

# Year 6 Knowledge Organisers

Autumn 1 2021-2022

# Mercenfeld Curriculum

This booklet will outline for you the units of work that your child will be covering in our wider curriculum this half term.

For each subject, you will find a Knowledge Organiser. These will show you the main elements of learning for your child.

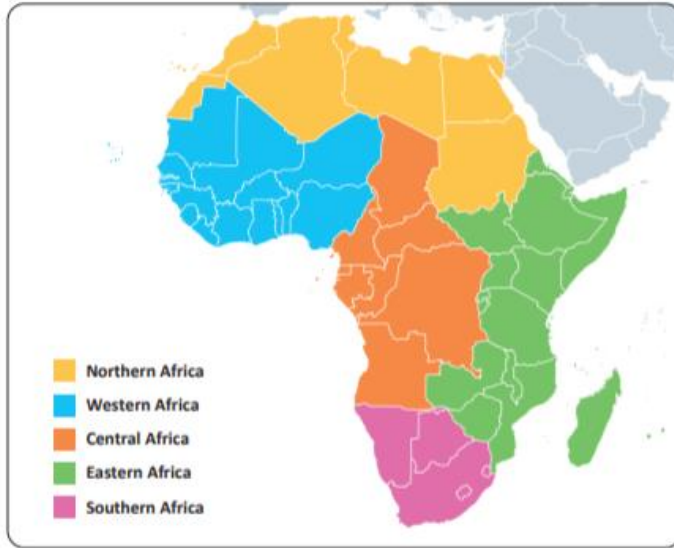
We hope you find these useful to outline your child's learning this half term. The children will be familiar with these too so you will be able to share them together and talk about their learning at school.

More information about our curriculum can be found on the school's website.

# Year 6 History - Maafa

## Africa

Africa is the world's second largest continent, and is made up of 54 different countries. Today, more than one billion people live in Africa, including over 3000 different indigenous groups. As well as a diverse range of people, languages and cultures, the continent has a vast range of landscapes and habitats. Sprawling metropolises, rural villages and shanty towns can all be found here, along with grasslands, deserts, swamps and rainforests, which together support thousands of plant and animal species.



## Portugal's involvement

From 1441 onwards, enslaved African people were transported to Portugal and were bought, sold and treated like cattle. This form of enslavement became known as chattel slavery. African tribes sold people from central Africa to Europe in exchange for luxury items and guns.

## Spain's involvement

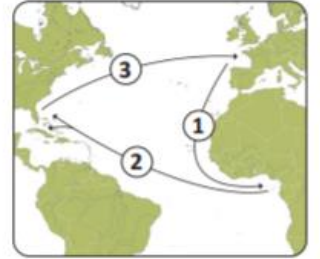
In 1492, Christopher Columbus discovered Hispaniola, a Caribbean island, which he claimed for Spain. On a later voyage, he took sugar cane to the Caribbean to create sugar plantations. The indigenous people suffered greatly when they were enslaved to work on the sugar plantations. A Spanish priest believed that African people were more suited to work on the plantation because of their darker skin. African people were then targeted for enslavement.

## Britain's role in the Maafa

Britain first began transporting enslaved people in 1562, when Elizabeth I gave John Hawkins (an English naval commander) the permission to do so. By 1650, Britain had seized several West Indies islands from Spain, and was transporting several thousand enslaved African people across the Atlantic Ocean each year. By the early 1800s, this number had increased to 120,000 each year. In total, Britain transported more enslaved people than any other European country.

## Triangular slave trade

The triangular slave trade was a very profitable system of enslavement, developed to provide labour for plantations in the Americas. It involved three journeys:



### ① The first journey

Goods, including metal and guns, were transported to the west coast of Africa.

### ② The second journey

Enslaved African people were transported to the Caribbean and the Americas. This journey was also known as the middle passage.

### ③ The third journey

Goods produced on the plantations were transported back to Europe.

