
BREAKING NEWS



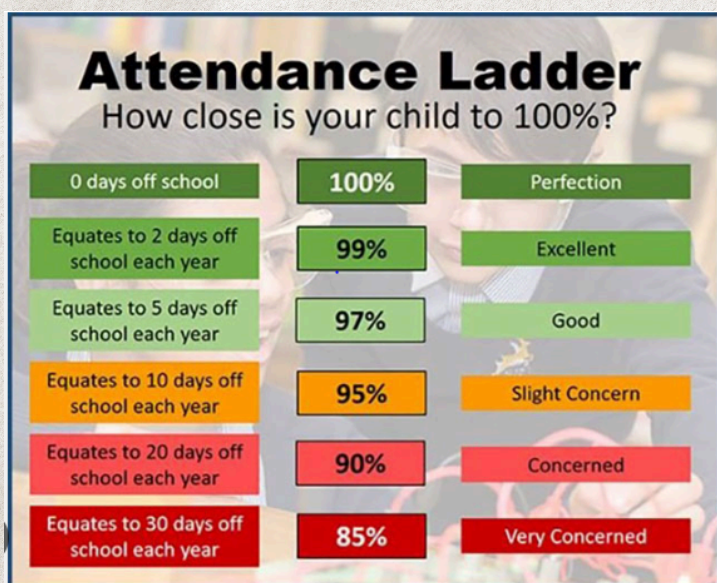
AUTUMN



BRITAIN AT WAR

**“ON EARTH AS IT IS IN HEAVEN.”
HOW CAN WE ACHIEVE THIS?**

ATTENDANCE



UNIFORM

It is important that Year 5 and 6 are in the correct uniform and PE kits. Please refer to our uniform policy on the website or speak to your child's class teacher if you have any questions or queries.

HOMEWORK

Every week, Spellings and Mathematics, linked to your child's learning in class, will be set. From time to time, your child will be given topic based projects to complete at home but these will be announced on Class Dojo.

BREAKING NEWS



AUTUMN



YEAR 6 ONLY

KEY DATES WHEN APPLYING FOR SECONDARY SCHOOL

12 SEPTEMBER 2025 - APPLICATIONS OPEN.

31 OCTOBER 2025 - CLOSING DATE FOR APPLICATIONS.

2 MARCH 2026 NATIONAL OFFER DAY - LOOK ONLINE, RECEIVE EMAIL AND LETTERS ARE SENT OUT BY SECOND CLASS POST WHERE NEEDED.

SECONDARY SCHOOL OPEN EVENTS

11TH SEPTEMBER 2025 - OXFORD SPIRES OPEN EVENING

23RD SEPTEMBER 2025 - CHENEY SCHOOL OPEN EVENING (5.30-8PM)

24TH SEPTEMBER 2025 - OXFORD ACADEMY OPEN EVENING (3.30-6PM)

**2ND OCTOBER 2025 - GREYFRIARS CATHOLIC SCHOOL OPEN EVENING
(6-8PM)**

**6/7/8TH OCTOBER 2025 - GREYFRIARS CATHOLIC SCHOOL OPEN
MORNING (9-11AM APPOINTMENT ONLY).**

**IF YOU ARE LOOKING TO VISIT OTHER SCHOOLS NOT LISTED ABOVE,
PLEASE LOOK AT THE SPECIFIC SCHOOL WEBSITE FOR DETAILS.**

**OCTOBER 16TH 2025 - PFMAC CONCERT AT THE TOWN HALL - 6.30PM -
TICKETS TO BE PURCHASED FROM THE SCHOOL OFFICE (WHEN
ANNOUNCED)**

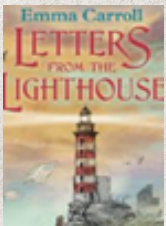
BREAKING NEWS



AUTUMN



ENGLISH READING AND WRITING



LETTERS FROM THE LIGHTHOUSE
EMMA CARROLL



GOODNIGHT MISTER TOM
MICHELLE MAGORIAN



THE FIRST WORLD WAR
HENRY BROOK



WHERE THE POPPIES NOW GROW
HILARY ROBINSON AND MARTIN IMPEY

THIS AUTUMN, OUR UPPER KEY STAGE 2 PUPILS WILL BE DIVING INTO A RICH MIX OF LITERATURE AND EXPLORING EXCITING WRITING OPPORTUNITIES ACROSS A VARIETY OF GENRES.

READING

WE WILL BE STUDYING A SELECTION OF POWERFUL AND THOUGHT-PROVOKING BOOKS, EACH HELPING US TO BUILD HISTORICAL UNDERSTANDING AS WELL AS EMPATHY AND INSIGHT INTO THE LIVES OF OTHERS:

- **LETTERS FROM THE LIGHTHOUSE** – A GRIPPING WORLD WAR II NOVEL THAT WILL EXPLORE THEMES OF FAMILY, COURAGE, AND EVACUATION.
- **GOODNIGHT MISTER TOM** – A MOVING STORY THAT WILL HIGHLIGHT FRIENDSHIP, HEALING, AND THE EXPERIENCES OF EVACUEES DURING WARTIME.
- **THE FIRST WORLD WAR (NON-FICTION)** – WHICH WILL INTRODUCE THE CAUSES, EVENTS, AND IMPACTS OF WWI IN AN ACCESSIBLE WAY FOR YOUNG HISTORIANS.
- **WHERE THE POPPIES NOW GROW** – A BEAUTIFULLY ILLUSTRATED TEXT THAT WILL HELP CHILDREN CONNECT EMOTIONALLY WITH THE HISTORY AND SYMBOLISM OF REMEMBRANCE.

THESE TEXTS WILL ALLOW US TO COMPARE FICTION AND NON-FICTION, DEVELOP COMPREHENSION SKILLS, AND MAKE LINKS BETWEEN DIFFERENT PERIODS IN HISTORY.

