

Year 6 Spring Knowledge
Organisers

Religious Education

What matters most to Humanists and Christians?

Making connections

- Do Humanists believe in God?
- How did Jesus treat people?
- Why do Christians like to follow the example of Jesus?



New knowledge I need to remember

- ◇ People are sometimes 'good' or 'bad'. This has consequences
- ◇ A moral code is helpful
- ◇ Christians and Humanists share certain values
- ◇ Fairness, freedom, truth and peace are important values



Key words

moral, code, **Christian**, **Humanist**, atheist, theist, values, consequences, **Jesus**, **Bible**, **faith**, **belief**

Future learning: Find out about the values that matter most to other groups of people.

Skills

Relate to life

Make reasoned judgements

Research and evaluate

Debate

Make links

Richard III - Dynasty, Death and Discovery

Knowledge Organiser

Vocabulary Dozen

Dynasty

Lancastrians - A follower of the House of Lancaster fighting on the side of Henry VII.

Yorkists - A supporter of the House of York fighting on the side of Richard III.

Monarch - A ruler such as a king, queen or emperor who exercises authority and power.

Rival - A person whom is competing for the same thing or to be better than another.

Plantagenet - Royal 'house' originating from Anjou in France.

Tudor - English royal 'house' of Welsh origin.

Death

Opinion - What you think about someone or something not always based on fact or knowledge.

Rumour - A piece of information or a story passed from one person to another without any proof that it is true.

Rebellion - A refusal to obey those in power often resulting in an armed fight.

Battle - A fight between two armed persons or forces in war.

Discovery














Burial - The act of putting a dead body underground

Archaeologist - A scientist who finds buried history

Core Learning

- Edward III, **monarch** from 1327 until 1377, had 7 sons and 5 daughters. Many of his sons wanted to claim the throne when their father died and were willing to fight each other for it. They split into two sides, The House of **Lancaster** (represented by a red rose) and the House of **York** (represented by a white rose). This was the start of the War of the Roses.
- The British throne passed between these two 'Houses' until Edward IV died leaving 2 young sons (Edward and Richard). His eldest son, Edward V, although never crowned, became the official heir to the throne for 3 months during which time his uncle, Richard, Duke of Gloucester, was supposed to be looking after him and helping him to rule the country.
- Richard **Plantagenet** (Richard, Duke of Gloucester), who had been born on the 2nd October 1452 in Northamptonshire, became king of England in 1483 after it was ruled that his nephews had no right to the throne. The young princes were never seen again and **rumours** spread that Richard had something to do with them 'disappearing'.
- Richard had been a loyal supporter of his brother and **opinion** was that he was a good soldier and had kept law and order in the North of England.
- Henry VII of the House of Lancaster was Richard's **rival** for the throne. He raised a **rebellion** against Richard which resulted in the Battle of Bosworth Field.
- Richard III died at the **battle** becoming not only the last Plantagenet king but also the last king to die in battle. Richard's **burial** site was discovered by **archaeologists** in 2012 under a car park in Leicester.

How the throne of England passed between the Houses of York and Lancaster

 Henry IV 1399 - 1413	 Henry V 1413 - 1422	 Henry VI 1422 - 1461	 Edward IV 1461 - 1470	 Henry VI 1470 - 1471	 Edward IV 1471 - 1483	 Edward V 1483	 Richard III 1483 - 1485	 Henry VII 1485 - 1509	 Henry VIII 1509 - 1547	 Edward VI 1547 - 1553	 Mary I 1553 - 1558	 Elizabeth I 1558 - 1603
--	---	--	---	--	---	---	---	---	--	---	--	---



The red rose was the badge of the Lancastrians



The white rose was the badge of the Yorkists



The archaeological dig, Leicester



The Princes in the Tower



Richard III



Lesson Sequence



1. Understand how offspring vary and are not identical to their parents



2. Learn about animal adaptations



3. Learn about plant adaptations



4. Explore what we can learn from fossils



5. Explore the theory of evolution by natural selection



6. Explore human evolution

Characteristics and variation

A characteristic describes how something looks or how it behaves. Characteristics can be passed on from parents to their offspring, meaning that they can be inherited. They can include hair colour, eye colour and height. Environmental factors can also affect a person's characteristics



Adaptations

Plants and animals have numerous adaptations which help them to survive in their habitats.