## Life for enslaved African people

African people were forcibly taken from their villages and marched to coastal trading forts on the west coast of Africa. They were locked up in cells before being transported to the Americas. Conditions on board the ships were appalling, and many people died from sickness or disease. Once they arrived in the Americas, they were sold at auction and transported to work on plantations or as domestic servants. Enslaved workers who tried to escape or rebel were severely punished, but acts of resistance were common, as they despised the situation that they had been forced into.



Illustration of the slave deck on the ship, *Wildfire*, 1860

## Abolition of slavery

Many people profited greatly from the slave trade. British cities, banks and businesses also developed as a result of the money made from the slave trade. However, over time, people came to believe that slavery was wrong and the work of abolitionists, eventually led to the end of the slave trade in Britain in 1807. The Slavery abolition act was passed in 1833, this made slavery illegal. However the lives of many people, who had been treated as slaves, did not improve for many years.

## Black people in Britain in the 20th century

During the 20th century, Britain recruited thousands of soldiers and workers from the West Indies to help Britain fight in both World Wars and to rebuild the economy afterwards. However, mass arrivals of black people between the 1950s and 1970s

caused a rise in racial tensions and prejudice, and black people were treated badly. The Race Relations Act was passed in 1965, to combat prejudices that black and ethnic minority communities faced. It has since been replaced with the Equality Act 2010. This act covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.



## Glossary

<b>abolitionist</b>	A person who fights to ban something, such as slavery.
<b>auction</b>	A public sale, where goods are sold to the person who bids the most money.
<b>chattel slavery</b>	A form of enslavement, where people are kept as another person's property and are treated very badly.
<b>colonisation</b>	The act of sending people to live in, govern and control another country and its indigenous people, forming a colony.
<b>emancipation</b>	To be set free from legal, social or political restrictions, such as slavery.
<b>enslavement</b>	To have one's freedom taken away and to be forced to work for no money.
<b>indigenous</b>	To naturally exist in a country or area, rather than arriving from somewhere else.
<b>maafa</b>	A Swahili word meaning 'great catastrophe'. The name Maafa is used to describe the African Holocaust and the history and effects of the transatlantic slave trade.
<b>plantation</b>	A large estate where crops, such as sugar cane or tobacco, are grown.
<b>trading forts</b>	A place designed for the storage, buying and selling of goods.
<b>West Indies</b>	A group of islands surrounded by the North Atlantic Ocean and the Caribbean Sea. More commonly known as the Caribbean.

## Maafa timeline

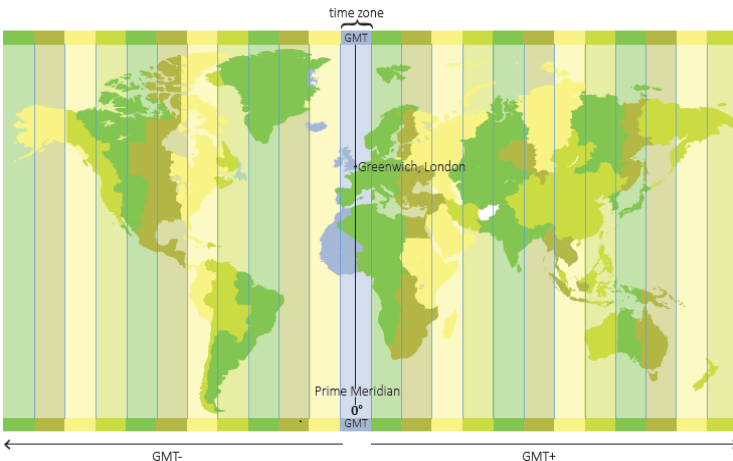
<b>1441</b>	Portugal starts transporting enslaved African people.
<b>1492</b>	Christopher Columbus discovers Hispaniola.
<b>1562</b>	Britain begins transporting enslaved African people across the Atlantic Ocean.
<b>1728</b>	The First Maroon War begins in Jamaica, where escaped enslaved workers fight British troops for the right to live independently.
<b>c1800</b>	Approximately 120,000 enslaved people are transported, by British ships, to the Caribbean and Americas every year.
<b>1807</b>	The Abolition of the Slave Trade Act is passed.
<b>1831–1832</b>	The largest rebellion of enslaved people takes place in the British Caribbean.
<b>1833</b>	The Slavery Abolition Act is passed.
<b>1884–1885</b>	Africa is divided into 50 European colonies.
<b>1948–1973</b>	Around 500,000 people are invited to Britain from the Caribbean to fill job positions after the Second World War. The first people arrived on a ship called HMT <i>Empire Windrush</i> . All of the people arriving in this way become known as the 'Windrush generation'.
<b>1965</b>	The Race Relations Act is passed.
<b>2010</b>	The Equality Act is passed.