WRITING

OUR WRITING THIS TERM WILL BE JUST AS VARIED AND CREATIVE, GIVING PUPILS THE CHANCE TO EXPERIMENT WITH VOICE, STYLE, AND PURPOSE:

- **HISTORICAL REPORTS** – PUPILS WILL BE USING RESEARCH SKILLS TO CREATE CLEAR, FACTUAL PIECES ABOUT EVENTS AND THEMES IN HISTORY.
- **FIRST-PERSON NARRATIVES** – CHILDREN WILL STEP INTO THE SHOES OF CHARACTERS TO BRING PAST EXPERIENCES TO LIFE.
- **NARRATIVE POEMS** – PUPILS WILL BE BLENDING STORYTELLING WITH RHYTHM AND IMAGERY TO CAPTURE EMOTIONS AND ATMOSPHERE.
- **NARRATIVES WITH DIALOGUE** – CHILDREN WILL BE PRACTISING HOW TO ADVANCE ACTION AND REVEAL CHARACTER THROUGH SPEECH.

TOGETHER, THESE ACTIVITIES WILL HELP PUPILS TO BUILD STRONG FOUNDATIONS IN BOTH READING AND WRITING, WHILE DEEPENING THEIR UNDERSTANDING OF THE PAST.

Make Do and Mend

Clothes rationing

In 1941, during the Second World War, the British government introduced clothes rationing. This freed up factory space and labour for other essential war purposes. Clothing coupons were given to every family, limiting the amount of new clothes they could buy.



Make Do and Mend campaign

In 1943, the government introduced the 'Make Do and Mend' campaign to encourage people to recycle and repurpose worn-out clothes. Everyone was encouraged to improve their sewing skills. The character 'Mrs Sew and Sew' was introduced as part of the publicity campaign.



Deconstruction

Deconstruction means taking things apart. Deconstruction helps to identify how an article of clothing was made, the material it was made from, and the properties that might make the item suitable for another purpose. During the Make Do and Mend campaign, people were encouraged to deconstruct old clothes and use the material for other garments.

Stitches

Various stitches can be used to join two pieces of fabric together. These include a running stitch, whip stitch and blanket stitch.

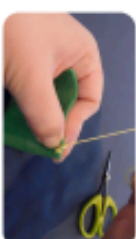
Running stitch

1. Push the needle and knotted thread from the back of the two layers of fabric to the front. Pull the thread to tighten.
2. Push the needle from the front to the back of the pieces of fabric. Pull the thread to make a stitch.
3. Repeat the running stitch along the edge of the fabric.
4. At the end, secure the stitching with a knot to finish.



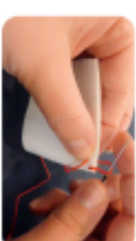
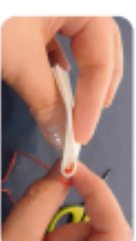
Whip stitch

1. Push the needle from the back to the front of the top layer of fabric. Pull the knotted thread to tighten.
2. Push the needle from the back to the front of both layers of fabric and pull the thread to tighten. The stitch will loop over the edges of the fabric.
3. Move the point of the needle a few millimetres away from the first stitch. Push the needle from the back to the front of the fabric again and pull the thread.
4. Continue the whip stitch along the edge of the fabric and secure the stitching with a knot to finish.



Blanket stitch

1. Push the needle from the back to the front of the top layer of fabric. Pull the knotted thread to tighten.
2. Push the needle from the back to the front of both layers of fabric. Leave a loop of thread at the top of the stitch. Push the needle through the loop and pull to tighten.
3. Move the point of the needle a few millimetres away from the first stitch. Push the needle from the back to the front of the fabric again and pull the thread, leaving a loop at the top of the stitch. Push the needle through the loop and pull the thread to tighten.
4. Repeat the blanket stitch along the edge of the fabric and secure the stitching with a knot to finish.



Repairing clothes

Rips in clothing can be repaired by sewing a piece of the same, or contrasting, fabric on the underside of the material to cover the rip. Holes in knitted fabric can be repaired by darning.



Glossary

coupon A voucher entitling the holder to buy a certain amount of a rationed item.

dam A way to mend a hole in knitted fabric by interweaving yarn.

rationing The system that limits the amount of something that a person is allowed to buy when resources are scarce.

repurpose To find a new use for a used item.

Britain at War

What is war?

War is a period of intentional actions, including armed fighting, between two or more countries or groups to force the enemy to adhere to their will.

First World War 1914–1918

Timeline of events

August 1914	Britain declares war on Germany
October 1914	First Battle of Ypres
Jan–Feb 1915	Ottoman Empire attacks Suez Canal
February 1915	Gallipoli Campaign begins
May 1915	Italy joins the Allied Powers
Feb–Dec 1916	Battle of Verdun
June–Sept 1916	Brusilov Offensive
July–Nov 1916	Battle of the Somme
April 1917	United States joins the Allied Powers
November 1918	Germany surrenders, and the war ends

Causes of the war

There were several long-term causes of the First World War.

- Countries had previously made alliances because war seemed likely. Britain had signed a treaty to protect Belgium and was allied with France and Russia. Germany, Austria-Hungary and Italy were allies.
- Germany had an imperialist desire to conquer other countries.
- Countries including Germany, France, Russia and Britain practised militarism, growing their armies and developing weaponry.
- Nationalism was widespread in Europe, and the leading powers each believed their country was superior.

The short-term trigger was the assassination of Archduke Franz Ferdinand by a Serbian Nationalist on 28th June 1914. This resulted in Austria-Hungary declaring war on Serbia.

Volunteers

Britain needed millions of men to join the army. The government launched a recruitment campaign that enlisted over 2.7 million men during the war. Britain's colonies also sent 2.5 million men to fight. Men joined the army for various reasons, such as wanting to defend their country or succumbing to peer pressure.

