saved his crew. And many, many more. These animals help us to remember that not all heroes are human.



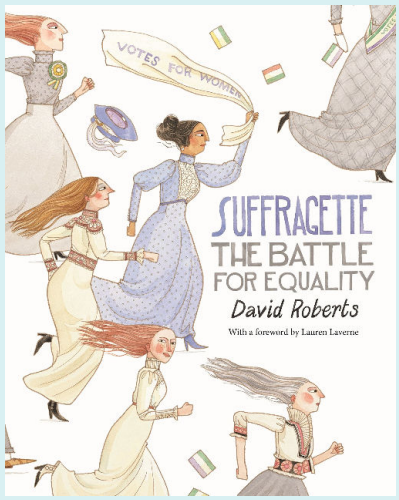
Potential Writing Outcomes : Non chronological report



Set in an all too believable near future when many parts of England are submerged in water and people drift into gangs, divided due to the scarcity of resources, especially food. Zoe has been left behind on an island which used to be the city of Norwich and discovers a boat which she wants to use to try and find her parents. She has to cope with human cruelties and frailties but the story ends on a note of hope. This is an exciting story which raises some key questions: How would people cope? How would they respond? What would happen to individuals, families, societies?

Potential Writing Outcomes : Letter writing, writing in role, poetry, persuasive speeches, free writing opportunities, cross curricular writing opportunities

A well-researched account of the women's suffrage movement in which David Roberts' enthusiasm for the subject shines through in the illustrations and the writing. Scenes pictured include a diagram of a woman performing martial arts moves on a policeman culminating in him tipping his helmet respectfully. Another depicts the back view of a woman, toffee hammer in hand after she has just smashed a shop window
containing a fetching display of gloves – tellingly, the word 'Ladies' emblazoned across the glass has also been shattered. While the focus is on the British women's suffrage movement, included are portraits of women around the world who also fought for the vote.



Potential Writing Outcomes : Reading journalism research notes and mind maps, timeline, pen portraits, biographies, speeches, persuasive letters and responses, eye witness accounts, petition, biographies, banners, slogans, blog, film script, anthem lyrics, posters, pamphlets

SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.

Spelling sounds practised in the Spring term:

Focus	Example Words
Suffixes - Set 1 (-ing, -er and -ed)	lightest, lighter, lighting, sprinted, sprinting, sprinter
Words continuing the letter string **ough**	thoroughly, borough, although, doughnut, plough, drought, boughs
Suffixes - Set 2 (-est, -ible, -ing, -ant, -ed, -er)	nicest, sensible, cycling, tasted, joker, observant
Orange words (common tricky words)	communicate, community, committee, harass, occur, occupy
Suffixes - Set 3 (-less, -ful, -ness, -ment, -ly)	careless, flavourless, hopeful, deceitful, lateness, achievement, amazement, definitely, thoroughly
Homophones and other confused words	Principal, principle, bridal, bridle, proceed, proceed, weary, wary
Suffixes - Set 4 (-en, -ed, -er)	Admitting, forgotten, beginner, referring, regretted, forbidden, preferred
Orange words (common tricky words)	Profession, sufficient, correspond, apparently, opportunity
Suffixes - Set 5 (-ly, -ed, -ous, -ed, -able))	Replied, busily, mysterious, beautifully, heaily

MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

Week commencing	Learning Objectives for Spring 1
07/01/25	**Algebra:** Solving Equations Magic Squares
13/01/25	**Ratio and Proportion:** Ratio problems Ratio in the real world
20/01/25	**Geometry:**Coordinates and translations Rotations around a point Reflections in 4 quadrants
27/01/25	**Geometry:** Lines of symmetry Properties of triangles Plan a trip on a budget (using all four operations and algebra to create budget file)
03/02/25	**Geometry:** Angles - drawing polygons Angles - estimating and measuring Shape Properties - 2D & 3D
10/02/25	**Geometry:** Shape information poster for Form 1 (2D and 3D shapes)

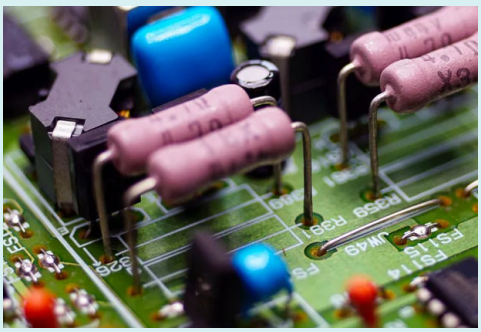
Week commencing	Learning Objectives for Spring 2
24/02/25	**Problem Solving and Patterns:** Problem solving Number Patterns
03/03/25	**Puzzles and Patterns :** Calculator Patterns
10/03/25	**Puzzles and Patterns :** Number Puzzles
17/03/25	**Maths Around Us:** Tessellation and other shape patterns Ratios in nature and art
24/03/25	**Exploration in Maths:** Explore a million Number games and puzzles
31/03/25	**Exploration in maths:** History of Maths