# Year 6 Geography – Our Changing World

## Time zones around the world

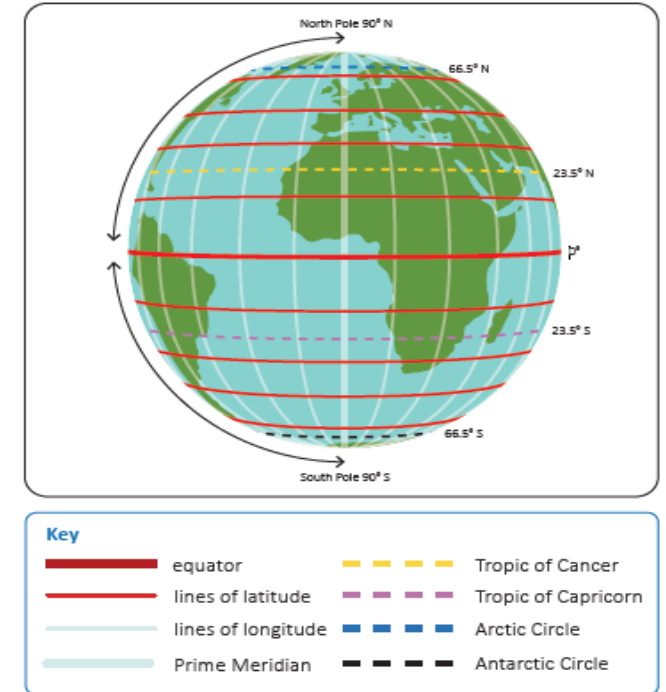
The world is split into 24 meridians because there are 24 hours in a day. Each meridian is in the centre of a time zone. The times around the world are calculated from the Prime Meridian. The time at the Prime Meridian is known as Greenwich Mean Time, (GMT).



## Latitude and longitude

Lines of latitude and longitude are imaginary lines around Earth. The lines of latitude run horizontally and measure how far north (N) or south (S) 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 (E) or west (W) a point is from the Prime Meridian.

## Features of Earth



The **equator** is the line of latitude around the middle of the Earth. It is an equal distance 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.

## 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 and human-caused 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.

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.



Cyclone Idai moving towards Mozambique and Zimbabwe in 2019

## 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 (deaths) happened on fast, rural roads. Reasons for this could include speeding, blind bends, people walking in the road, no 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 more accidents happen, less are likely to be fatal.

## 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.



## 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



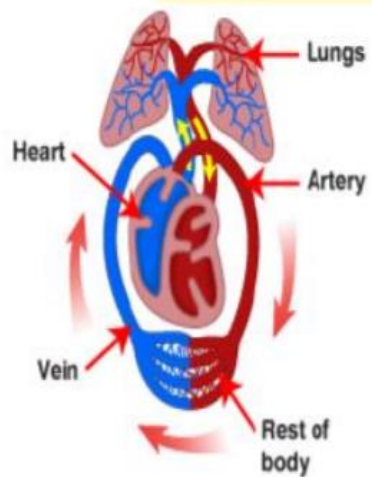
large scale map

## Glossary

<b>export</b>	To send goods to another country for selling.
<b>import</b>	To buy goods and bring them into one country from another.
<b>global warming</b>	The increase in world temperatures caused by gases, such as carbon dioxide, being released into the atmosphere.
<b>topography</b>	The physical appearance of an area of land, especially relating to its shape and surface.



