## 47 Maths Knowledge Organiser Topic 9: Working with units

| What must I be able to do? | Key vocabulary |  |
| :---: | :---: | :---: |
| $\square$ Record and order measurements using decimal notation <br> $\square$ Estimate and/or measure: | measure | To find the size of something by using an instrument marked in standards units. |
| Length in: kilometres (km), metres (m), centimetres (cm), millimetres ( mm ) | Length | The distance from one point to another. |
| > Sparx m828,4388 | Mass | A measurement of how heavy an object is. |
| mass in: kilograms (kg), grams (g) <br> > Sparx M828,4388 <br> Volume and capacity in: litres (I), millilitres (ml) <br> > Sparxm828,4388 | Volume | The amount of space that an object occupies. |

Metric unit conversions
Length: $1 \mathrm{~km}=1000 \mathrm{~m}$
Mass: $1000 \mathrm{~g}=1 \mathrm{~kg}$
Volume: $1000 \mathrm{ml}=1$ litre
$1 \mathrm{~m}=100 \mathrm{~cm}$
1 litre is the amount of water equal to the weight of 1 kg
$1 \mathrm{~cm}=10 \mathrm{~mm}$

## Converting units examples

Three steps for converting units.

1. Find the conversion factor (see box above)
2. Decide whether to multiply or divide by it

- To go from a bigger unit to a smaller unit, multiply.


If you measure in a large unit e.g. kilometers, you will need more of a smaller unit e.g. metres to measure the same distance, hence multiply.
3. Do the calculation
e.g. Convert 5.4 km to metres.

1. The conversion is $1 \mathrm{~km}=1000 \mathrm{~m}$
2. Going from a bigger unit of measurement to a smaller so, multiply.
3. $5.4 \mathrm{~km} \times 1000=5400 \mathrm{~m}$.

Another good way to set these out is to use a proportion table.
e.g. Convert 5.4 km to metres.

Put the known conversion into a table

| Kilometres | Metres |
| :---: | :---: |
| 1 | 1000 |

Add in what you know from the question

| Kilometres | Metres |
| :---: | :---: |
| 1 | 1000 |
| 5.4 |  |

we can use a multiplier to determine missing values. This can be done in 2 ways.


| Kilometres | Metres |
| :---: | :---: |
| 1 | 1000 |
| 5.4 | 5400 m |
|  |  |