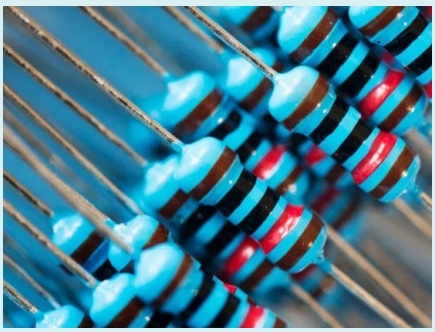
SCIENCE

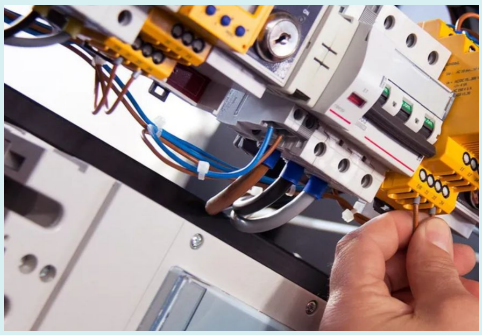
Electricity

During this unit, the children will:

- Describe the parts of an electrical circuit
- Explore voltage and its effect on an electrical circuit
- Apply knowledge to identify and correct problems in a circuit
- Investigate what affects the output of a circuit
- Build a set of traffic lights
- Apply knowledge of conductors and insulators







Light

During this unit, the children will:

- Explore how light travels
- Explore reflection
- Explore reflection and explain how it can be used to help see things
- Investigate how shadows can change
- Investigate how shadows have the same shape as the object that cast them
- Explore light phenomena

GEOGRAPHY

North America	
Topic	**Knowledge Goals**
The Countries of North America	• North America is a continent, many countries are located within it. • Some of the larger countries in North America include Canada, the USA and Mexico. • Some of the smaller countries in North America include Jamaica, Barbados, and Haiti (or other examples).
Environmental Regions of North America	• America has several different biomes located within it. • Arctic Tundra has a layer of frozen soil that prevents trees from growing. • Near the equator, tropical forest is hot and wet, trees grow tall and close together.
Rivers in North America	• North America's rivers are an important source of freshwater, act as transport routes and are used for irrigation. • North America's rivers have been affected by human actions. • The Panama Canal is a human-made waterway connecting the Atlantic and Pacific Oceans.
Cities in North America	• Increasing population in urban areas can cause pressure on housing, house prices rise and affordable housing can become scarce. • Increasing population in urban areas can put pressure on the environment, more pollution is created, more water is required, land is needed for new buildings. • Solutions can include careful city planning, planting trees and managing green spaces, creating affordable.
Comparison of The UK and a region of North America	• Anchorage is a city in Alaska. • Anchorage has much colder temperatures than London due to its northern location. • Anchorage is located on coastal lowland, but outside the city the land rises forming mountains.

GEOGRAPHY

South America	
Topic	**Knowledge Goals**
An introduction to South America	• South America is located in the Western Hemisphere. • It is also almost entirely in the Southern Hemisphere, but some parts cross into the Northern Hemisphere. Scientists believe South America and Africa were once joined millions of years ago. • Some of the countries in South America include Brazil, Chile and Argentina.
Past civilisations and empires	• The Incan Empire covered land in many South American countries, including Peru, Ecuador, Bolivia, Argentina, Chile and Columbia. • The Inca overcame the challenge of geography to build an empire covering deserts, rainforests and mountains. • The Inca were known for their governance of the empire, aided by their communication system of knotted strings, and for their engineering.
The Andes Mountains and the Atacama Desert	• The highest point of the Andes mountain range is Mount Aconcagua. • The Atacama Desert is one of the driest places in the world. • There are volcanic zones in the Andes mountains.
Brazil (Agriculture and Industry)	• A large proportion of land is Brazil is dedicated to farming of crops and animals. • Brazil grows cotton, coffee, fruit and sugar cane for export. Brazil is the largest energy consumer in South America. • It also produces coal, oil and hydroelectric power.
The Amazon Rainforest	• The Amazon Rainforest has more species of plants and animals within it than any other rainforest in the world. • Deforestation and forest fires are a threat to the biodiversity of the rainforest. • Due to the large stores of carbon within the rainforest, its destruction would have global impact.