# Year 6 Science – Animals Including Humans



## The Circulatory System

### The heart

The **heart** pumps oxygen-rich blood to every cell in the body.

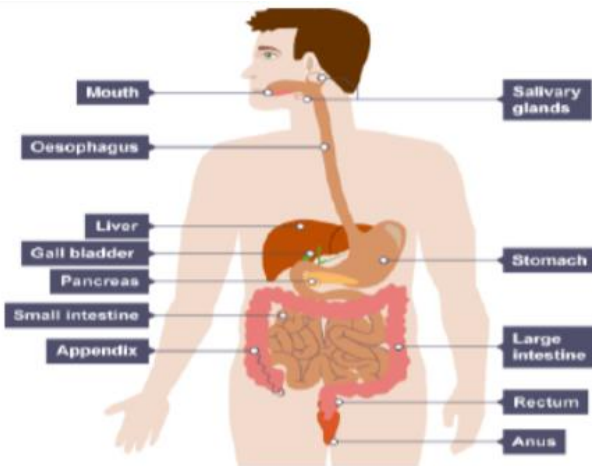
### Blood vessels

A network of arteries and veins that provide the pathway for blood to travel.

The circulatory system allows blood to circulate and transport nutrients, oxygen, hormones and blood cells to and from the cells in the body to provide nourishment and help fight diseases.

## Blood

- Transports oxygen and nutrients to the lungs and tissues
- Forms blood clots to prevent blood loss
- Carries cells to fight infection
- Brings waste products to organs
- Regulates body temperature



## Key Vocabulary

### Nutrients

A substance that provides nourishment essential for the maintenance of life and for growth.

### Organs

Part of an organism that has a vital function

### Muscles

A band of fibrous tissue that can contract and produce movement in the body.

### Veins

Tubes forming part of the bloody circulation system of the body, carrying blood without oxygen to the heart.

### Blood vessel

A tubular structure carrying blood through the tissues and organs

### Blood

Red liquid that circulates in arteries and veins, carrying oxygen to and carbon dioxide from tissues in the body.

### Arteries

Muscular-walled tubes that transport bloody from the heart to other parts of the body

A healthy and balanced diet and regular exercise is important in helping the body to function.

## HEALTHY LIFESTYLE



# Year 6 Music – African Drumming

## Key vocabulary


pitch	How high or low a note is.
dynamics	The volume of the music (loud and soft).
tempo	The speed or pace of music.
crescendo	Gradually getting louder.
decrescendo	Gradually getting quieter.
rhythm	Sound patterns that fit over a steady pulse or beat.
call and response	Two phrases. The second phrase answers the first.

## African Drumming



African hand drums are played to communicate, celebrate, mourn and inspire. They're played in times of peace and war, planting and harvesting, birth and death. Drums have been such a large part of Africans' daily experience for so long that drumming pulses throughout their collective unconscious. It's in their genes.

## I am learning to:

Listen	Compose
<ul style="list-style-type: none"> <li>Find the pulse</li> <li>Follow the rhythm of the drum</li> <li>Drum to the music getting gradually louder</li> </ul>	<ul style="list-style-type: none"> <li>Clap and drum to the beat</li> <li>Change with the speed of the beat</li> </ul>
Sing	Perform
<ul style="list-style-type: none"> <li>Sing songs and control my voice</li> <li>Sing high and low notes at the right pitch</li> </ul>	<ul style="list-style-type: none"> <li>Perform songs with others</li> </ul> 



# Year 6 Art – Trailblazers and Barrier Breakers

## Trail Blazers, Barrier Breakers

Many black artists have used their art to express their thoughts and feelings. The pictures shown cover the period from 1867 to the present day. These people have helped other artists share their experiences.

### Edmonia Lewis (1844 – 1907)

Edmonia Lewis was born in New York, USA and was the first black woman to be recognised as an accomplished sculptor. *Forever Free* (1867) by Edmonia Lewis shows two people who had been enslaved but are now free.



