

Year 6



Knowledge Organiser

Year 5 – Dodgeball

Knowledge Organiser

Prior Learning

Increased confidence in a range of throwing, catching, blocking and dodging skills such as tunnel catch, duck dodge and blocking for a teammate. Developed team tactics such as a team throw and play to the return line.

Unit Focus

Handle a dodgeball with confidence. Develop more complex dodgeball skills, including accurate throwing, dodging using weave and leg lift, snatch catch, and defensive blocking for a teammate. Know more rules for dodgeball, including being able to play using varied rules in conditioned games.

We are learning...

1. to improve accuracy, aiming at different body areas
2. to use the snatch catch effectively
3. to develop smaller dodging movements like the weave and leg lift
4. to use the block-and-catch tactic
5. to use counter-attacking tactics in dodgeball
6. the hand up rule and using it in a game

Key Questions

1. When would you use a pick-up and throw in dodgeball
2. When would you use a lower-body weave? Upper body? Leg lift?
3. What happens if your teammate catches a ball you blocked?

Equipment

Foam dodgeballs, bibs, cones, hoops, benches, mats.

Vocabulary

Defence, snatch catch, counterattack, weave, conditioned game.

Rules

Lines

- Stay within the court boundaries.
- If you collect a ball off-court, return through your team's backline.
- Players must return from behind the back line when they have gone to collect a
- Players may leave the court to collect balls (hand must be raised)

Assessment Overview

Head – Apply a range of rules, including rule variations in conditioned games

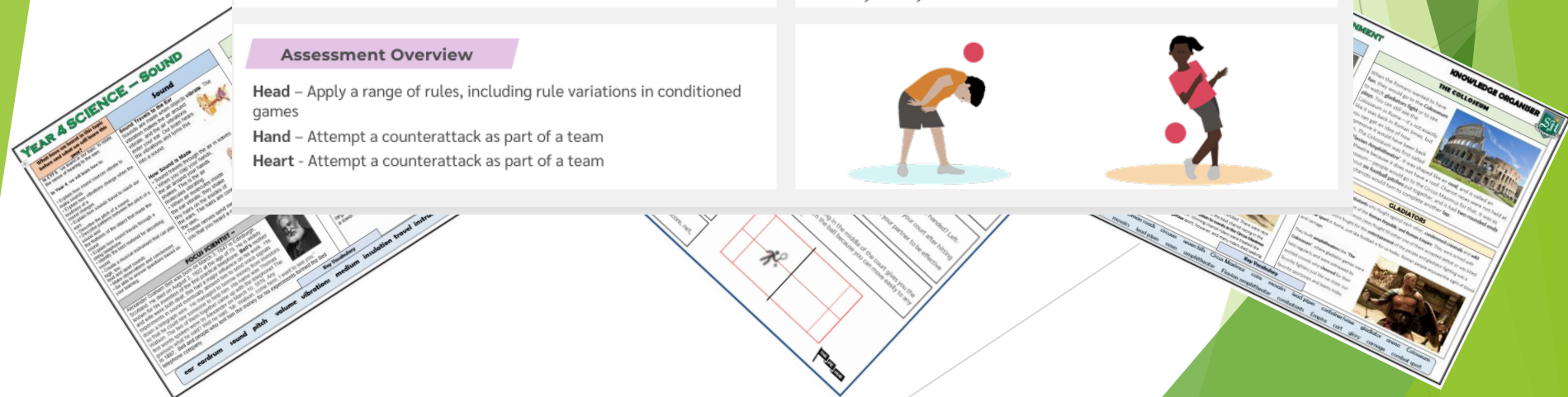
Hand – Attempt a counterattack as part of a team

Heart – Attempt a counterattack as part of a team



At So
pupils
each
vocab

Please
Spring
walls





YEAR 6 SCIENCE – ANIMALS INCLUDING HUMANS

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What have we learnt in this topic before, what we will learn this year and what we learn next?