Warring nations

At the start of the war, the warring nations divided into two opposing groups. The Central Powers (Germany, Austria-Hungary and the Ottoman Empire) were on one side. The Allied Powers (Great Britain, France and Russia) were on the other. The Central Powers were geographically surrounded by the Allied Powers and had to fight on several fronts.



Start of the First World War

In August 1914, German troops invaded Belgium. Allied forces pushed the German army back to north-west France, where both sides dug defensive trenches. This Western Front stretched from the English Channel to Switzerland. The German military also fought Russian forces on the Eastern Front, dividing their troops. With a stalemate in Europe, the Allies attacked the Ottoman Empire at Gallipoli in April 1915 to try to take the capital, Constantinople. The Allies were defeated and suffered heavy casualties.

Trench warfare

On the battlefield, soldiers faced firepower from machine guns and artillery. Both sides dug networks of trenches to escape shells and bullets. Trenches were cold and muddy and often infested with rats. Diseases spread quickly, and food was poor. Trench warfare took a considerable toll on soldiers' physical and mental health.



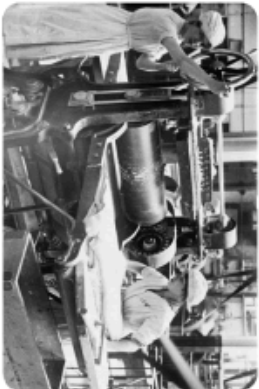
Weapons and technology

During the First World War, new weapons and technology were developed.

- Machine guns and heavy artillery bombarded the enemy.
- Armoured tanks countered the firepower of the front line.
- Poisonous gas was used to kill and injure enemy soldiers.
- Planes were mounted with machine guns and used for bombing.
- Warships fought at sea, and radio communication was used.

Life on the home front

Life changed for people in Britain. Food was scarce. Rationing was introduced towards the end of the war, leading to long queues at shops, hoarding, protests and strikes. People were worried about their safety as Zeppelins, and later German Gotha planes, carried out air raids over cities. Women took on roles traditionally done by men, such as working in factories or on the land.



End of the First World War

The First World War ended on 11th November 1918, when Germany surrendered. Several factors brought about the Allied Powers' victory, including the United States declaring war on Germany after German submarines sank American ships. In 1919, the Treaty of Versailles held Germany responsible for the war and ordered Germany to pay vast amounts in reparations. The devastation this caused to Germany played a part in the outbreak of the Second World War.

Second World War 1939–1945

Timeline of events

September 1939	Germany invades Poland, and Poland surrenders
April 1940	Germany invades neutral Norway
May 1940	Germany takes control of Luxembourg, Belgium and the Netherlands
May–June 1940	Germany invades France and Operation Dynamo rescues Allied soldiers from Dunkirk
June 1940	France surrenders to Germany
July–Oct 1940	Battle of Britain
December 1941	Japan attacks Pearl Harbor, and the United States enters the war
July 1943	Allied forces invade Italy, and Italy later surrenders
June 1944	D-Day
May 1945	Germany surrenders (VE Day)
Aug–Sept 1945	The United States drops atomic bombs on Japan, Japan surrenders, and the war ends

Causes of the war

The Treaty of Versailles had devastated Germany. By the 1930s, unemployment and poverty in Germany were widespread. Adolf Hitler became Germany's leader in 1934 and claimed his Nazi Party would restore German pride and save the economy. He then invaded the surrounding countries. Britain and France tried appeasement rather than challenging this expansion. On 1st September 1939, German forces invaded Poland. Britain and France declared war on Germany.



Warring nations

The major nations involved in the Second World War were the Axis Powers (Germany, Italy and Japan) and the Allied Powers (Great Britain, the Soviet Union and the United States). Germany was led by the fascist dictator Adolf Hitler, who wanted to expand German territory and create a pure German race. At the start of the war, Britain's prime minister was Neville Chamberlain. Winston Churchill replaced him in May 1940.



Preparation for war

Britain had learned lessons from the First World War. Barrage balloons were placed over London to stop low-flying bombers. Gas masks were issued to the civilian population, and bomb shelters were built. Blackouts were compulsory, and children were evacuated from cities. Conscription was introduced to increase numbers in the army. Food rationing began, and ration cards were issued.

Weapons and technology

- The Second World War was the most technologically advanced war in history, with many new weapons and technological innovations.
- Radar used radio waves to detect enemy positions.
 - Codebreakers developed machines to intercept and decode enemy messages.
 - The bouncing bomb was used to destroy German dams.
 - German engineers made rocket missiles that damaged British cities.
 - A new lightweight fighter plane, the Supermarine Spitfire, was developed.
 - The United States used the atomic bomb on Japan.

Battle of Britain

The Battle of Britain took place in the skies above Britain from July to October 1940. Adolf Hitler was planning a land attack on Britain but first had to control the skies to prevent British air attacks. The superior British planes and their organised air-defence system overcame the German Luftwaffe. This was a turning point in the war as Adolf Hitler could not continue with his land invasion plan.



Civilian life

Civilians in Britain had to cope with frightening air raids and bombings in cities. Finding their way during the blackout was difficult and dangerous. Children were separated from their families in the evacuation, and many women joined the Women's Land Army or worked in factories. Rationing became normal, and people found ingenious ways to make food and clothing last longer.

End of the Second World War

The Second World War ended on 2nd September 1945, when Japan formally surrendered. Many factors brought about the end of the war. The Allied Powers' D-Day invasion on 6th June 1944 resulted in Allied troops liberating Paris and Brussels. The Battle of the Bulge failed to break the Allied line. Adolf Hitler realised Germany had lost the war and committed suicide on 30th April 1945. The war against Japan ended after the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

Post-war world

After the Second World War, the Allied Powers split Germany into West and East Germany. International agreements were signed to ban chemical weapons, torture and genocide. The Universal Declaration of Human Rights was approved, which still forms the basis of international human rights law. The welfare state and National Health Service were created in Britain. Many of the war's technological innovations were redeveloped for civilians.