*Forever Free*

### Henry Ossawa Tanner

Henry Ossawa Tanner, was the first African American painter to achieve international fame in the Fine Arts world. *The Banjo Lesson* (1893) by Henry Ossawa Tanner shows an elderly man teaching a young child the banjo, showing the caring nature African American people.



*The Banjo Lesson*

### Augusta Savage (1892–1962)

Augusta Savage was the first African American woman to open an art gallery to showcase work by black artists.

*The Harp* (1939) by Augusta Savage shows the strings of a harp replaced with twelve singing African American youths.



*The Harp*

### Gordon Parks (1912 -2006)

Gordon Parks, born in Kansas, USA, became a self-taught photographer. He suffered racial abuse as a child, and so used photography to show poverty and experiences of black people. *The Fontenelles at the Poverty Board* (1967) by Gordon Parks shows a poor, black family in New York.



### Sonia Boyce

Sonia Boyce was born in London and describes herself as a British Afro Caribbean artist. A lot of her work shows her relationships with friends and family because these relationships have always made her feel less alone and less different.



### Kara Walker

Kara Walker is an American artist who has gained recognition for her cut-paper silhouettes.



### Hurvin Anderson (1965 –Present)

Hurvin Anderson was born in Birmingham, England, to Jamaican parents. The lives of Afro-Caribbean migrants living in England influence his art. *Peter's Sitters 3* (2009) by Hurvin Anderson connects his Caribbean heritage with life in England. The barbour shops are an important art of life for Afro-Caribbean people living in England.



*Peter's Sitters 3*

### Chris Ofili (1968-present)

Chris Ofili was born in Manchester, England. He now lives on the island of Trinidad in the Caribbean. His art celebrates the experiences of black people, including challenging racism. *No Woman, No Cry* (1998) by Chris Ofili shows Doreen Lawrence. Her son, Stephen Lawrence, was killed in a racist attack in London in 1993.



*No Woman, No Cry*

### Glossary

**analysis** The act of studying something in detail.

**civil rights** The rights that every person has in a society, whatever their race, sex or religion.

**heritage** The features, such as traditions, beliefs and languages that belong to a society's culture from the past, which has historical importance today.

**immigrant** A person who has come to live permanently in a different country.

**multiculturalism** The belief that different cultures within a society are all of equal importance.

**pioneer** A person who is one of the first people to do something.

#### **Racial discrimination**

Unfair treatment of someone because of their race.

**symbolise** To represent or express something.

**trailblazer** The first person to do something, then inspire other people to achieve what they have or something similar.

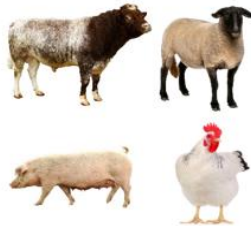


# Design & Technology – Food for Life

## Plants are grown.



## Animals are reared.



## Fish and shellfish are caught.



Some of the food we eat is seasonal in the UK. This means it only grows at certain times of the year.

### Spring

(March, April, May)



### Summer

(June, July, August)



### Autumn

(September, October, November)



### Winter

(December, January, February)



In the UK, some food is also grown in glasshouses. This means that the food is available at different times to that grown outside.

## Food is produced all around the world.

A lot of the food we eat is grown in the UK, but some food comes from other countries where the weather or seasons are different to ours.

### UK food



### World food



Some food has labels that tell us more about the animals' welfare or how the food was grown.

The Red Tractor Logo shows that farmers look after their animals and produce food safely.



## Where is my food from?

Once grown, reared or caught, food is processed to make it edible and safe. For example:

- milk is from a dairy cow;
- apple juice is from apples which grow on trees;
- a tomato is a fruit which grows on a plant;
- mashed potato is made from potatoes (a plant) which grows under the ground;
- ham and bacon are made from pork which is the meat from a pig;
- toast is made from bread, bread is made from flour, flour is made from the plant called wheat (it is milled).



## Key Vocabulary

**Seasonal** when something grows or happens at a certain time of year

**Processed** includes food that have been cooked, canned, frozen, packaged by preserving in different ways.

Activate Windows

There are many different types of food from around the world.

