LKS2 Knowledge Organiser

Art

Painting and Mixed Media – Light and Dark

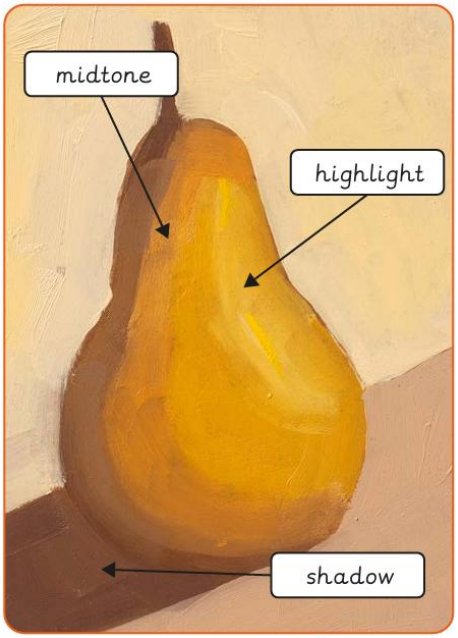
Knowledge End Points

- I know how to mix a range of tints and shades.
- I can apply lighter and darker tones to show highlights and shadows.
- I can use a range in tone to make an object appear three-dimensional

THE REALLY IMPORTANT STUFF:

Tone
How light or dark something is.





Still life
When artists draw, paint or photograph carefully arranged objects that do not move, such as fruit, flowers or everyday items.



Vocabulary

communicate – share a message.
contrast – using differences in colour, size or tone to make something stand out.
composition – how objects are arranged in an artwork.
form – how an object is shown to look three dimensional using dark and light.



Use the knowledge to help you learn more and remember more.



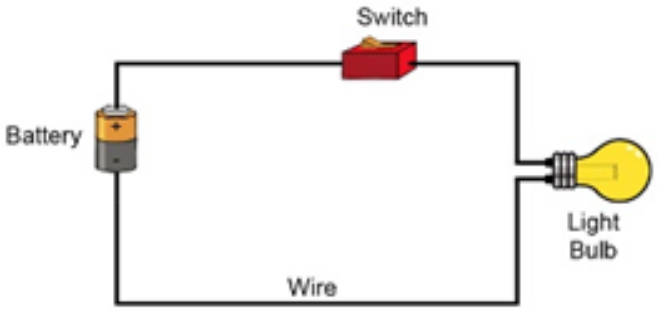
LKS2 Knowledge Organiser

DT

Electrical Christmas decoration

Knowledge End Points

- I can evaluate existing battery powered Christmas decorations to aid a design.
- I can design, create and make a Christmas decoration with a simple circuit including a switch, bulb/s and battery.







THE REALLY IMPORTANT STUFF

- Lights enhance Christmas decorations as they are welcoming, appealing and fun.
- A battery, wires, bulb and switch can be used to create an electric circuit to light a bulb.
- If the circuit is not complete, it won't work. (The bulb won't light up).
- The colour of the light can be changed using different materials.
- Trying out different ideas and prototypes is an important part of the design process.
- The final design needs to appeal to the audience and be fit for purpose.



Use the knowledge to help you learn more and remember more.

Vocabulary

Appraise – to say what you like and dislike about a product. What works well and what doesn't.

Electrical system – where electricity is used to make something work.

Series circuit – where wires connect a bulb to a battery so that electricity can flow and the bulb lights up.

Switch – used to turn electricity on and off. Eg lighting a bulb.

Prototype – a model or trial product used to work out a final design.

Template – outline of a design or product.

Free-standing – stands up without being held.

Evaluate – assess and appraise something in order to say what works well and to say what changes are needed to improve it.

LKS2 Knowledge Organiser

French

Les Instruments (Instruments)

Knowledge End Points

- I can recognise, recall and spell up to ten instruments in French with the correct definite article/determiner.
- I can begin to understand articles/determiners in French.
- I can say and write 'I play an instrument' in French using the regular verb 'je joue' (I play) with up to ten different instruments.

phonics

ou sound in: • joue

on sound in: • violon



&

guttural 'r' The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'guitare and 'clarinette'.



silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les' and 'des', pronounced almost like 'leh' and 'deh'.

grammar

The 4 determiners in French for 'the' as seen in this unit:

le **la** **l'**

Singular determiners for the word 'the'.

les

Plural determiner for the word 'the'.

How to use the high-frequency regular verb 'I play' in French when saying 'I play an instrument':

je joue

I play

THE REALLY IMPORTANT STUFF!



la trompette



la guitare



la batterie



la flûte à bec



la clarinette



la harpe



le piano



le triangle



les cymbales



le violon

Use the knowledge to help you learn more and remember more.



