



**Heatherlands
Primary School**

Year 6 Knowledge Organisers

Fantastic Jurassic



Please Sir!



Dig for Victory

Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, strive to be the best they can be and to make a positive contribution to the school community and beyond.

Community

At Heatherlands we want our children to develop a sense of self within the school community and the wider community.

We will:

- utilise our school environment, our local area, and its people in our curriculum
- participate in the local & global community and be a beacon for others
- help and support community initiatives
- build links to other schools both locally & globally
- promote cultural awareness and celebrate diversity
- relate learning to real life contexts
- investigating the impact of important individuals in our world
- consider the impact we have on our community
- promote environmental awareness

Communication

At Heatherlands we want our children to develop the tools necessary to communicate their thoughts, ideas and feelings successfully in different ways.

We will:

- enable the children to listen and respond appropriately to adults and their peers, maintaining attention and participating actively
- ask relevant questions and use strategies (including modelling and knowledge organisers) to extend the children's understanding and knowledge and build their vocabulary
- enable the children to articulate and justify answers, speculate, hypothesise
- imagine and explore ideas and share opinions
- encourage participation in discussions, presentations, performances, improvisations and debates
- use high quality texts to support learning

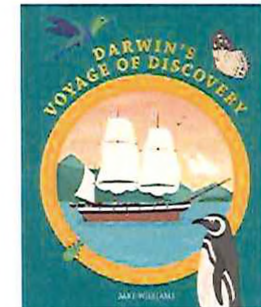
Consolidation

At Heatherlands we want our children to build schemas of knowledge that enable them to be curious and solve problems for themselves.

We will:

- make links to prior learning explicit
- plan across phases to ensure progression and consolidation
- provide knowledge organisers to enable pre-learning/overlearning
- develop metacognition and self-regulation approaches, helping the children think about their own learning more explicitly
- teach specific strategies for planning, monitoring and evaluating learning
- consolidate our school values to build 'rounded' citizens
- deepen and broaden learning experiences and understanding

A voyage of discovery



What a performance!



Key term dates 2025 - 2026

- Autumn term: 5th September 2025 to 19th December 2025
- Autumn half term break: 27th October 2025 to 31st October 2025
- Christmas holiday: 22nd December 2025 to 2nd January 2026
- Spring term: 5th January 2026 to 27th March 2026
- Spring half term break: 16th February 2026 to 20th February 2026
- Easter holiday: 30th March 2026 to 10th April 2026
- Summer term: 13th April 2026 to 22nd July 2026
- Summer half term break: 25th May 2026 to 29th May 2026

Summer holiday: from 23rd July 2026

Heatherlands INSET Days 2025 - 2026

Inset Day - Wednesday 3rd September 2025 – School closed

Inset Day - Thursday 4th September 2025 – School closed

Inset Day - Friday 24th October 2025 – School closed

Inset Day - Monday 5th January – School closed

Year group reminders

Please ensure children are always dressed appropriately wearing school uniform: Children in Year 6 will wear a tie and collared shirt, grey skirt or trousers along with our Heatherlands Year 6 blazers and black shoes. There will be opportunities near the end of the Summer term to purchase second hand blazers.

PE kit - Children are required to wear navy blue shorts and a house coloured t-shirt (red, white, blue) for indoor PE.

For outdoor PE, trainers or plimsolls are necessary. Navy blue tracksuit bottoms (**plain, without logos or patterns**) must be worn in cold weather along with the Heatherlands sweatshirt or cardigan they have for their school uniform.

Home learning 2025 - 2026

Home learning will be uploaded to the school website year group pages on a Wednesday and submitted by the following Monday as per the home learning schedule.

If you require a paper copy, please let the class teacher know and you will be provided with the relevant resources.

We use Bug Club, EMILE and Purple Mash to supplement the 'essentials' in reading and multiplication.

Fantastic Jurassic Year 6

Words I need to know and use:

The focus of this topic is geography

coastal erosion	The loss or movement of land and rocks along the coastline due to the action of waves, currents or tides.
topography	The arrangement of the natural and artificial physical features of an area
Jurassic coast	A World Heritage Site on the southern coast of England which spans 185 million years of geological history
grid reference	A location on a map shown by vertical and horizontal grid lines identified by numbers or letters.