- In Year 3, we learnt in our topic: **Animals including humans (Food, diet skeletons and muscles)**
- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat
 - To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- In Year 4, we will learn in our topic: **Animals, including Humans (Digestion, teeth and food chain)**
- To describe the simple functions of the basic parts of the digestive system in humans
 - To identify the different types of teeth in humans and their simple functions
 - To construct and interpret a variety of food chains, identifying producers, predators and prey.
- In Year 5, we will learn in our topic: **Animals including humans (Growth, development & puberty)**
- To describe the changes as humans develop to old age.
- In Year 6, we will learn in our topic: **Animals, including humans**
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
 - describe the ways in which nutrients and water are transported within animals, including humans.

THE CIRCULATORY SYSTEM

On average, it takes about 45 seconds for blood to circulate from the heart, all around the body, and back to the heart again. An average adult's heart beats more than 100,000 times a day. Your circulatory system is made up of three parts: the heart, blood vessels and the blood itself.

Your heart keeps all the blood in your circulatory system flowing.

The blood travels through a network of blood vessels to everywhere in your body. It carries useful materials like oxygen, water and nutrients and removes waste products like carbon dioxide.

Mucus

- Mucus or snot** is created by our bodies to help our **immune system**.
- When you are healthy, your snot/mucus is different and that's when bugs can get through.
- When you are healthy, it is **clear and thin**.
- When you become ill, it **becomes thicker and may be a different colour**.
- When you become ill, your body **produces more** but this is to stop anything getting in so your body can fight whatever is making you ill.
- The mucus that is created is trying to **protect your lungs** from further infection.



THE HUMAN HEART

- How often your **heart pumps** is called your **Pulse**.
- The heart sits in the **chest cavity** between the **lungs** and is about the **size of a fist**.
- Essentially it is a **muscle** which functions as a **really powerful pump**.
- The heart takes in **low blood oxygen** from the body.
- It pumps it through the **right side of the heart** and on to the **lungs**.
- In the **lungs**, the blood passes through very **small blood vessels** and absorbs **oxygen**.
- The **freshly oxygenated blood** is pumped back through the heart and onto the rest of the body where it provides **fuel** for **muscles and organs**.

Red = Oxygenated Blood
Blue = De-Oxygenated Blood

Human Blood

Human blood is made up of different **cells** and **plasma**. When you digest food, your small intestine absorbs the **nutrients** from your food and passes them into the blood stream. The circulatory system then carries the blood, and therefore the **nutrients**, to all the parts of the body it is needed.

It brings oxygen and nutrients to all the parts of the body so they can keep working. Blood carries carbon dioxide and other waste materials to the lungs, kidneys, and digestive system to be removed from the body. ... **Plasma** (pronunciation= PLAZ-muh) is a **yellowish fluid** that has **nutrients, proteins, hormones, and waste products**.

Key Vocabulary

Aorta arteries atrium blood vessels capillaries circulatory system heart lungs organ oxygen oxygenated pulse respiration veins ventricle



COMPUTING: CREATING MEDIA

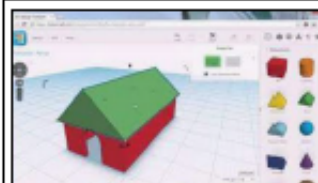
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Y6



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.



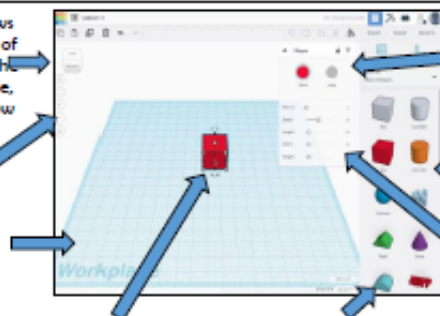
The Basics of 3D Modelling

'Tinercad' 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

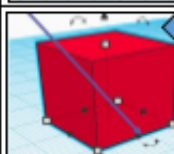
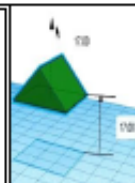


Duplicating: Click and drag around an object to ensure that it is selected. Then, click on the duplicate icon (see left) to create a copy.