History

The Suffragettes	
Topic	**Knowledge Goals**
Democracy in the 19th Century	• Before 1832, only 3% of the country were able to vote • In 1867, the Parliamentary Reform Act increased the electorate to almost 2.5 million men • John Stuart Mill argued that the Reform Act should allow women property owners to vote too but MPs didn't agree
The National Union of Women's Suffrage Societies	• The National Union of Women's Suffrage Societies was formed in 1897 by uniting groups campaigning for women's suffrage • Millicent Fawcett, NUWSS president, advocated peaceful protest which included sending letters, publishing newspapers, organising petitions • They campaign for the vote to be granted to women on the same terms 'as it is, or may be' granted to men
Emmeline Pankhurst and the WSPU	• Emmeline Pankhurst (a former member of the NUWSS) formed the Women's Social and Political Union. • The WSPU used extreme tactics to get their voices heard, which often included violence and breaking the law. • Emily Wilding Davison stepped out in front of the King's racehorse at Epsom
The Anti-Suffrage Campaign	• During the 19th and early 20th century, there was widespread support for anti-suffragism. • In 1908, the Women's National Anti-Suffrage League was set up • In 1910, the National League for Opposing Women's Suffrage was created and published reviews arguing why women shouldn't have the vote.
World War I and the Representation of the People Act	• When World War I broke out, Emmeline Pankhurst stopped the campaign and urged women to support the war effort • In 1918, the Representation of the People Act gave all men over the age of 21, and women over 30 (who owned a house or were married to a homeowner) the right to vote • In 1928, all women over the age of 21 were given the same voting rights as men

History

The Rise and Fall of Hitler	
Topic	**Knowledge Goals**
The Armistice and the Treaty of Versailles	• The Armistice agreement ended World War One. • The Treaty of Versailles blamed Germany for starting the war and outlined punishments. • Many German people were unhappy with the government at the end of the war.
The Rise of the Nazi Party	• After WW1, in 1921, Adolf Hitler became the leader of the Nazi party. • They promoted German nationalism and promised to make Germany a better place. • The Nazis had racist views, they wanted to create a 'pure Aryan race' of German people with blond hair and blue eyes.
Life in Nazi Germany	• In Nazi Germany, women were required to look after the home and have children. • Nazi children would join the Hitler Youth or the League of German Maidens. • The Nazis wanted children to learn that the Aryan Race were superior.
Kristallnacht and the Refugee Crisis	• Kristallnacht or 'Night of the Broken Glass' is the name given to the night thousands of Jewish homes and businesses were destroyed by Germans. • The assassination of a Nazi official preceded Kristallnacht. • Many Jews tried to leave Germany to seek refuge elsewhere, many became trapped in refugee camps.
The Second World War	• Germany invaded Poland in 1939. • Great Britain declared war on Germany as a response to the invasion of Poland. • Winston Churchill became British Prime Minister in 1940 and created a coalition government.

TREATY SIGNED; WAR OVER

The Evening World. FINAL EDITION

PRICE TWO CENTS. NEW YORK, SATURDAY, JUNE 28, 1919. 14 PAGES PRICE TWO CENTS.

WILSON LEAVES PARIS; SAILS SUNDAY

GERMANS PLEDGED TO ACT IN GOOD FAITH

CITY'S BELLS RING TIDINGS AS PEACE TREATY IS SIGNED; FLEET JOINS IN CELEBRATION

TREATY SEVERE ON GERMANY, SAYS WILSON, BUT IMPOSES NOTHING SHE CANNOT DO

President in an Address to the American Public Says It Furnishes a Charter for a New Order and Ends Rule of Selfish Groups

GUNS BOOM, PLANES FILL AIR; FRENCH CROWDS CHEER PEACE

GERMANS PLEDGED TO ENFORCE TREATY; NO RESERVATION

WILSON, STARTING FOR HOME, BIDS FRANCE GODSPEED

Mueller Signs for Germans at 3.12, Bell a Minute Later—Wilson's Name Comes Next, Followed by Lloyd George and Clemenceau.

Soldiers Break Ranks and Join in the Demonstrations of Joy—Chinese Refuse to Attend Ceremony and Gen. Smuts Signs Under Protest.