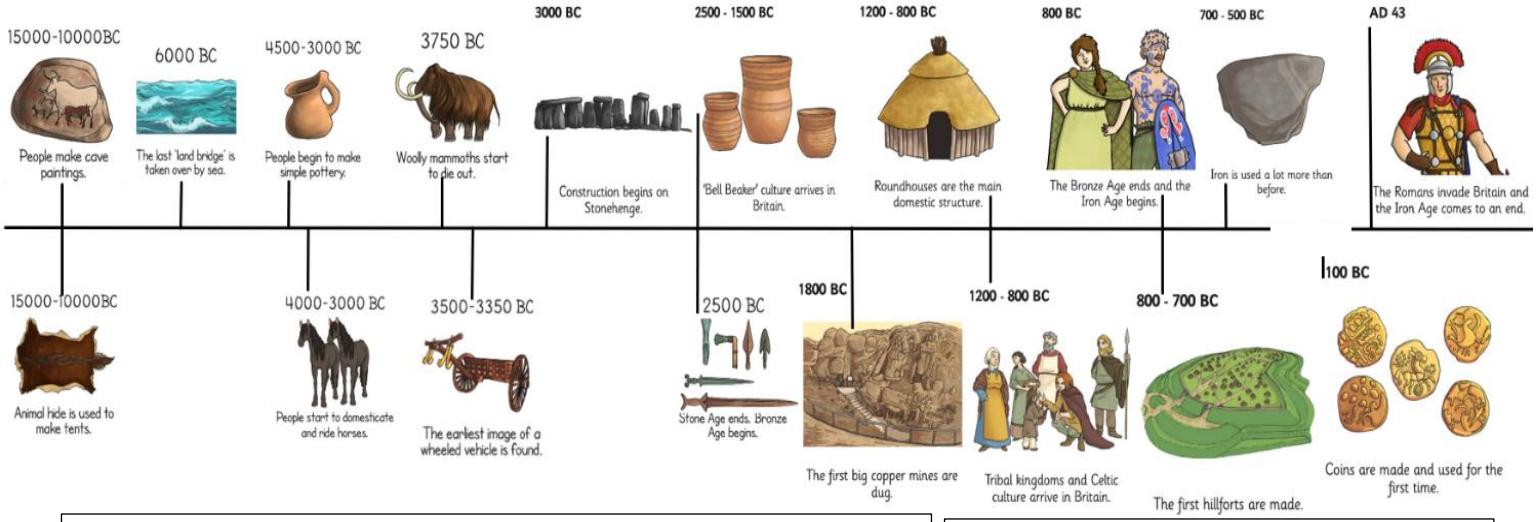
LKS2 Knowledge Organiser

History

Stone Age to Iron Age

Knowledge End Points

- I can explain what prehistory is linked to Stone Age, Bronze Age and Iron Age.
- I can describe how their lives changed over time including houses, weapons, jobs and food sources.
- I can describe Skara Brae.



THE REALLY IMPORTANT STUFF

- Early Stone Age people were nomadic, hunter-gathers.
- They first came to Britain 800,000 years ago.
- Their weapons and tools were made from stone, bone, wood, ivory and antlers.
- Remains of Stone Age houses still exist as well as monuments, cave paintings, graves, pottery and jewellery.
- During the late Stone Age people became farmers and kept animals. They grew crops like wheat and barley.
- Skara Brae is an important Stone Age village that still exists today. It is in the Orkney Islands (north of Scotland). The artefacts found at Skara Brae, give us clues about how Stone Age people lived, how they farmed and hunted.
- The Bronze Age (2500BC-800BC) followed the Stone Age. Bronze, a metal, was made from smelting copper and tin. Tools for farming and weapons were improved as they were stronger and more durable. Homes also became stronger.
- The Iron Age (800BC-43AD) began when iron was discovered. Iron was stronger than bronze and could be shaped by heating.
- The Iron Age Celts lived in groups in hillforts.
- Each village had a hierarchy of jobs with a chief who was in charge.
- The Romans invaded in 43AD and Britain became part of the Roman Empire.
- People from the Stone Age to Iron Age believed in many Gods and Goddesses and they believed in life after death.
- The Druids were the religious leaders.



Use the knowledge to help you learn more and remember more.

Vocabulary

Prehistory – the time before written records.
Archaeologist – someone who studies the buildings, graves, tools, and other objects of people who lived in the past.
Stone Age – the first people used stone tools and weapons.
Bronze Age – people started to use tools and weapons that were made of bronze which was strong and durable.
Iron Age – people discovered how to make iron which was a much stronger and better metal than bronze. They made iron tools and weapons.
ice-age – periods of time when the planet is much colder and there are vast areas of ice.
cave paintings – people used natural colours and painted pictures in caves. These give us lots of clues about their lives in prehistory.
hunter-gathers – during the stone age, people hunted animals for food and gathered berries and seeds to eat.
nomadic – in the Stone Age, people moved to where the food was. Their homes were temporary structures.
Celt – the Iron Age tribes living in Britain were known as the Celts.
Hillfort – the Celts lived in tribes in forts that were on top of hillsides. This gave them the advantage of seeing their enemy approaching.
Druids – were the religious leaders who were more important than the chief.