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.



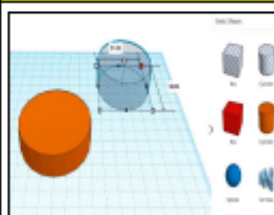
Rotating: Selecting these handles allows us to rotate shapes. Drag the object to rotate it in different ways.

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

COMPUTING: CREATING MEDIA

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Overview

Web Page Creation

- A webpage is a hypertext document that is a part of the World Wide Web.
- Websites are a collection of webpages about the same topic. They can be found using browsers.
- Examples of websites are Amazon and YouTube. Webpages are the different pages on the websites.
- Websites are created for a chosen purpose, and with a particular audience in mind.
- They include navigation paths, and must adhere to copyright and fair use of media rules.



Creating a Webpage

Google Sites has been used in these examples, but lots of other web page creation software and apps are available, with similar tools and functions.

	Setting Up: Click + to start a new website. Click on the top left to add a website name and the top centre to add a page title.	Text Box: Lets you add different sections of text.	
	Header: You can add images used in the header, and the type of header, by clicking on these options.	Images: Add in pictures from your computer or from the internet.	The layouts feature lets you set out your page in different ways. There are six for you to choose from.

Most websites contain a home page, which introduces the website. The other pages (sub-pages) on the website go into more detail about individual topics.

Features of Good Websites

Websites can be found using browsers. Browsers allow us to find our way around the worldwide web, and show us what websites look like.

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> -The website name is usually visible in large font, particularly on the home page. | | <ul style="list-style-type: none"> -The menus at the top of the page allow you to look at different parts of the website. |
| <ul style="list-style-type: none"> -There is often a slogan/ logo and short description of what the website is about. | | <ul style="list-style-type: none"> -Pictures are used to highlight what the text is about. Colours are used carefully. |
| <ul style="list-style-type: none"> -The search allows you to find different things on the website. | <ul style="list-style-type: none"> -Webpages are made up of a code called Hypertext Markup Language (HTML). You can find this by right-clicking on a page and selecting 'Inspect.' | <ul style="list-style-type: none"> -There are links to other areas of the website/ World Wide Web (in blue). |

Making Effective Web Pages

	Purpose: The purpose is the reason for your web page – what is it for? You should make sure that your web page meets its purpose.	Navigation Pathways Navigation Pathways are also known as breadcrumb trails.
	Audience: The audience are the people who your web page is aimed at. You should make decisions with your target audience in mind.	-Hyperlinks allow different pages to be linked together.
	Copyright: You should only use images that are copyright-free. Many images are owned by people/ companies and cannot just be reused.	-These links help the audience to navigate the website easily. -The user can also keep track of where they have been on the website.

Important Vocabulary

Web Page

Website

Domain

Hypertext

Purpose/ Audience

Browser

Copyright

Homepage

Navigation Pathways

YEAR 6 HISTORY – THE MAYANS

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What have we learnt in this topic before and what we will learn this year?

In Year 5, pupils learnt about the 'struggle for the kingdom of England' through their study of 'The Vikings' and 'Anglo Saxons' continuing their learning journey of 'invasion'.

In Year 6, we will further this by looking more in depth at important events and significant leaders during World War II, as well as understanding what life was like for children during this time.

In Year 7, pupils will continue to follow themes such as legacy, chronology, examining the evidence and more as they consolidate what they have learnt in the Primary curriculum as they begin their Secondary journey.

HIERARCHY

The Maya had a class society. Each major city had a ruler and the position was passed down through the family:

- Priests: The Priests had the highest status in the Mayan society.
- Rulers and Nobility: Rulers were privileged families and they ruled the city and lived a life of luxury. The nobility had jobs as military leaders or business leaders.
- Warriors and Craftsmen: Warriors were all respected in society- rank was determined by who their father had been. Craftsmen created art or ran businesses but could not read or write.
- Farmers and slaves: Lived outside the city and were the biggest group in society. Slaves were the lowest status in the Mayan society.