Key knowledge:

The 'Big Ideas' in geography are: location, diversity, & impact

To locate Parkstone, Poole and other significant places on an OS map of Dorset.

To look at google maps, local maps (OS) and aerial photographs to identify key features, using map symbols.

To look at historical maps to identify how the area has changed over time

To describe human characteristics, key topographical features and land use patterns.

To use sketch maps, plans, graphs and digital technology to observe human features.

To explain the impact of tourism on the Jurassic Coast.

To debate their view on the issue of tourist impact.

To describe physical characteristics, key topographical features and land use patterns.

To use sketch maps, plans, graphs and digital technology to observe physical features.

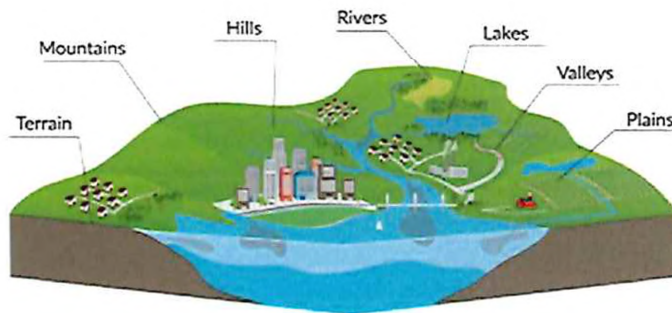
To explain the process of coastal erosion.

To describe how the coast has changed over time due to coastal erosion and predict how it will look in 100 year's time.

To debate their view on the issue of coastal erosion.

Use four and six figure grid references, symbols and keys

Take photos and make field sketches of land use and impact of tourists, in situ at the Jurassic Coast



Fantastic Jurassic Year 6

The focus of this topic is geography

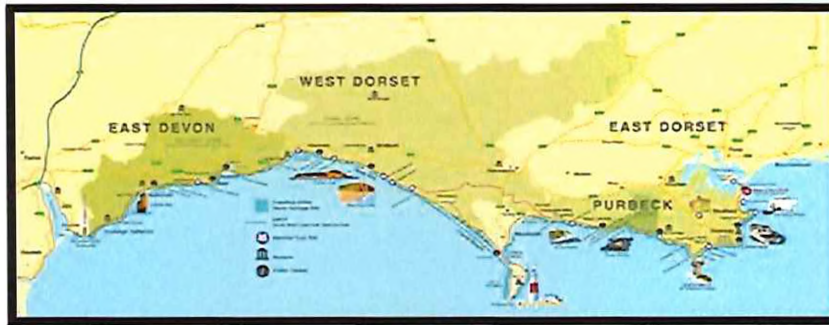


Mary Anning was a pioneering palaeontologist and fossil collector. Her lifetime was a constellation of firsts.

Mary Anning was born in 1799 in Lyme Regis, in the southwest English county of Dorset. Lyme Regis is now part of what is now called the **Jurassic Coast**, and discoveries are still being made to this day.



Did you know that the Jurassic Coast is visited by an estimated 22 million people a year?



The rock cliffs at Charmouth, Lyme Regis and Kimmeridge contain thousands of fossils of animals that swam in the Jurassic seas.

The remains that have been found along the Dorset coast since the eighteenth century represent one of the richest slices of life in Jurassic times anywhere in the world!

Please Sir Year 6

The focus of this topic is history

Words I need to know and use:

Definitions	
Victorian period	The Victorians lived over one hundred and fifty years ago during the reign of Queen Victoria (1837-1901)
Acts of parliament	An <i>Act of Parliament</i> creates a new law or changes an existing law.
Child labour	https://www.funkidslive.com/learn/really/why-did-children-used-to-have-to-work-find-out-about-child-labour-in-victorian-times/
Workhouses	Workhouses were where poor people who had no home or job lived. They earned their keep by doing jobs in the workhouse.