History

World War II	
Topic	**Knowledge Goals**
An Introduction to World War Two	• World War II began in 1939 (when Germany invaded Poland) and ended in 1945. • The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan). • Battles were fought all over the world, including Europe, North Africa, Asia and the Pacific.
The Battle of Britain	• In 1940, Hitler planned to invade Britain, known as Operation 'Sealion'. • Britain's RAF withstood the German Air Force (Luftwaffe) in the Battle of Britain. • The Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender.
Bletchley Park	• Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy's secret messages. • Alan Turing and his team created a code-breaking machine called a 'Bombe' to read secret German messages sent by their Enigma machines. • Intelligence gained at Bletchley was used to win battles on land, at sea and in the air.
The Holocaust	• The Nazis established camps where people were forced to work, kept in appalling conditions and killed. • Many people, including millions of Jews, were killed in gas chambers. • At the end of the war, the camps were liberated, but many people died after liberation due to their ill treatment.
The Home Front	• Civilians tried to escape heavy bombing by hiding in air raid shelters and evacuating the cities. • Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded. • Women played an important role taking on jobs, previously done by men, working in factories, on farms (the Land Army). • The government used propaganda to influence the people to support the war. Campaigns included the 'Dig for Victory' and 'Careless Talk Costs Lives' campaigns.

STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

Imagine Me, Imagine You - Laughing Automata Machines

Pupils invent and build Laughing Automata Machines, exploring the neuroscience of laughter with simple mechanical elements such as levers, cams and linkages to activate our brain's 'feel-good' transmitters.

Regreen the Desert Challenge

In Sudan climate change is causing desertification and reducing the amount of food farmers can grow to feed their families and sell to others.

The children are challenged to use their STEM skills to design and build a model of an irrigation system that well help them regreen the desert.

PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children's emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Dreams and Goals	Healthy Me
Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly "Sticky Questions" school initiative.

What is Sticky Questions?

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions "sticky" is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Whole Class Philosophy Lessons

Debating Skills	Topic : Just the Universe and Everything in it! Themes : Living things, Science, The Blue Planet, The Truth Shall Set You Free, Galaxies Far, Far Away and Wibbly Wobbly, Timey Wimey
When should you follow orders?	Soldiers, sailors and airmen in the Armed Forces has always had to follow orders. Are there any exceptions?
Wrong Place, Wrong Time.	Does witnessing a crime or being a victim of a crime mean you have a moral responsibility to speak about it?

What would happen if money were abolished?	**What can be shared without anyone having less than if they had it all?**	**Does technology make the human race stronger or weaker?**	**Is respect earned by what you do, or by who you are?**

Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with the Knowledge curriculum, adding colour and texture to people, places and moments in time.

Spring 1	Spring 2
Key Vocabulary: impressionism, post-impressionism, exhibit, en plein air, studio, transient effects, brushwork, landscape, complementary colours, constructive brushstrokes	**Key Vocabulary: modernism, statue, cubism, abstract, figurative, impasto**
Impressionism and Post-Impressionism • To learn about Claude Monet, known as the father of impressionism, Colour, Shape & Balance • To learn about colour so that I can create a gradient background. • To learn about shape and symmetrical balance. • To learn about Paul Cezanne as a post-impressionist and precubist artist. Space, Color and Emphasis are the topics covered in this lesson. • To learn about Paul Cezanne • To learn about pre-cubism and use the scraping paint technique, mimic that style and create broken shapes. To learn about space and create a landscape with a sense of depth.	Art in the 20th Century-Modernism and Beyond • Pointillism- To learn about Georges Seurat and the pointillist style and create artwork in his style. • German Expressionism- To learn about Franz Marc and how he used to use the paint as a medium for expressing feelings. • Surrealism- Rene Magritte- To understand and learn about surrealism and the Belgian painter and be able to create a surrealist painting. • Cubism- Pablo Picasso as the inventor of cubism. Pupils will create a cubist painting inspired by Picasso.

Cezanne - Mont Sainte-Victoire (1902-1904)

Monet - The Beach at Trouville (1870)

BEYOND THE ORCHARD

SPORT

PE

Alternative Sports

Children will continue their rotation of:

Lacrosse

Introduction to POP lacrosse and lacrosse. To understand the difference between Pop lacrosse and lacrosse. To focus on skills of throwing and catching and ground balls. To understand principles of attack and defence and put these into a game.

Padel Tennis

To learn the basics of padel tennis, including how to serve, score, use the wall and controlling the ball.

Kickboxing/ Gymnastics TBC

GAMES

Spring 1

Choice between hockey and rugby

Hockey:

- Passing skills including a push pass, hit.
- Dribbling technique
- Use of reverse stick
- Attacking and defending principles
- Rules, short/ long corners and formations
- Game play against other schools.