MAYAN ARCHITECTURE

Mayan architecture is known for its massive pyramids, detailed palaces, and innovative building techniques. Structures were often multi-level, with corbelled roofing and stairways, and were frequently adorned with glyphs and geometric designs. Buildings were often aligned with astronomical events and reflected Mayan beliefs about the cosmos.



Key Vocabulary

The Mayans	Maya	ancient civilization	Priests	Rulers
Post-classic	cities	war	art	architecture

TIMELINE

The timeline of the Maya Civilization is often divided up into three major periods: the Pre-classic Period, the Classic Period, and the Post-classic Period.

Pre-classic Period (2000 BCE to 250 CE)	2000 BCE - Farming villages begin to form across the Maya region.
	1000 BCE - The Maya begin to form larger settlements at places like Copan.
	700 BCE - Mayan writing first starts to develop.
Classic Period (250 CE to 900 CE)	300 BCE - The Maya <u>adopt</u> the idea of a monarchy for their government. They are now ruled by kings.
	400 CE - The city-state of Teotihuacan becomes the dominant city.
Post-classic Period (900 AD to 1500 AD)	900 CE - The southern lowland cities collapse and Teotihuacan is abandoned.
	925 CE - The city-state of Chichen Itza becomes the most powerful city-state in the region. It will rule for the next two hundred years.
	1517 CE - The Post-classic period comes to an end with the arrival of the Spanish.

DAILY LIFE IN MAYAN SOCIETY

Mayan society was very complex. Maya people lived in hundreds of different cities and they were ruled by different kings and queens. However, they shared a lot of the same beliefs and traditions. Going to war and buying and selling things were important parts of Maya society. Art and architecture were important too. Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from the cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.



nobility	<u>slaves</u>	pre-classic	classic	religion	Gods
pyramid	multi-level	corbelled roofing	maize	cocoa beans	

Geography - Can I carry out an independent fieldwork enquiry?

analyse	To look at something in detail.
audience	People who receive a message or watch a performance.
data	Numbers or facts collected to prove something.
enquiry	An investigation into a question.
impact	The influence one thing has on another.
improvement	To make something better than it was.
present	To show something to other people.
process	Steps taken to achieve a particular outcome.
risk	A situation where something may be dangerous.
route	A way to get from one place to another, marked on a map.
viewpoint	A particular way of thinking about something.

Data collection methods



interviews

sound
recordings



photographs



questionnaires

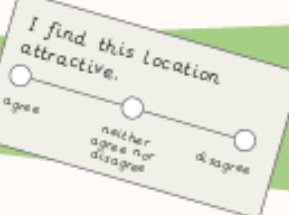
sketch maps



item	tally
ice cream	
doughnuts	
brownie	

tally charts

annotated sketches



Likert scales

YEAR 6 ART - COLLAGE

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What have we learnt before in Art and what <u>we will</u> learn next? In Year 3, we used collage to create a pirate boat scene, cutting materials accurately, overlapping materials and using different colours. We also used printed images and combined these with other media. In Year 4, through our topic on the 'Romans', we developed our collage skills by creating our own mosaics. In Year 6, we will continue to develop our skills of collage, tearing, cutting and overlapping to create a mixed media collage in the style of Beatriz Milhazes.	ARTIST- BEATRIZ MILHAZES Beatriz Milhazes is a collage artist and painter who uses very colourful materials to create pictures. She is influenced by the tropical flowers and plants near her home in Brazil, and <u>also</u> the carnivals and culture of Brazil. She uses these inspiring places and experiences, turning them into bright, clashing colours or simple shapes, overlapping them to create images. She uses coloured papers, sweet wrappers, food packaging, plastic and paints to create her images.	 	COLLAGE TECHNIQUES <table><tr><td> tearing - makes rough edges </td><td> weaving - to create depth and texture </td><td> photography - to create style depending on the aim of the piece </td></tr><tr><td> cutting - makes smooth edges </td><td> mosaic - picture building through fragments </td><td> circles - used to create illusion and depth </td></tr></table>	 tearing - makes rough edges	 weaving - to create depth and texture	 photography - to create style depending on the aim of the piece	 cutting - makes smooth edges	 mosaic - picture building through fragments	 circles - used to create illusion and depth
 tearing - makes rough edges	 weaving - to create depth and texture	 photography - to create style depending on the aim of the piece							
 cutting - makes smooth edges	 mosaic - picture building through fragments	 circles - used to create illusion and depth							
COMPLEMENTARY COLOURS 			Complementary colors are pairs of hues located directly opposite each other on the color wheel, creating high contrast and a vibrant visual effect when used together, such as red and green, blue and orange, or yellow and purple.						
Key Vocabulary			MIXED MEDIA  In visual art, mixed media describes artwork in which more than one medium or material has been used. Assemblages, collages, and sculpture are three common examples of art using different media. Materials used to create mixed media art include, but are not limited to, paint, cloth, paper, wood and found objects. 						