The 'Big Ideas' in history are: chronology, innovation & impact

Key Question: What was life like as a Victorian?

Key knowledge:

To be able to place the Victorian period in relation to other periods of British history.

To consider what life was like for children in the past.

To collect information from a range of sources and draw conclusions about the Victorian period.

To understand that ways of life differed greatly across Victorian society.

To understand that the work of individuals can change aspects of society.

To discuss the impact of important figures in Victorian times, e.g. Queen Victoria, Charles Darwin, Emily Bronte, Lewis Carroll, Alexander Graham Bell.

To compare modern and Victorian schooling.

To consider how attitudes to children and childhood changed over time.

To recall information about the life of children in Victorian times (many children were poor and had to work, disease and death was common, limited resources such as clothes and toys).



Please Sir Year 6

The focus of this topic is history

Children were often forced to work almost as soon as they could walk. This was not something new to the Victorian period as children had always been expected to work for hundreds of years. Many were used as cheap labour.

What was wrong with the working conditions for children during the Victorian times?

- Children worked very long hours with little breaks and no fresh air.
- They often worked in very dangerous conditions resulting in injuries or even death.
- Very young children were expected to work
- There was no education for the poor, so it was very unlikely they could get better paid jobs when they were older.
- Children were paid very little because they were younger

Why didn't children refuse to work?

Most children had no choice - they needed to work to help their families earn enough money to live.

What kind of jobs did children do?

The lucky children got apprenticed in a trade, the less lucky ones worked on farms or helped with the spinning. When new types of work appeared with the development of industries and factories, it seemed perfectly natural to use children for work that adults couldn't do; Crawling underneath machinery or sitting in coal mines to open and close the ventilation doors.



<http://www.primaryhomeworkhelp.co.uk/victorians/children/working.htm>

Dig for Victory Year 6

Words I need to know and use:

Allies	Countries which fought on the British side.
Axis Powers	Countries which fought on the German side.
Evacuation	The process of moving people from an area of danger to an area of safety.
Evacuee	Someone who was evacuated, moved from a danger area to a safer place
Rationing	The controlled distribution of scarce resources (mostly clothing and food).
The Blitz (Blitzkrieg)	Series of aerial bombing raids on the UK.
Black Out	System of ensuring no lights were visible after dark so buildings could not be spotted by the enemy.

The focus of this topic is history

Key knowledge:

The 'Big Ideas' in history are: chronology, innovation & impact

To know the countries and leaders involved in WWII and the importance of events leading up to the war, including the changing role of Adolf Hitler, the Rome/Berlin Axis treaty, the Anti Comintern Pact and the invasion of China

To order the main events of WWII.

To understand about The Blitz and evacuation and the impact of these on children To understand rationing and propaganda and how this affected the population of the time

To know about D-day and the changing roles of women during WWII.

To draw conclusions about the impact of WWII on British society then and now

To discuss the impact of WWII on our thoughts and behaviours today

To relate current studies to previous studies.

To make detailed comparisons between different times in history.

To be able to link key features, names and dates to periods of time that have been studied.