Rugby:

- Passing Tackling
- Attacking principles
- Defending principles
- Scrums and rucks
- Game play against other schools.

Spring 2

Hockey:

- Passing skills including a push pass, hit.
- Dribbling technique
- Use of reverse stick
- Attacking and defending principles
- Rules, short/ long corners and formations
- Game play against other schools.

Girls Football:

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting
- To demonstrate attacking and defending in football
- To practise shooting
- To play a small sided and larger games

BEYOND THE ORCHARD

Computing

Sound Editing

- Creating a radio advert for a specific purpose

Video Editing

- Use camera to generate video footage
- Use video footage to create advert

Music & Performance

Music

The children will continue to explore music for motion pictures. They will identify key features of music for film and compose their own piece. They will also prepare for their performance at the Festival Hall in the Dukes Festival of the Arts.

Drama

During Spring term, Form 6 will learn about acting for musical theatre. They will understand the demands and needs of a musical theatre performer and develop their skills in combining all three disciplines (acting, singing & dancing). This will be in preparation for their performance at Dukes Festival of the Arts at Royal Festival Hall, where they will be performing an extract from Shrek the Musical to an audience of 2500.

French

- Epiphany- la galette. To listen and understand longer and more challenging texts
- The imperative form of ER verbs
- Pancake day - understanding a recipe. To use vocabulary learnt from reading and use the bilingual dictionary to find a wide range of words.
- To engage in a conversation using familiar language (hobbies and school subjects)
- Describing hair and eyes colour (adjective agreement and position of the adjective)
- Writing letters to our French penpals
- To read an authentic text and use different strategies to make meaning (René Magritte)
- To write a range of longer and more complex sentences to describe a painting (René Magritte)

Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

North America

Canada	Mexico	United States of America
		
capital: Ottawa	**capital: Mexico City**	**capital: Washington DC**
• flag: maple leaf representing cultural heritage & natural resources of Canada • colour red represents hope & prosperity • colour white represents peace and neutrality	• flag shows national coat of arms, based on the Aztec symbol for Tenochtitlan (now Mexico City) • eagle sitting on a cactus eating a serpent • red, white & green: colours of the national Mexican army	• flag shows fifty white stars representing the fifty states of America • thirteen alternating red and white stripes represent the thirteen British colonies that declared independence from Great Britain and became the first states

KEY VOCABULARY	
North America	a large continent where the countries of **Canada, the USA and Mexico** are located
United States of America	the name for the **country in North America that consists of fifty states and the District of Columbia**: it is bordered by Canada in the north and Mexico in the South
state	an area with a **government that can make decisions and pass laws for that area**: in the USA, the states are joined in political union
Mississippi River	one of **North America's major rivers**, a source of fresh water, transport and irrigation
biome	a **community of plants and animals that have common characteristics** reflecting the environment in which they live
urbanisation	the **increase in number of people living in cities**

South America

KEY VOCABULARY

Pangea	a **supercontinent that broke apart 175 million years ago** forming the continents we recognise today
rainforest	a **dense forest, rich in biodiversity**, that is often found in tropical areas and receives high levels of rainfall
subduction zone	an area where one **tectonic plate is being forced under another**, often creating mountain ranges
plateau	a **flat area of land** with high altitude
altitude	the **height of a location**, often relative to sea level
deforestation	the process of **removing forest**
biodiversity	the **variety of plants and animals** within a habitat

Atacama Desert

a **desert plateau in South America located along the Pacific coast, west of the Andes Mountains**

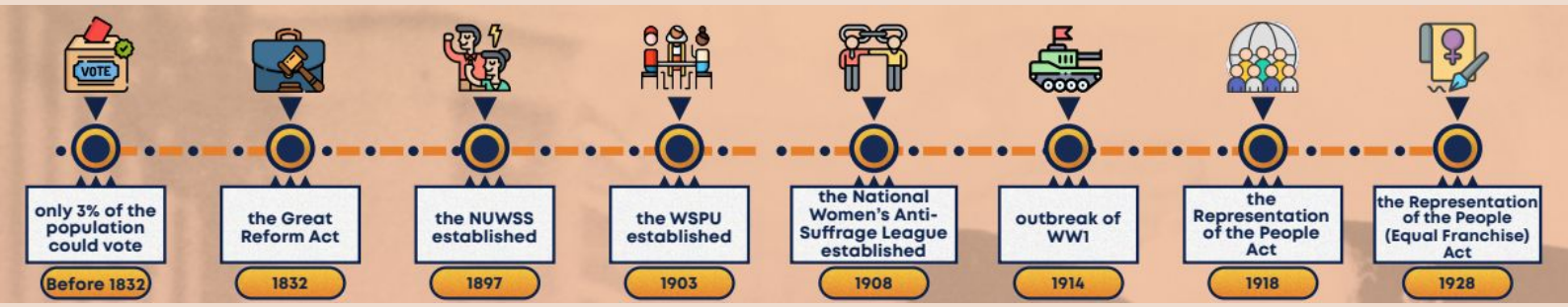
the Atacama Desert is the driest non-polar desert in the world