People all around the world need a variety of food from different food groups to have a healthy diet.

Dishes and meals eaten around the world often comprise similar food (or ingredients) combined in different ways.

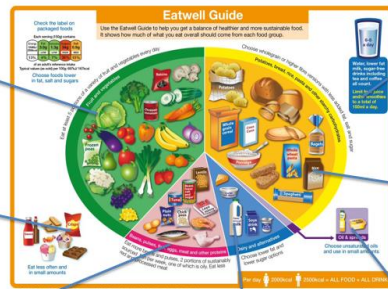
The **Eatwell Guide** shows the proportions in which different types of foods are needed for a well-balanced and healthy diet.

The **Eatwell Guide** can be used to devise meals and snacks.

**Fruit and vegetables**  
Eat at least five portions every day.

**Foods high fat, salt and sugar**  
This type of food is not needed to be healthy. If eaten, have less often and in small amounts.

**Beans, pulses, fish, eggs, meat and other protein**  
Eat some foods every day.



**Dairy and alternatives**  
Have some of these foods every day, e.g. a pot of yogurt and a cheese sandwich.

**Hydration**  
Water and lower fat milk are healthier drink choices. A max of 150ml of juice or smoothie a day.

**Potatoes, bread, rice, pasta or other starchy carbohydrates**  
Eat a food from this group at every meal. Go for wholegrain varieties.

**Oils and spreads**  
Eat in small amounts.



# PSHCE – Beginning and Belonging

## A Good Listener is someone who...



## The Importance of Positive Relationships

Connecting with others can help us to feel a greater sense of belonging and can help to challenge feelings of loneliness.

- Make time for the people you love. Keeping regular contact with friends and family, whether it's face-to-face, on the phone or by text, can strengthen your relationships.
- Join a group. Think of the things you like to do, such as drawing, gardening or sport and look for local groups. Meeting others with a shared interest can increase your confidence and build your support network.
- Talk about the way you feel. Opening up to a trusted friend or family member can help you to feel listened to and supported. Just acknowledging your feelings by saying them out loud can help.
- Use peer support. If you're finding things difficult, talking to people who have similar feelings or experiences can help you to feel accepted.

## I will understand this vocabulary...



<b>co-operate</b>	To act or work together for a particular purpose or to be helpful by doing what someone asks you to do.
<b>problem solving</b>	The process of finding solutions to problems.
<b>positive</b>	Full of hope and confidence, or giving reasons for hope and confidence.
<b>negative</b>	Expressing no. A negative sentence or phrase is one that contains a word such as 'not', 'no', 'never' or 'nothing'.
<b>consequences</b>	A result of a particular action or situation, often one that is negative..

Jigsaw!


## The Jigsaw! Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)



# Religious Education – Creation Stories

Judeo-Christian Creation Story	Abrahamic Religions	The Islamic Creation Story
In this story, God created the world in six days. On the seventh day, God rested.	The <b>Abrahamic religions</b> have these common beliefs: God revealed himself to Abraham. There is only one God. Their holy books contain many of the same people, places and histories.	In this story, Allah created the world and the heavens, creatures, vegetation and man. There are similarities between the <b>Islamic creation story</b> and the <b>Judeo-Christian</b> one.
		

**Buddhism**  
Buddhists do not believe in God, so there is no **creation story** in Buddhism.



Key Vocabulary	
<b>creation</b>	The act or process of bringing something into existence.
<b>creation story</b>	A story that explains how the Earth and humans came into existence.
<b>Judeo-Christian</b>	Aspects of Judaism and Christianity that are grouped together because of similarities.
<b>Old Testament</b>	The first part of the Bible containing stories and writings from before the birth of Jesus.
<b>Abrahamic religions</b>	This is what Judaism, Christianity and Islam are collectively known as. They all trace their common origin to Abraham.
<b>Islamic</b>	Relating to Islam, one of the world's main religions.