Dig for Victory Year 6

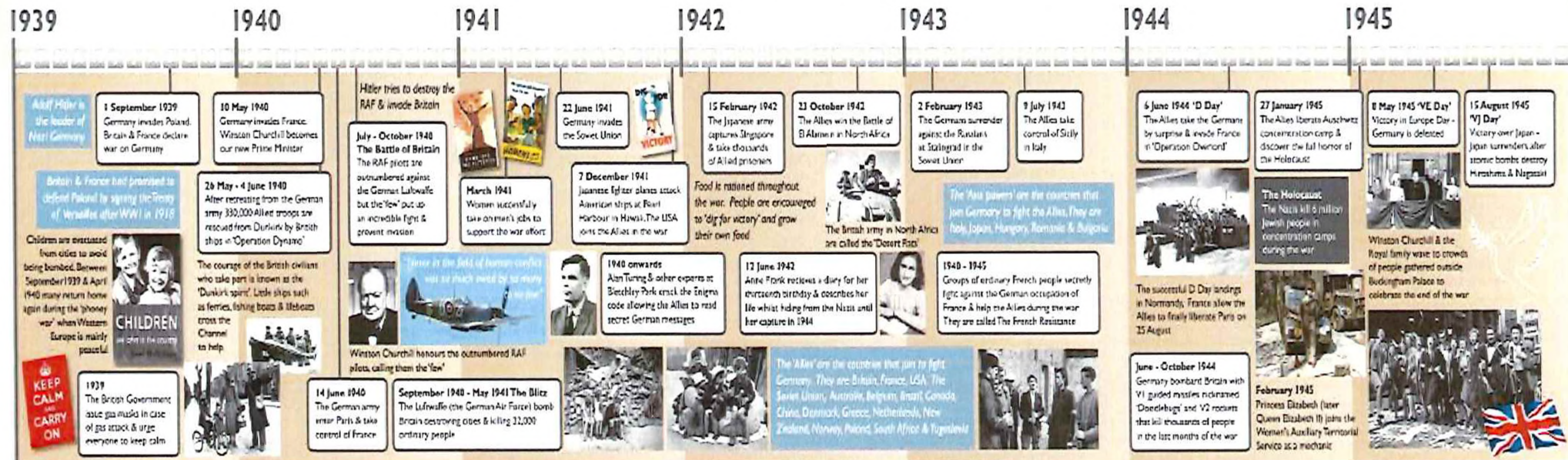
The focus of this topic is history

Here are some useful websites to visit:

<https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/>

<https://www.dkfindout.com/uk/history/world-war-ii/>

World War II Timeline 1939 - 1945



A voyage of discovery Year 6

Words I need to know and use:

evolution	The process by which living organisms are believed to have developed from earlier forms during the history of the earth.
adaptation	The process of change by which an organism or species becomes better suited to its environment.
latitude and longitude	geographical coordinates that specify position on the earth. latitude - a north south position longitude: an east- west position.
climate zones	Areas with distinct climates, which occur in an east-west direction around the earth.

The focus of this topic is science

The 'Big Ideas' in science are: investigation, explanation & observation.

Key knowledge:

To describe in simple terms how fossils are formed when things that have lived are trapped within rock

To know that fossils are evidence for evolution

To understand that living things produce offspring of the same kind

To understand that offspring are not identical to parents

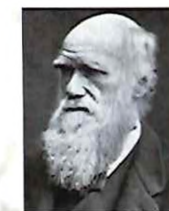
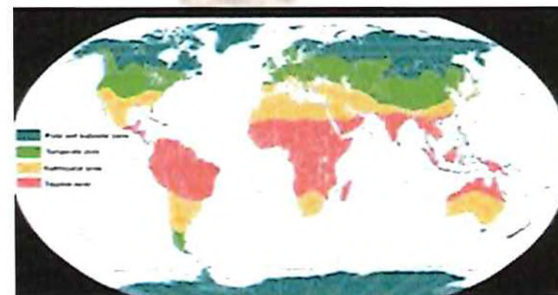
To understand that DNA carries genetic material from parent to offspring

To understand that successful adaptation can lead to evolution

To know and compare the research of Charles Darwin, Mary Anning and Alfred Wallace in evolution

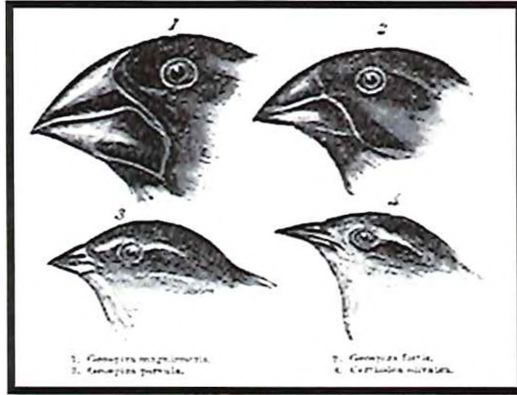
To understand that the work of scientists helps us to understand where we have come from.

