

Bomere and the XI Towns Federation Knowledge Organiser—Geography

Topic: Home and Away

Class/Year Groups: Haughmond Year 1 and 2

Term: Summer 2023

What you already know? (Knowledge from EYFS)

Locational Knowledge:

*To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

Knowledge of Place:

*To look closely at similarities, differences, patterns and change.

Geographical Skills and Fieldwork:

*To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

What you will learn to describe and understand:

*name and locate the world's seven continents and five oceans.

*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

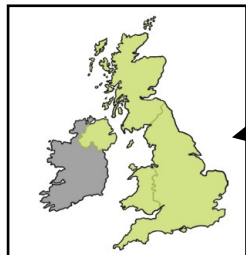
*compare the UK with a contrasting country in the world.

*compare a local city/town in the UK with a contrasting city/town in a different country.

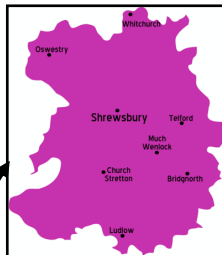
*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

*use basic geographical vocabulary to refer to key physical features.

Northern Hemisphere	The half of the earth that is north of the equator.
Southern Hemisphere	The half of the earth that is south of the equator.
Europe	Continent in Northern Hemisphere which the United Kingdom is part of.
Oceania	A region made up of thousands of islands in the Central and South Pacific including Australia.
Feature	An interesting or important part.
Physical feature	A feature that has been formed by nature.
Human feature	A feature that has been made or changed by humans.
New South Wales	A state in south western Australia.
Climate	The weather conditions in a place over a period of time.
Weather	What the sky and the air outside are like at a given time.



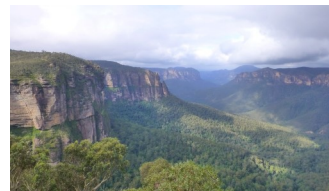
United Kingdom (UK) - England, Scotland, Wales and Northern Ireland.



Map of Shropshire



Map of Australia



The Blue Mountains National Park—New South Wales

National Curriculum Objectives:

Locational knowledge: *name and locate the world's seven continents and five oceans □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge : *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography: *identify seasonal and daily weather patterns in the United Kingdom *use basic geographical vocabulary to refer to: key physical features, and key human features.



Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Habitats

Class/Year Groups: Haughmond

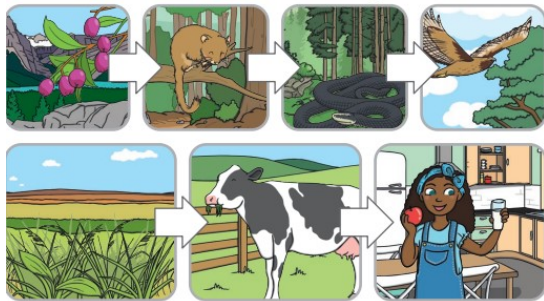
Term: Summer

What you already know?

Pupils will have learned about the basic groups of animals and should know that animals can be carnivores, omnivores or herbivores. They will have learned that animals are carnivores, herbivores or omnivores. They should have studied animals and plants in their environment and be used to working outdoors.

What you will learn:

Food chains. The arrows mean 'is eaten by'.



Examples of habitats:



Examples of microhabitats:



Vocabulary

Habitat A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.

Microhabitat A microhabitat is a very small habitat in places like under a rock, under leaves or on a rock. Mini-beasts live in microhabitats, because they have everything they need to survive.

Life processes These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.

Food chain A food chain shows how each animal gets its food. Food chains are one of the ways that animals rely on each other to survive.

