

Knowledge Organisers

2nd Spring Term

Science

History

Art/DT

PSHE

RE

PE

Music

Year 1

Knowledge Organiser- Taking Care of the Earth - Science – Year 1

| Key Vocabulary | Definition |
|-------------------------------|---|
| Natural resources | Materials we can use that are from nature, e.g. we can use wood from trees to make furniture |
| Man-made resources | Materials we can use that people make, for example, plastic |
| Renewable resource | A resource that doesn't run out, for example, wind energy |
| Non-renewable resource | A resource that will run out if we use it all, for example coal |
| Pollution | A substance that is harmful to the environment, for example, spilling oil into the sea |
| Logging | Cutting down trees to use the wood, to create space for animals to graze or to create space to grow crops |
| Environment | The natural world around us |
| Graze | Feeding on grass that grows in a field, for example, cows graze in fields |
| Crops | Plants that people have grown for food |
| Extinct | When no living members of a species of plant or animal have survived |
| Contaminated | When an area has been polluted, for example a river could be contaminated by dirty water |
| Recycle | To use something again, sometimes for a different purpose |
| Conserve | To protect something from harm or destruction |

Key Knowledge:

- I can describe different ways we are destroying the Earth.
- I know that there are natural and man-made resources.
- I can identify logging as a way of harvesting the Earth's natural resources.
- I can identify some of the ways in which the environment can be polluted.
- I know that recycling means turning used things into something new.

| Natural Resource | |
|---|---|
| Coal- a hard, black rock which can be burned, it is found deep in the ground |  |
| Oil- can be used to make petrol that we use in cars, it is found deep in the ground |  |
| Wind- can be used to turn turbines to make electricity |  |
| Water- is a renewable resource. Fresh water, coming from skies and moving into streams, rivers, lakes and groundwater. |  |

Knowledge Organiser- Kings, Queens and Leaders – History - Year 1

| Key Vocabulary | Definition |
|------------------------|--|
| Throne | A special chair for a king or queen, or another very important person |
| Sceptre | An ornamented (decorated) rod carried by rulers on special occasions |
| Majesty | A royal person |
| Reign | The time/ period that a person is in charge and rules over the country |
| Barons | An important person who has land |
| The Magna Carta | A written agreement (charter) that was sealed by King John |
| Civil war | A war between people who live in the same country |
| Coronation | When a king or queen is given the crown |

| Key Knowledge: |
|--|
| I know that England has been ruled by Kings and Queens for many years. |
| I understand that King John made an important promise to the people of England. |
| I know that Simon de Montfort set up parliament so that people could have some control over the country. |
| I understand that King Charles I did not want to listen to Parliament. |
| I know that there was a time when England did not have a king. |



King John I



King Henry III



King Charles I



Oliver Cromwell



Charles II

King John signed the Magna Carta in 1216

Simon de Montfort captured Henry III and set up a parliament

Charles I was executed in 1649




Oliver Cromwell was the Lord Protector

Charles II returned from hiding in France to be the king in 1660

Knowledge Organiser- Architecture - Visual Arts - Year 1

| Key Vocabulary | Definition |
|----------------------|--|
| architecture | The art of designing buildings |
| architect | A person who designs buildings |
| design | Planning and drawing how a building is going to look |
| dome | A rounded roof of a building with a circle shaped base |
| pillar | A tall, straight part of a building that is sometimes decorated, often holds up another part of the building |
| arch | A curved part of a building that you can walk under, sometimes an arch holds up a bridge or a roof |
| tower | A tall, narrow building, or part of a building |
| purpose | The reason why a building has been made and what it is used for |
| sculpture | Art that is made through changing wood, metal or other materials |
| gargoyle | A carved human or animal face or figure projecting from the gutter of a building, typically acting as a spout to carry water clear of a wall |
| statue | A carved or cast figure of a person or animal, especially one that is life-size or larger |
| Stained glass window | Coloured glass as a material or to works created from it |

| Key Knowledge |
|---|
| I understand that architecture is the art of designing buildings. |
| I can describe buildings. |
| I understand the purpose of architectural features. |
| I understand that some buildings have sculptures. |
| I can design a building with a purpose. |

| | |
|--|--------------------------|
|  | Westminster Abbey |
|  | The Houses of Parliament |
|  | St Paul's Cathedral |