Charles Darwin
Alfred Russell Wallace
inheritance
environment
climate zones
equator
conservation

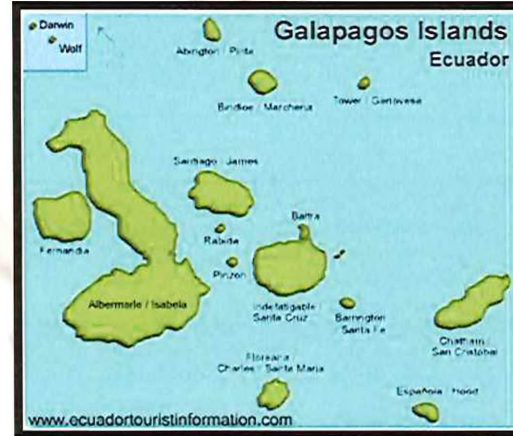
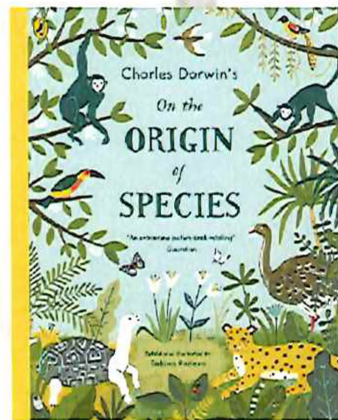


A voyage of discovery Year 6

The focus of this topic is science



Charles Darwin (1809-1882) was an English scientist (naturalist, biologist and geologist) who was most famous for writing 'On the Origin of Species'.



His book *On the Origin of Species* (1859) did two things. First, it aimed to provide evidence that evolution had taken place. Second, it suggested a theory to explain *how* evolution works. That theory is called natural selection.

Useful websites:

<https://kids.britannica.com/kids/article/Charles-Darwin/353038>

<https://www.penguin.co.uk/articles/children/2019/mar/fun-facts-about-evolution-for-kids.html>



Darwin spent almost five years aboard a Royal Navy exploring ship, the HMS Beagle. He visited many places including Ecuador, Chile, Brazil, New Zealand, Australia and South Africa. However, the islands that helped to inspire many of his theories are the Galapagos Islands.

Heatherlands Primary School KS2 Curriculum Overview 2024-2025 Year 6

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'**.

Autumn Term		Spring Term	Summer Term	
RESPECT RESILIENCE		ASPIRATION MOTIVATION	INDEPENDENCE THE HEATHERLANDS WAY	
Fantastic Jurassic	Please Sir!	Dig for victory	A voyage of discovery	What a performance!



The tests take place in May every year to measure the attainment of pupils in relation to the standards set out in the national curriculum, and help teachers and parents identify where pupils may need additional support in a certain subject area. There are papers in three subject areas: **Reading, Mathematics and English grammar, punctuation and spelling**. At Key Stage 2, the SATs papers are marked externally. The mark your child gets in each test is called the **raw score** (out of 50 for reading, out of 110 for mathematics, and out of 70 for English grammar, punctuation and spelling). This raw score for each test will be translated into a **scaled score**, which will show how well your child has done against the expected standard. Children need to achieve a scaled score of 100 to meet the expected standard. Above 100 means they are exceeding the expected standard; below 100 means they are still working towards it. You will receive your child's raw score and scaled score for each test, as well as confirmation of whether or not they have achieved the expected standard at the end of Year 6.

All information can be found on our school website:

<https://www.heatherlands.poole.sch.uk/>

<https://www.heatherlands.poole.sch.uk/year-6/>

If you need to contact the class teacher, please email the school office and your message will be forwarded on to them:

heatherlands.office@coastalpartnership.co.uk



Children in Year 6 will have outdoor PE on a **Thursday** and indoor PE on a **Wednesday**.

Children need to come into school on Wednesdays and Thursdays wearing their Heatherlands PE kit.



Forest Schools will take place on a Friday once a term.

Most sessions run in Autumn term 2, Spring term 2 or Summer term 2 and you will be informed of the dates on a termly basis.