- Camels have humps to store food, two rows of eyelashes and small slits for nostrils
- Epiphytes are plants which can grow on the surface of another plant
- Some plants contain toxic minerals to protect themselves from predators
- Other plants can store water, trap insects and smother other plants

Charles Darwin, the Galapagos Islands and human evolution

Charles Darwin was a famous naturalist who studied finches and tortoises on the Galapagos Islands. He suggested that some species may share a common ancestor and evolve to suit their habitats. Those who cannot adapt to their environment become extinct. He called this process natural selection. Humans have also gone through stages of evolution, evolving from primates to Homo sapiens.



Fossils

Mary Anning was a palaeontologist who found and collected many fossils along the Jurassic Coast in Dorset. She was the first person to uncover a full ichthyosaurus skeleton. Scientists use fossils to study how a creature has evolved over time by comparing bone structures.






Knowledge Organiser

Year 6 – The Amazon rainforest




Careers connected to this unit: environmental scientist, meteorologist, wildlife biologist


Lesson Sequence




1. Which climate zones and biomes are located in South America?




2. What would a geographer say about Brazil?




3. What are the features of the Amazon rainforest?



4. Why is the Amazon rainforest important?

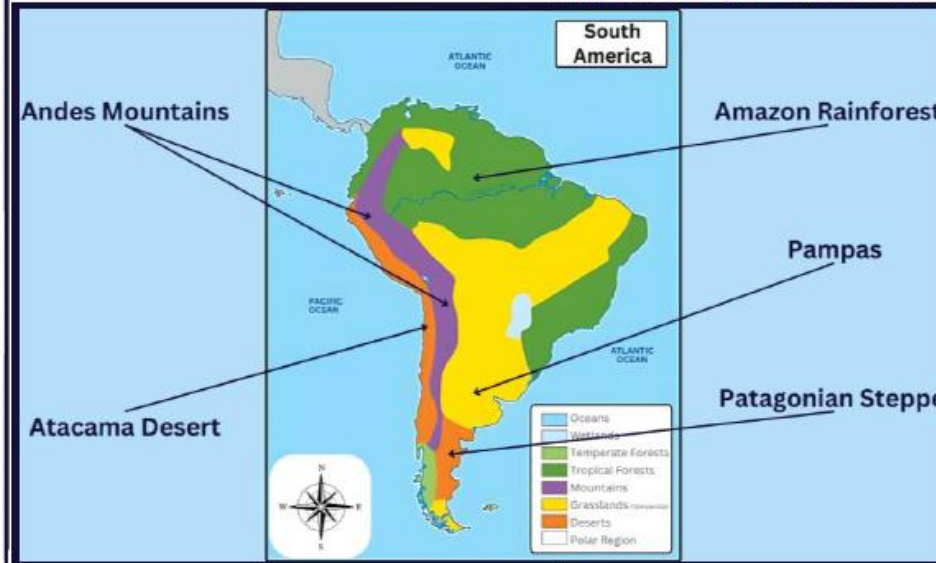


5. What challenges does the Amazon rainforest face?




6. Assessment: Why is the future of the Amazon rainforest uncertain?

Climate Zones and Biomes



A climate zone is a region that has a particular pattern of weather over a long time. South America is known for its diverse climate zones.


A biome is an area where specific plants and wildlife live in a certain type of climate. South America is home to several unique biomes, all depending on a particular climate for plants and animals to thrive.




Tropical: an area that is very hot and humid; usually near the equator.



Temperate: a place with mild temperatures and seasons.




Arid/semi-arid: to have little or no rain, usually very dry.




Mountainous: A rocky and high place, usually very cold and without much vegetation.


Challenges faced by the Amazon



Deforestation: trees are being cut down for farming, animal grazing and logging.



Climate change: rising temperatures and less rain are harming plants and animals.



Fires: many parts of the forest are being burned, often on purpose to clear land.



Pollution: many animals and plants are losing their homes and could disappear forever.

Geography