National Curriculum Objectives:

- To identify and name a variety of plants and animals in their habitats, including micro-habitats
- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other



Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Plants

Class/Year Groups: Year 2

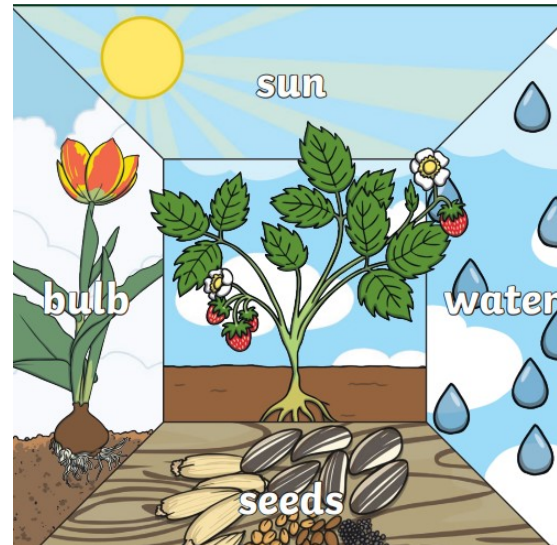
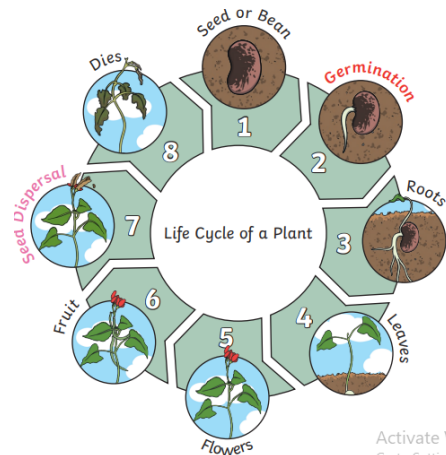
Term: Summer

What you already know?

Pupils will have learned about the basic structure of plants in Year 1 and they will have grown seeds, observing the growth each week. They will have sorted seeds from similar non-organic items and looked inside seeds. They will have been introduced to the notion that seeds

Pupils think about the difference between seeds and other objects and work out what a seed is. They plant beans and monitor them weekly, observing, measuring, sketching and photographing them to provide a record of growth. They investigate the basic needs of plants for healthy growth and explore the way that plants change through the seasons.

What you will learn:



Vocabulary

Germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination.
Shoot	A shoot grows upwards from the seed or plant to find sunlight.
Seed dispersal	Seed dispersal is when seeds move away from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals.
Nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight.
Sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.



National Curriculum Objectives:

- To observe and describe how seeds and bulbs grow into mature plants
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Online Safety

Class/Year Groups: Haughmond

Term: Rolling

What you already know?

If you see or hear something that makes you feel like this, tell a trusted adult as soon as you can.

There are times when I should ask permission to do things online

Search engines, for example Google, help us to find information that we need online.

Some of our information is personal to us and should not be put online without the permission of an adult first.

A password is something that is used to protect our information, accounts and belongings.

What you will learn:

SELF-IMAGE AND IDENTITY	ONLINE RELATIONSHIPS
<p>-It can be fun chatting with people that we know.</p> <p>-However, we need to be sure who we are chatting to. Some people may look and act differently offline and online.</p> <p>-There may be people online who make us feel sad, embarrassed, uncomfortable, or upset. If you see or hear something that could make someone feel like this, tell a trusted adult.</p>	<p>-You should ask permission before communicating with anyone you don't know, e.g., when online gaming, or sending emails.</p> <p>-You should always ask a trusted adult before giving out information about yourself online.</p> <p>-When someone asks you for something online, you have the right to say 'no' or to ask someone first. Tell a trusted adult if you feel under pressure to do something online.</p> <p>-Ask permission before clicking 'yes', 'agree' or 'accept' online.</p>

MANAGING ONLINE INFORMATION	HEALTH, WELLBEING AND LIFESTYLE
<p>-Search engines, for example Google, help us to find the information that we need online.</p> <p>-We should use simple key words in order to find information. E.g. 'date great fire London' instead of the full sentence/question/request.</p> <p>-The 'home' button takes you back to the home page. 'Back' button takes you to the last webpage.</p> <p>-We should always make sure 'safe search' is on when we search online.</p> <p>-Some things online are not real. Ask a trusted adult to be sure.</p> <p>-Voice-activated search aids, like Alexa/Siri are not real people.</p>	<p>-It is important to follow rules to make sure that we are safe online.</p> <p>SMART</p> <p>Stay Safe Don't Meet Up Accepting Files Reliable? Tell Someone</p> <p>ZIP IT Keep your personal stuff private and think about what you say and do online.</p> <p>BLOCK IT Block people who send nasty messages and don't open unknown links and attachments.</p> <p>FLAG IT Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.</p>