| Gargoyles | Stained Glass Windows |
|---|--|
|    |    |

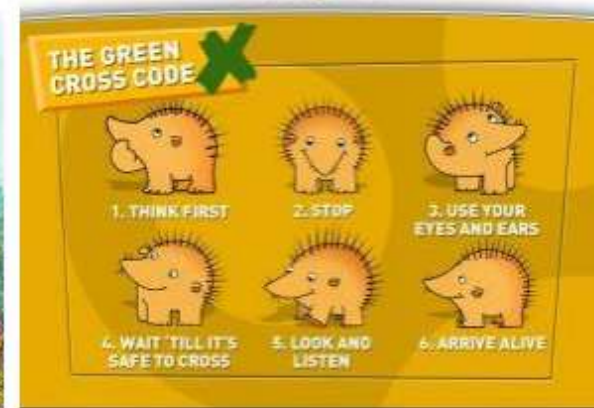
Knowledge Organiser – PSHE – Healthy Me - Year One

| Key Vocabulary | |
|-------------------------|--|
| Balanced Diet | A variety of foods that provide the nutrients needed for good health. |
| Exercise | A physical activity that improves health and fitness. |
| Hygienic | Keeping yourself and your surroundings clean, in order to prevent illness. |
| Medicines | A substance used to treat illness or diseases and maintain good health. |
| Green Cross Code | A step-by-step procedure that helps pedestrians cross the road safely. |

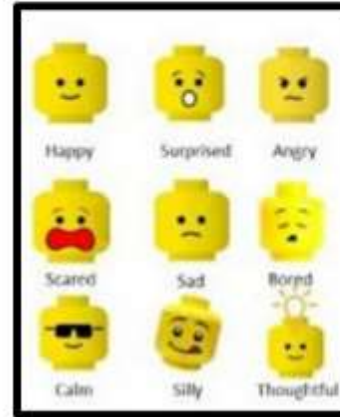


| Key Knowledge |
|---|
| I know how to make healthy lifestyle choices. |
| I understand that medicines can help me if I feel poorly. |
| I know how to keep safe when crossing the road. |

| Reflective questions |
|-----------------------------------|
| Ask me this... |
| What healthy choices do you make? |
| How can we stay safe at home? |



| Key Vocabulary | Definition |
|----------------|---|
| Pulse/Beat | The regular heartbeat of the music, the steady beat |
| Rhythm | Long and short sounds or patterns that happen over the pulse, the steady beat |
| Pitch | Highness or lowness of a sound |
| Melody | a sequence of single notes that is musically satisfying; a tune |



How does music make you feel?

- Songs covered
- Days Of The Week
 - Name Song
 - Cuckoo
 - Upside Down
 - Hush Little Baby
 - Who Took The Cookie?

F Major Scale

<http://piano-music-theory.com>

beats

R.E. Year 1 Spring 2 Knowledge Organiser

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

| Key vocabulary | Definition |
|--------------------|--|
| Palm Sunday | When Jesus rode into Jerusalem and was greeted by crowds of followers |
| Welcome | To show someone that you are happy of their arrival |
| Admire | To look up to someone because of how they help others or because of a skill or talent they have |
| Jesus | Believed by Christians to be the Son of God |
| Jerusalem | A city in the Middle East in which Jesus died on the cross and was resurrected (came back to life) |
| Symbol | An object or image that stands for something else and has a greater meaning |

| Key Knowledge |
|---|
| I can talk about how I would make a visitor feel welcome. |
| I know what happened on Palm Sunday. |
| I can explain some of the symbols used in the story of Palm Sunday. |
| I know that some of the symbols show that Christians believe Jesus was a very special person. |
| I know how Christians nowadays celebrate Palm Sunday |
| I can explain how I would welcome a very special visitor. |



| Key Vocabulary | Definition |
|----------------------|--|
| Agility | The ability to change direction quickly and easily. |
| Release | The point at which you let go of an object. |
| Target | The object that is being aimed for. |
| Co-ordination | The ability to move two or more body parts at the same time. |

| Skills | |
|----------------------|--|
| Agility |  |
| Co-ordination |  |
| Target |  |

Skill Development

To develop underarm and overarm throwing towards a target.
 To select the correct throw for a target.
 To develop throwing for accuracy and distance.