Beatriz Milhazes	collage	bright	clashing	colours	shapes	overlapping	weaving	tearing	
complementary colours		red & green	blue & orange	yellow & purple		cutting	mosaic	circles	mixed media

YEAR 6 DT- FOOD & NUTRITION – PIZZA AND SALAD

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What have we learnt before in DT and what are we still learning next?

In Year 5, we learnt to use cooking skills such as kneading, shaping and proofing/dough to make bread rolls.

In Year 6, we will learn how to stretch, divide and use seasonal ingredients to make Pizzas and salad.

In Secondary school, we will further our cooking skills to include create foods with a range of practical lessons such as carrot cake and brownies.

PIZZAS



Pizzas is an Italian dish typically consisting of a flat base of leavened wheat-based dough topped with tomato, cheese, and other ingredients, baked at a high temperature, traditionally in a wood-fired oven.

The dough is made by mixing the key ingredients together, kneading by hand or machine and then time is given for the dough to prove. It then stretched out and shaped into a base.

SEASONAL FOODS

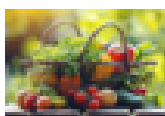
It is important to remember that the seasons are different in different places over a year. In the northern hemisphere, spring takes place between March and May. In the southern hemisphere, spring is September to November. Therefore, foods are in season in different places at different times of the year. In the UK:

- Autumn: Butternut Squash, Cauliflower, Cabbage, Elderberries, Muesli, Pumpkin, Wild Mushrooms, Squash. - Spring: Artichokes, Asparagus, Aubergines, Peas, Potatoes, Rhubarb, Radish, Spinach, Spring Greens, Spring Onions.	- Winter: Apples, Butternut Squash, Cabbage, Leeks, Mushrooms, Onions, Parsnips, Peas, Turnips. - Summer: Blackcurrants, Broad Beans, Cherries, Chilli, Courgettes, Groundberries, Garlic, Strawberries, Water, Cream, Tomatoes.
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Pizza	saïad	mix	dough	prove	knead	slice	seasonal ingredients	side	garnish	stretch
grow	raise	catch	balanced diet	5 a day	Fruits & Vegetables	Carbohydrates	Proteins	Dairy	Fats & Sugars	

KEY COOKING SKILLS

STRETCHING	DIVIDING	SEASONAL INGREDIENTS
 When we make Pizzas doughs we stretch out the dough using our hands to create a large, thinner shape. Stretching the dough out and more further develops the dough's gluten bringing increased elasticity.	 We can use a pizza cutter to slice pizzas into individual slices. This is done using a circular wheel pushed firmly across the surface.	 We can use seasonal ingredients to ensure our food is as ripe and as tasty as possible. These can be used to enhance our main dish or added as a garnish or side.