Remembrance

Remembrance is the act of remembering and honouring the people who died as a result of the conflict. The poppy is a symbol of remembrance after poppies grew in the Western Front battlefields. Memorials, monuments and war cemeteries all serve to remind us of the sacrifice made by millions of people.



Glossary

alliance

A group of countries who have agreed to work together because of shared aims.

appeasement

Giving the opposing side something they have demanded to prevent further disagreement.

colony

A nation controlled by another country.

conscription

Forcing people by law to join the armed services.

genocide

The deliberate killing of large numbers of people from a particular nation or ethnic group, with the aim of destroying that nation or group.

imperialism

The desire to conquer and colonise other countries.

militarism

The belief that it is necessary to build up and use strong armed forces to gain power, money and land.

reparation

Payment made by a defeated country after a war to pay for damages it caused to another country.

stalemate

A situation in which neither side can get an advantage, and no action can be taken.

Electrical Circuits and Components

Electricity

Electricity is a form of energy that makes things work. Electrical appliances with cords and plugs are powered from the mains power supply. Cordless and portable devices are powered by electrical energy stored in cells or batteries.

Components

All electrical items are made up of components, which make them work.

Components have different jobs. For example, a cell provides electrical power, a buzzer creates a sound, a switch makes or breaks a circuit and a motor creates movement.

 switch	 lamp	 cell	 battery
 wire	 buzzer	 motor	 LED

Circuits

A circuit is a collection of components connected by wires through which electricity can flow. If a circuit forms a loop with a single path for the current to take, it is called a series circuit.



When electricity flows through all the components of a circuit, it is called a complete circuit.

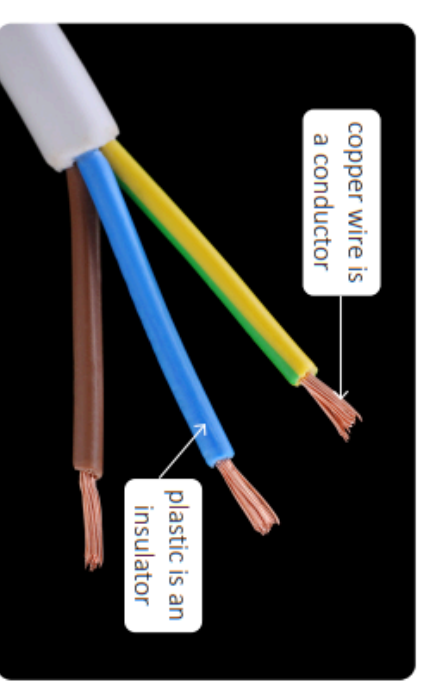


When electricity cannot flow through all the components of a circuit, it is called an incomplete circuit. Loose wires, damaged components and flat cells or batteries can all stop the flow of electricity around a circuit.



Conductors and insulators

Materials that allow electricity to flow through them are called conductors. Most metals are conductors. Materials that do not allow electricity to flow through them are called insulators.



Electrical hazards

Electricity can be dangerous. If a mains electric current goes through your body, it can cause serious injuries or death.

There are many situations where electrical appliances can be dangerous. For example, overloading plug sockets can lead to fires and touching electrical appliances with wet hands can cause electric shocks. Touching damaged wires can also cause electric shocks.



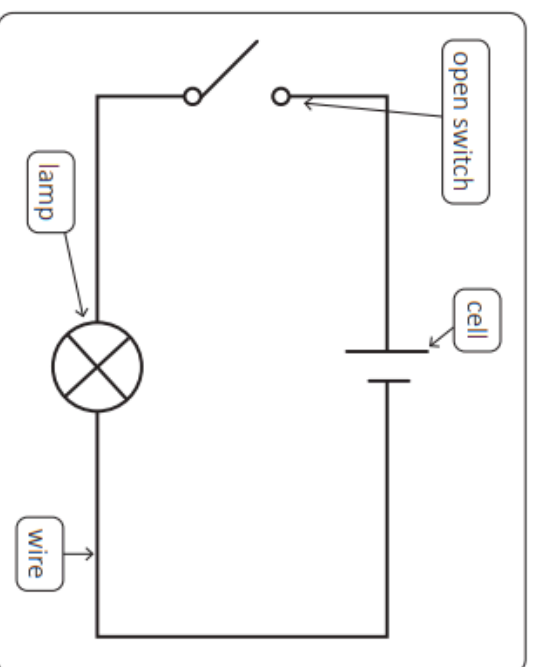
Circuit symbols

Circuit components are represented by different symbols.



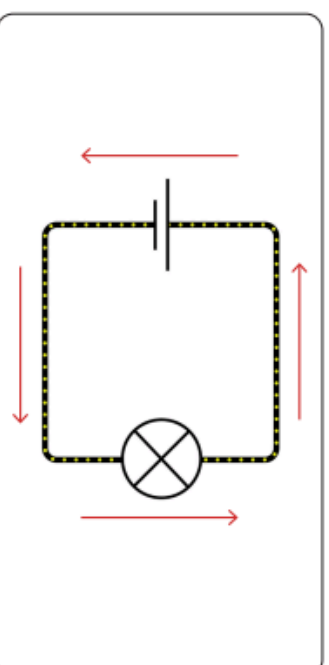
Circuit diagrams

A circuit diagram is a simplified drawing that represents a real electrical circuit. Circuit symbols are used to draw circuit diagrams.



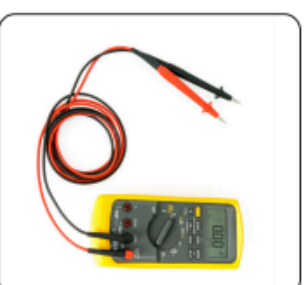
Electric current

An electric current is the flow of electric charge through a circuit. For an electric current to flow, a circuit must be complete. The electric current flows from the cell through the components and back to the cell.



Voltage

In a circuit, the cell acts like a pump, pushing electric charge around the circuit. This pushing force can be measured using a voltmeter or multimeter. The pushing force is known as voltage, which is measured in volts (V).