Vocabulary:

online/offline	If a computer or a user is connected to the Internet, it is said to be "online"
email	A way to send and receive digital messages over the Internet.
pressure	Feeling like you have to do something because people around you want you to or expect you to.
online consent	Giving permission for your content to be used and asking permission to use other people's
search engine	A software program that allows a user to find information on the Internet.
block	Stopping someone from interacting with you, such as seeing your profile or finding it, and being able to see your activity

ONLINE REPUTATION	COPYRIGHT AND OWNERSHIP
<p>-Some of our information is personal to us and should not be put online without the permission of an adult first.</p> <p>-The information that we put online can stay there for a long time.</p> <p>-Sometimes, information that is put online is difficult to delete and can be copied and saved by other people. We should think carefully and ask an adult before putting information online.</p> <p>-Information that is personal to us includes our full names, our address, our email address or our telephone number. You should let a trusted adult know if something personal to you has been put online without your consent.</p>	<p>-The things that you create using technology belongs to you.</p> <p>-For example, if you filmed something, designed something, or made something using technology, it belongs to you.</p> <p>-For other people to use this, they should have your consent.</p> <p>-We should save our work with a suitable title/ filename so that people know it belongs to us.</p> <p>-Most of the things that we see online belong to other people.</p> <p>-Work that is created by others does not belong to you. You should not share it or use it without their consent.</p>

ONLINE BULLYING	PRIVACY AND SECURITY
<p>-Sometimes, people can be unkind online.</p> <p>-We should behave in ways online that do not upset others. You should be as kind to people online as you would be in person.</p> <p>-If someone is unkind, several Times On Purpose then this could be bullying and we need to make it STOP. Tell a trusted adult.</p> <p>-If someone is being bullied online, it is not their fault.</p>	<p>-A password is something that is used to protect our information, accounts and belongings.</p> <p>-Passwords can protect our personal information. They should be difficult for other people to guess, but we need to remember them!</p> <p>-We can keep our digital files safe by only saving them to our device and putting a password on the device. We should protect our passwords by not telling them to others.</p>

National Curriculum Objectives:

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Creating Media—Digital Writing

Class/Year Groups: Haughmond

Term: Summer

What you already know?

This unit progresses the learners' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The learners will develop their ability to find and use the keys on a keyboard in order to create digital content. The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes.

What you will learn:

The Toolbar

The **toolbar** is the set of icons and buttons that are at the top of the page in a word processor. Below are some of the most common tools.

<p>These tools can change the text.</p> <p>The B makes the text Bold.</p> <p>The I writes the text in <i>Italics</i>.</p> <p>The U <u>underlines</u> the text.</p>	<p>Clicking on this icon allows you to <u>change the size of the text</u>.</p> <p>After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.</p>
<p>Clicking on this icon allows you to <u>change the font (style) of the text</u>. Most word processors have many styles to choose from.</p>	<p>Clicking on this icon opens the <u>text colour tool</u>. It allows you to <u>change the colour of the text</u>. There are often many colours to choose from.</p>

When we want to save our writing, we should click on this icon. The first time that we save, we need to choose a file name and a location (folder) to save it in.

Vocabulary:

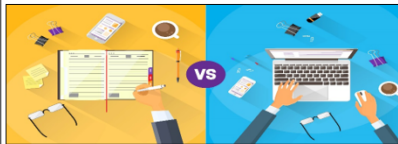
Word processor	A program that allows a user to create and edit text
Text	A group of letters or words that can be typed and read.
Font	The way text looks. This can be the style or size.
Keyboard	An input device that lets a person enter letters, numbers and symbols.
Text cursor	The cursor tells the person using the computer where they are typing things on the screen
Enter	Enter key is also called the return key. It is used to move to the next line.
Space bar	The long bar below the letter keys that you press in order to make a space between words
Toolbar	A set of icons/buttons that are at the top of the page in a word processor

Making Careful Choices



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

The redo button re-does something that you have undone!