EATING A BALANCED DIET

In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups:

- Fruit and vegetables - Good for vitamins, minerals and fibre. Examples: apples, carrots, strawberries, lettuce.
- Carbohydrates - Good for energy (fuel), vitamins, minerals and fibre. Examples: potatoes, bread, rice, pasta.
- Proteins - Good for muscle building, proteins, vitamins and minerals. Examples: beans, pulses, fish, eggs, meat.
- Dairy - Good for muscle building, proteins, vitamins and minerals. Examples: milk, cheese, cream.
- Fats and Sugars - Good for energy and fatness in small amounts. Eat down on saturated fats. Examples: butter, oil, chocolate, crisps, fizzy drinks.





Prior Learning

Sustained pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.

Unit Focus

Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

We are learning...

1. sprint start technique to increase our running speed.
2. the three phrases of triple jump.
3. the heave throw technique and what it is used for.
4. to assess our own ability to play our role in paralauff.
5. the scissor jump technique and when it would be used in athletics.
6. to record and relay results over a range of track and field events.

Key Questions

1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through paralauff running?
3. What are the 3 phases of triple jump?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, hurdles, stopwatches, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Vocabulary

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Concepts

- Running for time and running for distance.
- Linking sport-specific movements to everyday tasks.

Assessment Overview

Head - Accurately and confidently record multiple scores under pressure.
Hand - Combine different jumping skills to accurately replicate the triple jump technique.
Heart - Judge your strengths and weaknesses to fulfil your role in a running challenge.



Prior Learning

Linked a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.

Unit Focus

Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

We are learning...

1. To create pressure on a batter by using a ring field.
2. To track and catch a high ball consistently.
3. To perform a short-pitched bowl to get a batter to hit the ball in the air.
4. To work in a pair to restrict runs scored when fielding.
5. To play an on-drive.
6. To set an attacking field.

Key Questions

1. What is an attacking field?
2. What are the reasons for working in pairs to retrieve the long ball?
3. What is the benefit of bowling the short ball?

Equipment

A range of balls, a range of bats and striking equipment, stumps, button cones, batting cones, hoops.

Vocabulary

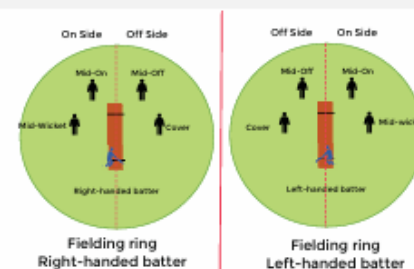
Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retires, attack

Concept

- The cricket field is split into two imaginary halves, the on side and the off side. These sides change depending on whether the batter is left or right-handed.

Assessment Overview

Head – Apply with consistency standard rules of (modified) games.
Hand – Attempt to track and catch high balls in isolation and gameplay.
Heart – Work as a pair to field long balls.





Prior Learning

Linked together a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to rounders.

Unit Focus

Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

We are learning...

1. Attacking tactical bowling to make it more difficult for the batter to hit.
2. To track and catch a high ball.
3. To use fast bowling to deceive your opponent.
4. To work in a pair in the field to restrict scoring.
5. To apply tactics when running around bases to avoid overtakes.
6. To apply attacking and defensive tactics in a competitive situation.

Key Questions

1. What is the need to change our field for certain batters?
2. What are some of the rules of rounders?
3. How can you improve as a team to score more runs or stop the opposition scoring?

Equipment

A range of balls, a range of bats and striking equipment, posts, button cones, and batting cones.

Vocabulary

Shot, defensive, offensive, predict, place, select, tactics, stance, tracking.

Rules

- A batter can still run on a 'No Ball' in the same way as if a ball was good.
- A batter cannot be caught out or stumped out at 1st post by a no ball.
- If you do not hit the bowled ball, you still must run unless it is a no ball.

Assessment Overview

Head – Demonstrate urgency when in the field.
Hand – Play in a complete game of rounders with markings and four bases.
Heart – Understand teammate's perspective and motivation when accumulating rounders,





Prior Learning

Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.

Unit Focus

Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.

We are learning...