Cells

Cells have different names, such as AA, AAA and D. They are labelled with the voltage they supply to a circuit. For example, an AA cell is labelled with 1.5V. As cells are used, their voltage, or pushing force, decreases.

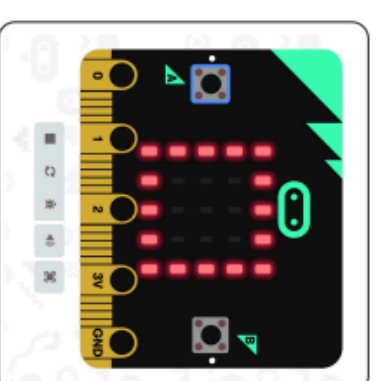


Sensors

Many devices, such as nightlights, burglar alarms and thermostats, use sensors to monitor environmental variables, such as light, movement or temperature. These devices are programmed to give a response by switching on or off if the environment changes. For example, some nightlights have sensors that cause them to switch off when light levels rise.

Programming micro:bits

Micro:bits are small, programmable computers with an LED display and sensors. Micro:bits can be programmed to respond to environmental variables and are used to make a wide variety of different devices.



Glossary

appliance

A piece of electrical equipment used in the home.

environmental variable A feature of the environment that changes, such as temperature or light.

LED

Stands for light-emitting diode. A device that produces light when an electric current flows through it. An LED only conducts electricity in one direction.

sensor

A device that detects changes in the environment.

Colour in Landscapes

Tints

A tint is a colour mixed with white. The more white paint that is added to the original colour, the lighter the tint.

A tint can range from slightly lighter than the original colour to almost white. When mixing a tint, begin with the pure colour and add white paint a tiny bit at a time.



tints of red

Shades

A shade is a colour mixed with black. The more black paint that is added to the original colour, the darker the shade. A shade can range from slightly darker than the original colour to nearly black. When mixing a shade, begin with the pure colour and add black paint a tiny bit at a time.



shades of red

Tones

A tone is a colour mixed with grey. Tones are less vibrant than the original colour. Using a tonal colour in a painting balances other intense colours and bright hues. When mixing a tone, begin with the pure colour and add grey paint a tiny bit at a time.



tones of red

Tints in landscapes

In this painting by Pierre Auguste Renoir, a bright, soft colour palette is used with lots of tints to emphasise the effect of light.



The Piazza San Marco by Pierre Auguste Renoir, 1881

Shades in landscapes

In this painting by Peter Graham, shades of green and orange are used to give the impression of wandering shadows.



Wandering Shadows
by Peter Graham, 1878

Tones in landscapes

In this painting by Robert Spencer, tones of blue, brown and orange are used to reflect the gritty reality of an industrial mill town.



The Evangelist by Robert Spencer, 1919

Glossary

colour palette The range of colours used in an artwork.

landscape The human and physical features that you can see when you look across an area of land.

Our Changing World

Time zones around the world

The world is split into 24 meridians because there are 24 hours in a day. Each meridian is in the centre of a time zone. The times around the world are calculated from the Prime Meridian. The time at the Prime Meridian is known as Greenwich Mean Time, abbreviated to GMT. If time zones are to the east of the Prime Meridian on a map, the time is ahead of GMT (GMT+). If they are to the west of the Prime Meridian, the time is behind GMT (GMT-).



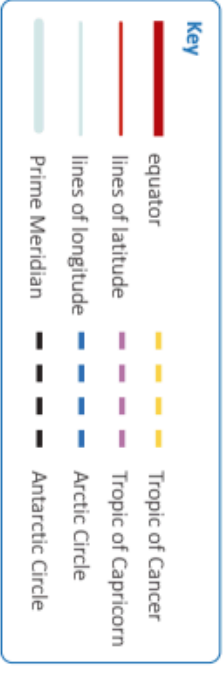
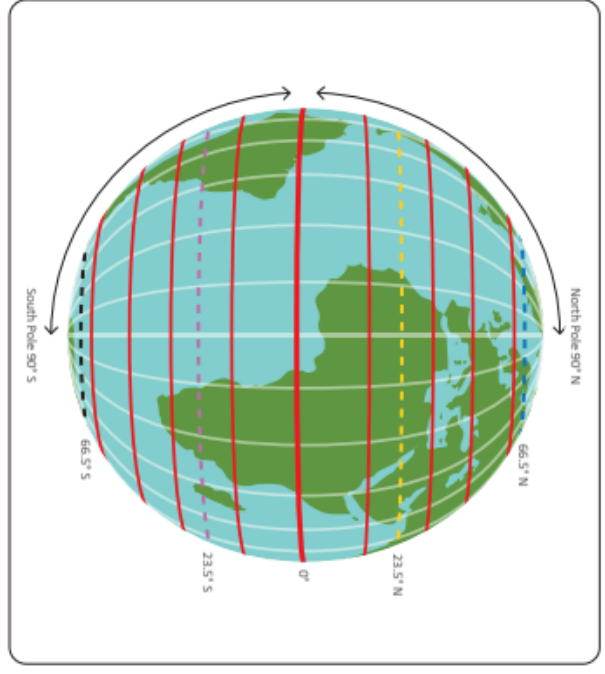
Latitude and longitude

Lines of latitude and longitude are imaginary lines around Earth. They are measured in degrees and help us to pinpoint exact locations. The lines of latitude run horizontally and measure how far north or south a point is from the equator. The equator is the line of latitude at 0°. The lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian. The Prime Meridian is the line of longitude at 0°. The point where a line of latitude and longitude cross can be written as a coordinate. For example, 30°N, 75°E.



Macau in China is 22°N of the equator and 114°E of the Prime Meridian

Features of Earth



The **equator** is the line of latitude around the middle of Earth. It is equidistant from the North Pole and the South Pole.