THE INCA EMPIRE

location	dates	places	language and communication
the Inca Empire spread along the pacific coast from Ecuador to Chile	began in 1100 CE reached its height in 1530 declined in 1535	Cuzco: the Inca Capital located in Peru built in the shape of a puma Machu Picchu: high in the Andes mountains	Quechua (Ketch-wah): the single Inca language, spread across the empire, to encourage clarity of communication Quipu (Key-poo): lengths of knotted string, used to keep records and pass messages around the empire

factors leading to Amazon forest fires: dry weather with little rain, deforestation and logging, slash and burn forest removal

The Suffragettes



John Stuart Mill

argued that some women should be given the vote as part of the Great Reform Act 1867

Millicent Fawcett

leader of the National Union for Women's Suffrage Societies

Emmeline Pankhurst

leader of the Women's Social and Political Union

Frederick Pethick-Lawrence

male suffragette who was arrested and went on hunger strike in prison

David Lloyd George

Prime Minister when the Representation of the People Act was passed

KEY VOCABULARY

suffrage	the **right to vote**
electorate	the **people who can vote** in an election
democracy	a system of government where those in power are **voted for by the people:** the word 'democracy' comes from two Greek words which mean 'rule by the people'
campaign	where a group of people carry out actions to try and **influence decisions made by the government** and make a change
petition	a **formal written request,** usually signed by lots of people, asking the government or another important group to do something
anti-suffragism	people who believed that women **should not be allowed to vote**
hunger strike	when people **refuse to eat** as a form of protest
suffragist	a member of the National Union for Women's Suffrage Societies (NUWSS) who **campaigned peacefully for women's suffrage**
suffragette	a member of the Women's Social and Political Union: a more radical group which **sometimes used violence and broke the law**

World War II

KEY VOCABULARY

encryption	a practice that involves codes and systems for changing messages so they **cannot be read by other people**
the Blitz	the name given to **Hitler's bombing campaign against the United Kingdom** that lasted for eight months in 1940 and 1941 (blitz is the German word for lightning)
evacuation	in World War II many children were **required to leave their homes, or evacuate, and move to safer places**, often in the countryside
the Holocaust	the name given to the **mass killing of European Jews** during World War II
genocide	the **deliberate killing, or murder, of a large number of people**, especially from the same ethnic group or religion
Enigma Machine	a **machine used by Nazi Germany during World War II** to code messages so they could not be read by the Allies: Alan Turing and his team cracked the Enigma Machine and the messages could be intercepted
Operation Sealion	Nazi Germany's **code name** for their plan to attack and invade the United Kingdom during the Battle of Britain
propaganda	**information, of a biased or misleading nature,** used to promote a political cause or point of view

the war was fought between

axis powers

Germany	Italy	Japan
Adolf Hitler	Benito Mussolini	Hideki Tojo

allied powers

United Kingdom	France	Soviet Union	USA
Winston Churchill	Charles De Gaulle	Joseph Stalin	Franklin D Roosevelt

English codebrakers


Alan Turing


Mavis Batey

The Rise and Fall of Hitler and WW II

KEY VOCABULARY

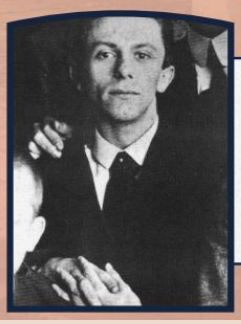
armistice	an **agreement made between opposing sides** in a war to stop fighting
Treaty of Versailles	a **document signed in 1919 to officially end the war** between Germany and the Allied Powers (it outlined punishments enforced upon Germany)
nationalism	**support for a nation and its interests**, often putting that nation above others
Aryan race	a **group of people the Nazis viewed to be superior than others** (Aryan features included blue eyes and blonde hair)
assassinate	the **murder of a person** for political or religious reasons
concentration camp	a **place where people are imprisoned in harsh conditions**, without usual legal processes such as a trial
refugee	a **person who has been forced to leave their country**, seeking refuge in order to escape war, persecution, or natural disaster
blitzkrieg	a German word meaning 'Lightning War': **intensive or sudden military attacks**
coalition	a **unity government** formed with members of different political parties