Hand writing or Digital writing?

-Hand writing is often seen as more personal. For many people, it is a bit quicker than typing.

-Digital writing is often neat, tidy and easy to read. It can be more easily edited (changed).

Using a Keyboard

-A **keyboard** is an **input device** that lets a person enter letters, numbers and symbols.
 -Most keyboards are laid out in the same way. This is often called the **QWERTY** layout.
 -The buttons on a keyboard are called **keys**.
 -You can choose where to write by moving the **cursor (the arrow)** over the page. When you click a flashing line will appear. This is the **text cursor**. It allows you to type in letters.



Caps key, press this for capital letters.

Space bar, for leaving spaces.

Backspace key, removes the letter on the left of the text cursor.

Enter key, moves everything after the text cursor down one line.

Arrow keys, can move the text cursor.

National Curriculum Objectives:

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Use technology safely and respectfully, keeping personal information private



Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Cooking and Nutrition—Making Sandwiches for an event (including vegetables)

Class/Year Groups: 1/2

Term: Summer

What you already know?

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.



What you will learn:

Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.

Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. Know and use technical and sensory vocabulary relevant to the project.

Vocabulary

fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria



National Curriculum Objectives:

Key stage 1

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from

design purposeful, functional, appealing products for themselves and other users based on design criteria

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☒ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

explore and evaluate a range of existing products ☒ evaluate their ideas and products against design criteria



Bomere and the XI Towns Federation Knowledge Organiser—Art

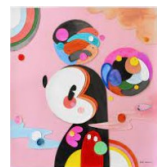
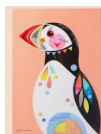
Topic: Art - Collage—Pete Cromer	Class/Year Groups: - Haughtmond	Term: Summer
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What you already know?

- How to explore ideas to express feelings
- How to return to a piece of work and build on prior learning
- How to work collaboratively
- How to share ideas and resources
- How to use tools safely and appropriately
- How to share creations and explain the process used

What you will learn:

- Pete is a contemporary Australian artist
- His work is inspired by Australian wildlife
- He is known for his bursts of glowing colour and beautiful textures
- His artwork can be found all around the world, Including on tea towels and bottles!
- Disney asked him to create a collage of Mickey Mouse to celebrates his 90th birthday.
- To create own collages inspired by the work of Cromer



Vocabulary:

Collage overlapping pieces of materials

mosaic overlapping different coloured squares

cut Using scissors to cut the materials

place place/position materials in a particular way to create artwork

arrange arrange materials in a particular way to create artwork

Glowing colours complementary positive colours

Bursts small amounts of colour to stand out

Textures layering materials to create an uneven feel



National Curriculum Objectives:

To become proficient in other art, craft and design techniques – collage.

To develop a wide range of art and design techniques in using texture, line, shape, form and space.

Children can:

- use a combination of materials that have been cut, torn and glued;
- sort and arrange materials;
- add texture by mixing materials;
- Use the relevant vocabulary



Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: How should we care for the world and for others, and why does it matter?

Class/Year Groups: KS1—Haughmond Class

Term: Summer Term 2023

What you already know?

Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people.

What you will learn:

Making Sense of the Belief

Identify a story or text that says something about each person being unique and valuable

Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understanding the Impact

Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories

Give examples of how Christians and Jews can show care for the natural earth

Say why Christians and Jews might look after the natural world

Making Connections

Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world

Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Vocabulary

Unique—One of a kind

Psalms—A book in the bible full of songs

Charity—A group that helps and raises money for those in need

Steward—Someone who looks after something

Environment—The space in which we live

Community—A place where you are together



Shropshire Agreed Syllabus Programme of Study KS1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