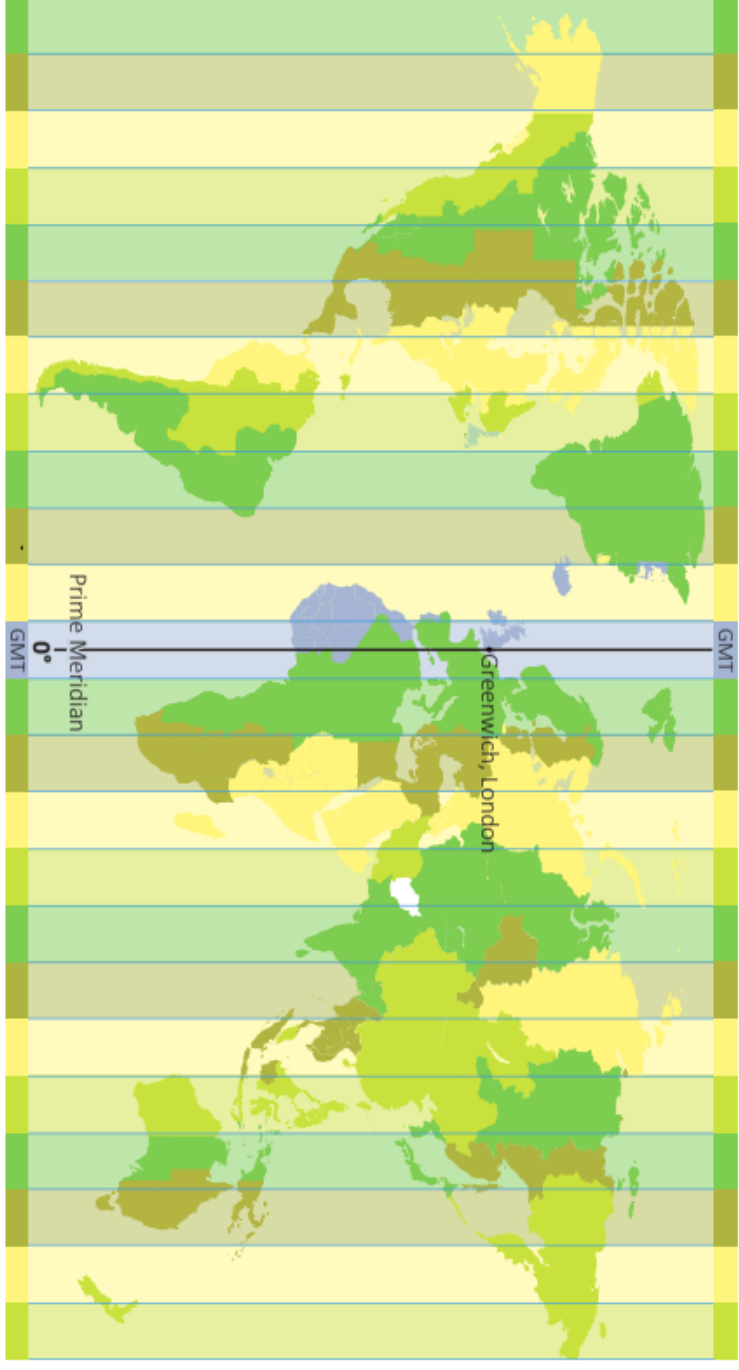
The **Southern Hemisphere** is the half of Earth south of the equator and the **Northern Hemisphere** is the half of Earth north of the equator.

The **Prime Meridian**, or Greenwich Meridian, is a line of longitude that runs through Greenwich, London. All lines of longitude are measured from the Prime Meridian.

The **Tropic of Cancer** is 23.5°N and the **Tropic of Capricorn** is 23.5°S of the equator. The area in between these lines of latitude is called the tropics.

The **Arctic Circle** is a line of latitude that is 66.5°N of the equator. The land inside the Arctic Circle is some of the coldest and least populated in the world.

The **Antarctic Circle** is a line of latitude that is 66.5°S of the equator. There is no permanent human population within the Antarctic Circle.



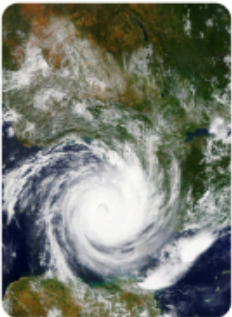
* this map is simplified and shows approximate time zones

Climate change and global warming

The climate is the usual weather conditions that occur in a place over a long time. The world's climate naturally changes over a long period of time; however, the current rate of change is unprecedented and has been linked to human actions. This large scale change to the climate is called 'climate change'. The main cause of climate change is global warming. The temperature on Earth has increased by about 1°C since 1880. Burning fossil fuels, deforestation and eating meat is likely to have the biggest effect on global warming and climate change.

Extreme weather and people

Climate change is causing extreme weather events worldwide, including severe storms, cyclones, floods, sandstorms, heatwaves and droughts. Millions of people are affected by these extreme weather events every year.



Cyclone Idai moving towards Mozambique and Zimbabwe in 2019

The Global Climate Risk Index ranks the countries that are most affected by the effects of extreme weather related to climate change. The countries most affected in 2019 were Mozambique and Zimbabwe in Africa, and the Bahamas in North America.

Trade around the world

Countries worldwide export and import fossil fuels, metal ores, food and manufactured products. The availability of natural resources, the climate and the type of soil in different countries can influence what they export. For example, Ecuador exports 30% of the world's bananas because they grow well all year round in the tropical climate.

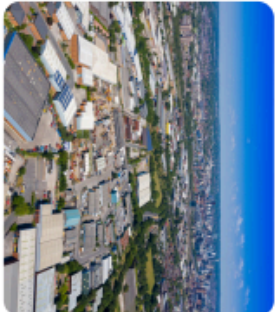
Traffic data

Data is information, including facts and statistics, that is collected, analysed and acted upon. Traffic data about road accidents in Great Britain in 2019 show that most fatalities happened on fast, rural roads. Reasons for this could include speeding, blind bends, people walking in the road, lack of cycle lanes, and motorcyclists overtaking or having little knowledge of the roads. Urban roads have more traffic, but are usually wider and have fewer bends. They can also have cycle lanes and more footpaths, so, even though there are more accidents, there are fewer fatalities.