Winston Churchill

Prime Minister of Great Britain from 1940 to 1945

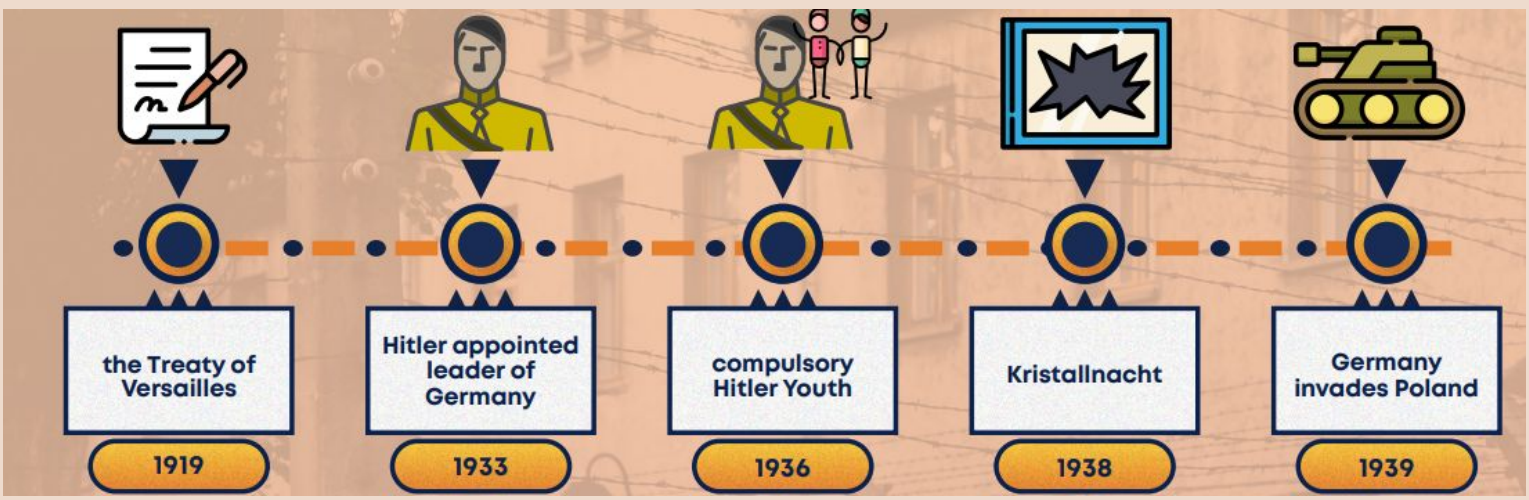
Adolf Hitler

the leader of the Nazi Party from 1921 to 1945



Joseph Goebbels

the Reich Ministry of Public Enlightenment and Propaganda 1940 to 1945



Knowledge Organiser: Light

Careers connected to Light: Photonics, Lighting technician, Optometrist, Photographic Processor

How We See

Light travels in **straight lines**.
The light **rays** from a light source **reflect** off the object we are looking at. The light travels in a **straight line** and enters the eye through our **pupil**.

Bending Light

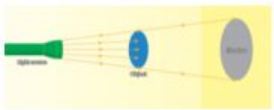
Reflection

Light reflects off shiny, bright or light surfaces. That is why you can see your reflection when you look in a mirror.

Refraction

Water and bent shiny surfaces cause light rays to be reflected at different angles, meaning the reflection of the image is distorted.

Shadows



Opaque objects block the light rays so they can only travel around the edges of the object in straight lines. That is why a shadow is the same shape as the object.

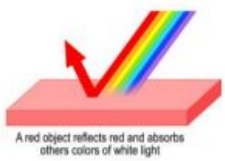
The **closer** an object is to the light source, the **bigger** the shadow.

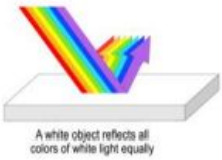
The **further away** the object is from the shadow, the **smaller** the shadow.

Colours

White light is made up of the colours of the rainbow. When light is refracted through a transparent object, a rainbow is formed.