Sikh Ideas About Creation	Non-Religious Creation Stories	The Five Types of Creation Story
In the <b>Guru Granth Sahib</b> , <b>creation</b> is described, but there is no <b>creation story</b> as such. There is no sequence of events. It does not mention the time it took to create the world.	There are many belief systems and societies that have their own stories and myths about <b>creation</b> . Some of these are written down, others are passed on through an oral storytelling tradition.	There are five different types of <b>creation stories</b> and myths: <b>Ex nihilo</b> <b>Creation from chaos</b> <b>World parents</b> <b>Emergence</b> <b>Earth-diver</b>
		



# French – This is France!



le Royaume-Uni (m) [United Kingdom]  
La France (f) [France]  
l'Italie (f) [Italy]  
l'Allemagne (f) [Germany]  
l'Espagne (f) [Spain]  
le voisin (m) [neighbour]

If the country's name is masculine, use du.  
If it is feminine, use de la and if the country's name begins with a vowel, then de l'... needs to be used.  
**La France est un voisin de l'Espagne.**  
**France is a neighbour of Spain.**

When a number is a multiple of 100, there is an s on cents, e.g. quatre-cents. Other numbers after the hundred, there is no 's' on the end of cent, e.g. quatre-cent-cinquante.



**Quelle est la distance entre Lille et Bordeaux ?**  
**C'est huit-cents kilomètres.**

**What is the distance from Lille to Bordeaux?**  
**It is eight hundred kilometres.**

Choose the correct form of an adjective describing nationality and write sentences describing a person's nationality.

Country is:

masculine and starts with consonant  
masculine and starts with vowel  
feminine

to or in

au  
en  
en

**J'habite en Finlande. Je suis finlandais.**

**I live in Finland. I am Finnish.**



Use the correct words for up to 4 compass points.

la distance (f) [distance],

le nord (m) [north],  
le sud (m) [south],  
l'est (m) [east],  
l'ouest (m) [west],



All compass points are masculine, so when saying 'to the', the word au is used, with the exception of l'ouest and l'est. As these words begin with a vowel, à l'... is needed.

**Nantes est à l'ouest de Dijon.**  
**Nantes is west of Dijon.**

When writing in French about the landmarks of Paris and about things that can be done when visiting Paris using the verb pouvoir – on peut is followed by the infinitive form of the verb, e.g. On peut voyager... [one can travel.....]



**À Paris on peut visiter les bâtiments célèbres.**

**In Paris one can visit a famous building.**





# Physical Education – Invasion Games

## Key Knowledge

Learn these key facts—key points in red

### Defending

#### Delay

If possession is lost quickly—a defender should try to slow **the attacker** down so other players can get back in position (**goal side**).



#### Balance

Defenders need to move into an appropriate **formation** in relation to where the ball is.



### Attacking

#### Support

To give the player in possession **as many options as possible** team-mates move into different positions to receive the ball. This could be to the side / behind / in front of the ball.



#### Improvisation

Players need to become **creative** to get past an organised defence e.g. one-twos, fake passes, outwit defenders with the ball



## Key Vocabulary

Understand these key words

Word	Definition
<b>Balance</b>	Moving closer to the player in possession of the ball.
<b>Formation</b>	When one player applies pressure another teammate drops deeper to cover.
<b>Delay</b>	Slowing the pace of the attack to help the defence.
<b>Possession</b>	Retain the ball and keep away from the opposition
<b>Width</b>	In order to create space some players will need to move to wider positions
<b>Depth</b>	Have support behind the ball (be able to pass backwards)
<b>Scanning</b>	Players to scan playing environment before sending or receiving the ball
<b>Improvisation</b>	Creative ways of outwitting opponents
<b>Support</b>	Movement of team-mates to get into space to receive the ball.
<b>One-Twos</b>	Quick fire passes between 2 players one passes moves into space and receives again.

Show an understanding of rules to be successful in a certain game.

Show an understanding of attacking and defending.

Work in a team and show a good use of tactics in order to perform well in a game situation.

Show a good use of coordination and agility whilst in a game situation.