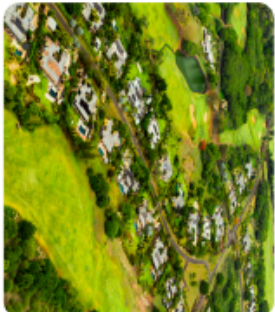
Human settlement patterns

A settlement is a place where people live permanently. Settlements can be rural or urban. Rural settlements are small in area and population. They include hamlets and villages. Urban settlements are larger than rural settlements. They include towns and cities.

There are different settlement patterns, including linear, circular, Y-shaped, T-shaped and cross-shaped. Settlements can be compact, where many houses are built close to each other, or dispersed, where the houses are scattered across fields or hillsides. Sometimes, settlements grow and change over time. Hamlets become villages, villages become towns, and towns become cities.



urban settlement



rural, linear settlement



compact settlement



dispersed settlement

Grid references, contour lines and map symbols

On a map, a grid reference is a set of numbers that describes a position. Contour lines join points of equal height above sea level and show the topography of an area. Map symbols are pictures or icons that represent physical and human features.



contour lines

Map scales

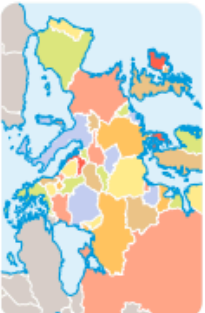
Maps are much smaller than the places they represent so they are drawn to scale. The scale is written as a ratio, for example, 1cm:250m, which means 1cm on a map is equal to 250m in real life. Maps also include a scale bar. The ratio and scale bar help a map reader measure the distance between features on a map or the length of a feature, such as a footpath.



scale bar

Maps of different scales

Maps can be drawn to different scales. We describe maps as small scale or large scale. Small scale maps have large numbers in their ratio, such as 1cm:250km. They show continents or large areas of land or sea and contain little detail. Large scale maps have smaller numbers in their ratio, such as 1cm:250m. They show smaller areas of land in more detail and include the location and names of cities, towns and villages, as well as human and physical features.



small scale map



large scale map

Glossary

export To send goods to another country for selling.

import To buy goods and bring them into one country from another.

global warming The increase in world temperatures caused by gases, such as carbon dioxide, being released into the atmosphere.

topography The physical appearance of an area of land, especially relating to its shape and surface.



Get Set 4
Education

Knowledge Organiser

Hockey Year 5

About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

In this unit you will be given the chance to umpire. Here are some top tips when umpiring.



- Be clear and confident when making a decision.
- Have knowledge of the rules.
- Move with the ball up and down the pitch so that you can see the play.
- Be fair and honest.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?



Key Vocabulary



ball carrier: the person in possession
barrier: an obstacle that prevents movement or access
close down: to reduce the amount of space for an opponent
create: to make space
maintain: to keep
possession: to have
pressure: to add challenge
situation: circumstances that create what happens
sporting behaviour: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
umpire: the person who makes sure the rules are followed

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribble in different directions and at different speeds will help you to lose a defender.

Space:

Move to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

- dribble
- pass
- receive
- tackle
- intercept
- run
- shoot

This unit will also help you to develop other important skills.

Social

communication, collaboration, respect, support others

Emotional

honesty, perseverance

Thinking

identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection

Rules

- Feet:**
 - You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.
- Sticks:**
 - The stick cannot be lifted higher than waist height, and you can only use the flat side.
 - You cannot intentionally interfere with another person's stick.
 - If these rules are broken, a free pass is awarded.
 - Don't swing stick to make a tackle.

Tactics

We use tactics to select how to attack and defend as a team. You will learn different tactics and choose as a team which to use in which situation.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Track and Touch

What you need: A partner and two markers.

- Place the two markers approx. 5m apart.
- One person leads by sidestepping between the cones, changing direction at any time. Partner tracks them, mirroring their movement and attempting to stay in line with them.
- The leader shouts 'touch' and turns and sprints towards one marker, partner races to beat them past the cone.
- Repeat three times before switching roles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Get Set 4
Education

Knowledge Organiser

Football Year 5

About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

In this unit, you will learn the fundamental movement skills and strategies needed to play football effectively. You will need teamwork, spatial awareness, and game tactics.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

The origins of modern football can be traced back to the mid-19th century in England, but the game has roots that stretch back even further. One of the earliest known versions of a game similar to football was called "cuju," which was played in China during the Han Dynasty (206 BC – 220 AD). Cuju involved players kicking a leather ball filled with feathers through a small opening into a net, and it was often played as a form of military training.

Can you think of any other invasion games that share these principles?

Key Vocabulary



situation: circumstances that create the environment

ball carrier: player in possession
close down: to reduce the amount of space for an opponent
create: to make space
decision: the choice and action made

delay: to slow down
opposition: the other team
possession: to have
pressure: to add challenge

tactics: a plan to help you attack or defend

support: to help

tactics: a plan that helps you to attack or defend

tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribbling in different directions and at different speeds will help you to lose a defender.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

- run
- dribble
- pass
- receive
- track

This unit will also help you to develop other important skills.

Social communication, respect, co-operation

Emotional honesty, perseverance, independence, self regulation, determination

Thinking identity, creativity, make decisions, select and apply skills and tactics

Rules

- No fouling (not too much contact - pushing etc). Fouls result in a free kick for the opposition.
- If the ball goes off the sides of the pitch the opposition have a 'kick-on'.
- A kick on from the corner is taken if the ball goes out of play on a goal line (back line) and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.
- When a goal is scored, the conceding team restarts the game with a goal kick.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a football club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dribble and Shoot

What you need: a ball, 6-8 markers

How to play:

- Set up cones in a straight line or zigzag.
- Place the goal 5-10 metres from the last cone.
- Dribble the ball through the cones.
- Shoot to score through the goal.