Absorption and reflection of light

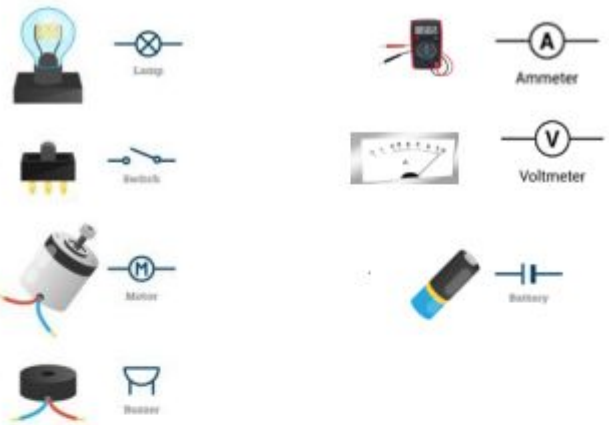




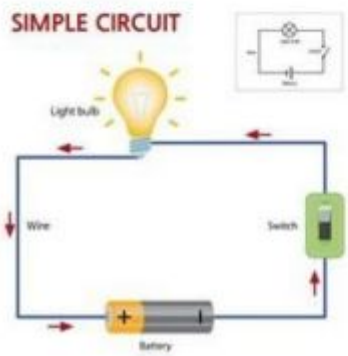
Knowledge Organiser: Electricity

Careers connected to Electricity: mechanical engineering technician, electrical engineer, energy engineer, electricity distribution worker

Circuit Symbols

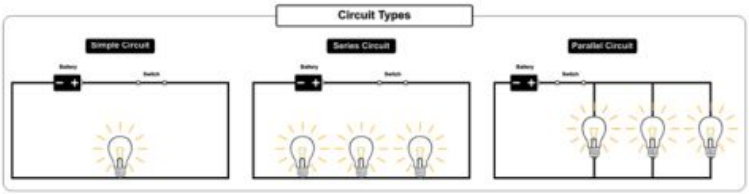


Wires are always drawn with a straight line using a ruler in scientific diagrams.

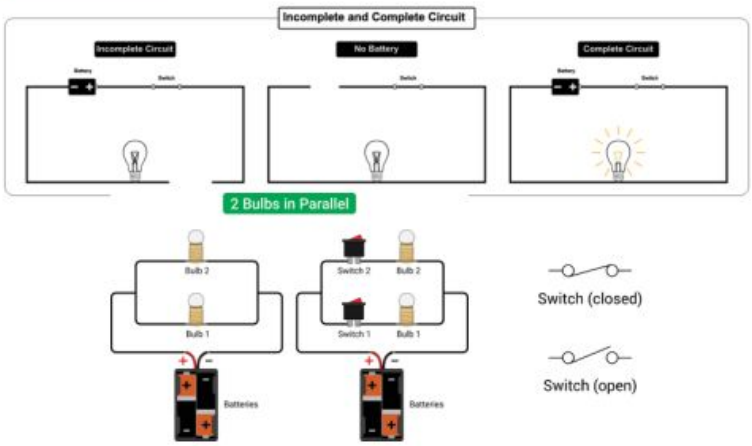


The current flows from negative to positive. There are no gaps - it is a complete circuit and the bulb lights up.

Different Circuits



Adding more cells (batteries) to a circuit will make bulbs brighter, buzzers louder and motors faster.



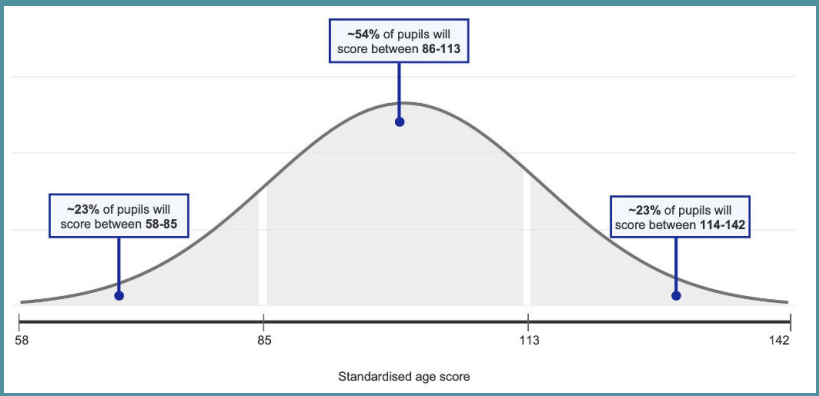
Switches can be placed in a parallel circuit, so that 1 light can be turned on while another is off (just like in a house).

Assessments Spring Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100.Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



Assessments taken by Form 6 children at Orchard House School in the Spring Term

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.