1. To communicate clearly with a partner to score points in doubles play.
2. To attempt a two-handed backhand shot with control.
3. To perform a lob shot to hit the ball over our opponent's head.
4. To apply the correct rules and scoring system in games.
5. To play in different doubles formations and work with our partner to improve.
6. To discuss and apply a range of tactics in doubles play to achieve success.

Key Questions

1. What tactics did you try to implement as a pair?
2. Can you explain the deuce scoring in tennis?
3. How can the lob shot help you to score points in a game?

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Vocabulary

Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Rules

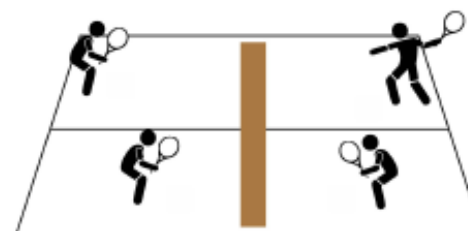
- Play rules where if the ball is hit out of the playing area, the point is awarded to the other player.
- Balls need to be hit inside the boundaries of the court—if a ball lands in a boundary and the player misses, the point goes to the other team/player.

Assessment Overview

Head – Make good choices in games about the best shot to use.

Hand - Begin to use full scoring systems.

Heart - Use speaking and listening skills to umpire and play with peers without dispute.



YEAR 6 PSHE - DRUGS

KNOWLEDGE ORGANISER



Overview and Recap	Reasons to make positive choices	Cannabis facts
At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs' education.  We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others. You should already know that: - Being healthy is about feeling good in your body and wellbeing is about feeling good in your mind. - We need to look after our bodies. It is important that we have a <u>balanced diet</u> and that we <u>regularly exercise</u>. We should take care with medicines (and all drugs) as they can be harmful. - We should know the effects of smoking on the body and know the dangers that smoking and alcohol pose to our health and us as a person. We should understand that all drugs are substances which change the way the body and mind <u>works</u>. - You should know the risks and effects of some legal and illegal drugs	You don't have to try illegal drugs ever in your life. You can make positive choices to say no, if you were to ever be offered them. Many young people and adults never use illegal drugs. Here are some reasons given for their decisions:  Why Young People Don't Use Drugs - young people usually cited several reasons for shaping their decision not to use drugs: - Significant people in the young people's lives disapprove of drug <u>use</u> - Fear of legal consequences/ possible criminal record - Damage/prevention to achieving career aspirations - Being too busy with hobbies - Being a parent and the risk to their own children - Previous negative experience with cannabis - Fear of damaging health now and in the future - Fear of addiction - Not wishing to lose control of themselves and do something they would regret; - Having alternative sources of getting the 'buzz' such as hobbies/ gaming etc - Having alternative sources of support and ways to 'chill out'	The effects - Some people may feel relaxed and happy, get the giggles and may become talkative. - Some will have one puff and feel sick. - Being hungry is common. - Some people become more aware of their senses, or get a feeling of slowing of time, due to its hallucinogenic effects. - Stronger cannabis may have more powerful effects.  The risks - Smokers of cannabis can become anxious, panicky, suspicious or paranoid. Regular use of cannabis can increase the risk of later developing mental health problems. - Cannabis affects your coordination, which is one of the reasons why drug driving is illegal. - Some people think cannabis is harmless just because it's a plant – but it isn't harmless. Cannabis, like tobacco, has lots of chemical ' nasties ', which can cause lung disease and possibly cancer with long-term or heavy use, especially as it is often mixed with tobacco and smoked without a filter. It can also make asthma worse, and cause wheezing in non-asthma sufferers. - Regular, heavy use makes it difficult to learn and concentrate. Some people begin to feel tired all the time and can't seem to get motivated.  The law - Cannabis is a Class B drug - illegal to have, give away or sell. - Possession can get you up to five years in jail plus an unlimited fine. If you're under 18, you'll get a reprimand and your parent or guardian will also be contacted. The police are more likely to arrest you if you are blatantly smoking in public and/or have been caught with cannabis before. If you're under 18, the second time you get caught you're likely to get a final warning and be referred to a Youth Offending Team. If you're caught with cannabis for a third time, it's likely you will be arrested. - Supplying someone else, including your friends, can get you fourteen years and an unlimited fine. Dealing is a very serious offence. In the eyes of the law, this includes giving drugs to friends. People who grow cannabis in their homes or carry large amounts on them also risk being charged with intent to supply. 
Facts about Cannabis – TRUE OR FALSE?		Strategies for resisting peer pressure
TRUE - It is illegal to drive immediately after smoking cannabis TRUE - If you are under 18 and caught with cannabis your parents will be informed TRUE - It is illegal to grow cannabis at home TRUE - Frequent cannabis use can affect men and women's ability to have children TRUE - If you get a criminal record for drug use, you will not be allowed to travel to some countries TRUE - If the police catch someone smoking cannabis in a club they can prosecute the owner TRUE	FALSE - All cannabis smoked in cigarettes (joints) is the same strength FALSE - Regular use of cannabis helps people to concentrate FALSE - It is legal to possess cannabis if you don't use it FALSE - It is legal to use cannabis for a medical condition FALSE	- Stand up straight, make eye contact and say no Assert yourself with physical confidence by standing tall with feet slightly apart, head high, and look the person straight in the eye. Your posture when you speak is usually more important than the words you say. - Say no assertively – not aggressively Say no to the person using a friendly but firm and determined voice, and then do not give in. It is not your job to try changing the other person's mind, but to keep yourself out of trouble and follow your beliefs. If you are too aggressive, the peer may react aggressively too. - Say no, keep repeating this – do not waiver Sometimes it helps to repeat your decision several times: "No, it's not right," "No, it's not right." It makes you sound assertive and helps you not back down from your stand. - Say how you feel Say how you are being made to feel in the situation. I feel uncomfortable, sad, worried, upset etc. - Give reasons why you don't want to do this Thinking about the possible consequences of the choice helps strengthen your convictions not to proceed with what you're asked to do. Give the person the reason for saying no: "It's illegal," "I'll be in trouble," or "I could get hurt." - Suggest something else to do Suggest to your peer that they do something else instead. - Say goodbye and leave Standing up to a friend isn't easy. You may face teasing or rejection for your choice, but that's what courage is all about. Sometimes the best option is to walk away from the situation.