Challenge:

- Add a defender.
- Time yourself - how many goals can you score? Can you improve on your record?

Top tips:

- Use inside and outside of both feet to dribble.
- Use little touches to keep the ball close.
- Keep your head up while dribbling.
- Aim for different parts of the goal.



www.getset4education.co.uk



Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Get Set 4
Education

Knowledge Organiser

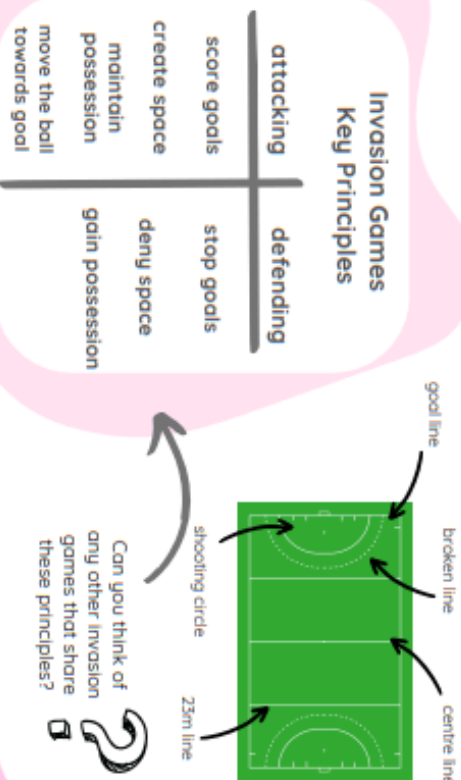
Hockey Year 6

About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Hockey is both a summer and winter Olympic sport. In the summer games, field hockey is played and in the winter games, ice hockey is played. Another major hockey competition for field hockey is the world cup, held every four years.

On a field hockey team, there are 11 players, which include 10 field players and a goalkeeper. Although the name of the sport is field hockey, the surface that is played on is artificial.



Key Vocabulary

abide: act in accordance with the rules

appropriate: suitable approach

barrier: an obstacle that prevents movement or access

close down: to reduce the amount of space for an opponent

create: to make space

cushion: take the power out of an object

draw: encourage movement of an opponent

pressure: to add challenge

situation: circumstances that create what happens

sportsmanship: play fairly, respect others and be gracious in victory and defeat

stance: the body position used

support: to help

tactics: a plan that helps you to attack or defend

transition: moving from attack to defence or defence to attack

turnover: when a team not in possession of the ball gains possession



Ladder Knowledge



Sending & receiving:

Make quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choose the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transition quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- dribble
- pass
- receive
- tackle
- intercept
- run
- shoot

This unit will also help you to develop other important skills.

Social

communication, collaboration, respect, support others

Emotional

honesty, perseverance

Thinking

identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection

Rules

Feet:

- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

Sticks:

- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.

Free pass:

- If a rule is broken, a free pass is awarded to the other team.
- All players must be three big steps away from the person taking the free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Air Hockey

What you need: Two players, two towels, three tupperware lids.

How to play:

- Use a flat smooth surface.
- Roll the towels up and place them 1m apart to act as the sides of the table.
- Players remain opposite one another at either end of the table.
- One tupperware lid is used as the 'puck'.
- Players have one tupperware lid each that they can use to stop and push the puck.
- Players score points by pushing the puck past their opponent.

First to 15 wins.



www.getset4education.co.uk



If you enjoy this unit why not see if there is a hockey club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Head to our youtube channel to watch the skills videos for this unit. @getset4education36



Get Set 4
Education

Knowledge Organiser

Football Year 6

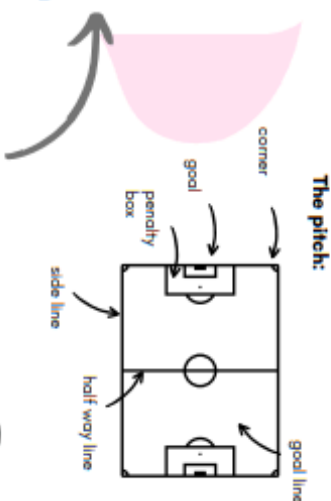
About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Football is arguably the most popular sport in the world and is said to unite the world, bringing people together. Perhaps one of the most famous football matches that has ever taken place happened on Christmas Day in 1914. The match took place in France in the middle of the fighting during WW1 in what was known as 'no mans' land between the English and German soldiers. This is the power of sport.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?

Key Vocabulary



- abide:** act in accordance with the rules
- appropriate:** suitable approach
- assess:** make a judgement of the situation
- close down:** to reduce the amount of space for an opponent
- consecutive:** in a row
- create:** to make space
- draw:** encourage movement of an opponent
- drive:** a shot in golf used to hit over a long distance
- maintain:** to keep
- possession:** to have
- situation:** circumstances that create what happens
- sportsmanship:** play fairly, respect others and be gracious in victory and defeat
- tactics:** a plan to help you attack or defend
- transition:** moving from attack to defence or defence to attack
- turnover:** when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- run
- dribble
- pass
- receive
- track
- tackle

This unit will also help you to develop other important skills.

Social communication, respect, collaboration, co-operation

Emotional honesty, persevere, determination

Thinking assess, explore, decision making, select and apply

Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team.
- If a ball goes out of play on a side line, a throw in (or kick on) is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a football club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Star Challenge

What you need: A ball

How to play:

Take on the star challenge by using the body parts listed to keep the ball up and then attempt to catch it:

- 1 **start:** use one knee to keep the ball up and then catch it
- 2 **start:** use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 3 **start:** use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 4 **start:** use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- 5 **start:** use one foot, then the other foot, then one knee, then the other knee, then chest or head to keep the ball up and then catch it

For an extra challenge, how many keep ups can you do in a row?

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136