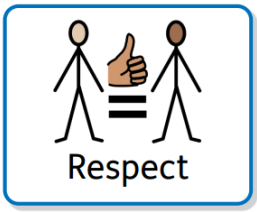
LKS2 Knowledge Organiser

PSHE

Celebrating Difference

Knowledge End Points

- I understand that first impressions and assumptions are not always accurate.
- I understand the impact bullying can have on individuals and communities.
- I understand that protected characteristics help ensure fairness and equality.





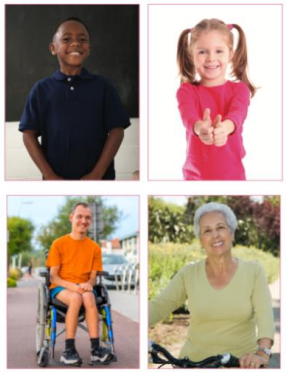


Jigsaw

Protected Characteristics

Some differences are protected under UK law:

- **Race**
- **Sex (male or female)**
- **Age**
- **Disability**



THE REALLY IMPORTANT STUFF

Our first impressions of others can influence what we think of them. It is important to accept others for who they are and not what they look like. We need to question our own judgements.

We need to understand what bullying is and ensure we are not bystanders. It is important to seek help and solve problems safely.

Everyone has protected characteristics, including age, disability, race and sex.

We are all special and unique and it is important to value physical differences, and practise kindness, respect and empathy.

Our opinions of others can often change when we get to know one another.

It is important to celebrate individuality and inclusion.

Vocabulary

Assumption - a guess that you believe is true before you know for sure.

Appearance - what you can see when you look at a person, animal, or object.

Influence - when someone or something helps change the way a person thinks or acts.

Bystander - someone who is nearby and sees an event happen but is not taking part in it.

Witness - someone who sees something happen and can describe what they saw.

Protected Characteristics - things about a person that make them who they are. Everyone should be treated with respect, and no one should be treated unfairly because of these characteristics. They are protected by law.

ChildLine 0800 1111



Use the knowledge to help you learn more and remember more.

LKS2 Knowledge Organiser
RE

What do different people do in difficult times?

Knowledge End Points:

- I can explain why difficult times are challenging to people.
- I can give an example of how someone might use their faith to help them cope when things are hard (e.g. pray, finding a sense of purpose, helping others, supporting the community, listening to music, yoga).
- I can give an example of a place that might be special to people during difficult times.

VOCABULARY

Worship – an act showing religious devotion towards a supernatural power

Makkah – city in Saudi Arabia that Muslims face during prayer

Prayer – seeking communication with a supernatural power

Karma yoga – doing selfless act and growing spiritually

Jnana yoga – reading holy texts to grow spiritual knowledge and connect to the gods

Raja yoga– meditation to inwardly reflect and rediscover gods

Bhakti yoga– meditation and chanting to show devotion to a god

Special place – a safe place that is meaningful to you

Ritual – a routine of meaningful actions or behaviors



Use the knowledge to learn more and remember more.

THE REALLY IMPORTANT STUFF

Difficult times can be challenging because it can make it hard to concentrate, make us feel stressed, make it hard to sleep, can impact our mood and our relationships with others. It can make life feel difficult.

Christians can go to church where they do things like pray to God, sing, dance, listen to music, say the Lord's prayer. This can give Christians hope that God will support them with their challenges.

Muslims can go to a mosque. They pray 5 times a day to communicate with Allah. They make sure to face Makkah and do set actions during their prayer. This routine allows for time to reflect and ask Allah for support.

Hindus can go to a mandir. One way of worship is the use of yoga. There are 4 types of yoga which help them to relax and feel connected to their gods. This can help them feel mentally and physically calm.

LKS2 Knowledge Organiser

Science

Rocks and Soils

Knowledge End Points

- I can name examples of natural and man-made rocks.
- I can describe the properties of different rocks and identify simple similarities and differences.
- I can explain that fossils are things that have once lived trapped within rock and describe the main process involved in fossilisation.



THE REALLY IMPORTANT STUFF

- Rocks can be **natural** or **man-made**.
- Rocks can be grouped based on their physical properties or appearance.
- Some rocks are **durable**. This means they are resistant to weathering, so take longer to break down.
- Weathering causes rocks to break apart into smaller pieces that eventually become part of **soil**.
- Some rocks are **porous**, which means they have small holes that allow water and air to pass through. This can also be described as **permeable**. **Permeable** rocks and soils allow water and air to flow through. **Impermeable** means water and air cannot pass through.
- **Fossils** are the remains of ancient life that have been trapped in rock and preserved by a natural process called **fossilisation**. Animals and plants can become **fossils**. **Fossils** can range from large skeletons to small shells, to footprints. People who study fossils are called **palaeontologists**.
- **Mary Anning** was a famous English fossil hunter who discovered many fossils in Dorset, UK.

Vocabulary

Durable – strong, takes longer to break down.
Permeable – allows water to pass through.
Impermeable – water cannot pass through.
Porous – has many small holes which water and air can pass through.
Fossil – preserved remains or traces of a dead organism.
Fossilisation – the process of turning into a fossil.

Paleontology – the study of fossils.
Types of rock – Igneous, sedimentary, metamorphic.



Use the knowledge to help you learn more and remember more.