Key Vocabulary

Alcohol Tobacco Cannabis joint smoke Volatile substance Heroin Ecstasy user legal illegal Class A Class B addictive



Jigsaw Knowledge and skills progression: Relationships Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Relationships Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 10-11	Puzzle overview: Relationships	
	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.	
	Knowledge	Social and emotional skills
	- I know that it is important to take care of my mental health - I know how to take care of my mental health - I understand there are different stages of grief and that there are different types of loss that cause people to grieve - I can recognise when people are trying to gain power or control - I can judge whether something online is safe and helpful to me - I can use technology positively and safely to communicate with my friends and family	- I can understand that people can get problems with their mental health and that it is nothing to be ashamed of - I can help myself and others when worried about a mental health problem - I can recognise when I am feeling those emotions and have strategies to manage them - I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control - I can resist pressure to do something online that might hurt myself or others - I can take responsibility for my own safety and well-being
Vocabulary		
age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning		



Jigsaw Knowledge and skills progression: Changing Me Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Changing Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Puzzle overview: Changing Me		
In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. <i>This Puzzle includes non-statutory sex education in Piece 3 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.</i>		
Ages 10-11	Knowledge	Social and emotional skills
	- I am aware of my own self-image and how my body image fits into that - I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend OR <i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i> - I am aware of the importance of a positive self-esteem and what I can do to develop it - I can identify what I am looking forward to when I move to my next class	- I know how to develop my own self esteem - I can express how I feel about the changes that will happen to me during puberty - I can recognise how I feel when I reflect on the development and birth of a baby - I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to OR <i>I can be assertive when appropriate</i> - I can express how I feel about my self-image and know how to challenge negative 'body-talk' - I know how to prepare myself emotionally for the changes next year
	Vocabulary	
	adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries	