

Bomere and the XI Towns Federation Knowledge Organiser—Geography

Topic: London

Class/Year Groups: Pimhill & Haughmond
Years One and Two

Term: Autumn

What you already know?

- The UK is made up of the island of Great Britain and Northern Ireland.
- It consists of the countries England, Scotland, Wales and Northern Ireland.
- It is surrounded by the English Channel, North Sea, Irish Sea and Atlantic Ocean.

What you will learn:

- Where London is located.
- London is a very busy and built up city with lots of important buildings.
- London has lots of famous landmarks, and the names of these.
- About the River Thames and its features.

Vocabulary

London	The capital city of England
England	One of the countries that makes up the United Kingdom.
capital city	A town or city where the government sits.
city	A large place where people live and work. There are shops, places of worship, factories and offices. It is larger than a town and a village.
landmark	A feature of a landscape or place that is easily recognised.
river	A natural, flowing body of water.
River Thames	The main river that runs through London.
map	A diagram of a place drawn from above showing physical and human features.
compass points	North, South, East and West.



Houses of Parliament



The London Eye



Tower Bridge



Tower of London



St. Paul's Cathedral



The Shard

National Curriculum Objectives:
Key Stage One

- ◆ To name, locate and identify characteristics of the four countries and capital cities of the UK.
- ◆ To use basic geographical vocabulary.
- ◆ To refer to key physical and human features



Bomere and the XI Towns Federation Knowledge Organiser—History

Topic: The Great Fire of London

Class/Year Groups: Haughmond

Term: Autumn

What you already know?

- That the past is different to today.
- How to order some events chronologically.
- That London is the capital of England



Samuel Pepys



Sir Christopher Wren

What you will learn:

Lifestyle & Living

- ◆ Why did the Great Fire of London happen?
- ◆ What was life like in 1666?

Chronology & Calendar

- ◆ When did the Great Fire of London happen?
- ◆ How long did the fire last?
- ◆ What happened on each day of the fire?

Impact on the World

- ◆ How did London change after the fire?
- ◆ How has fire-fighting changed since 1666.

Significant Individuals

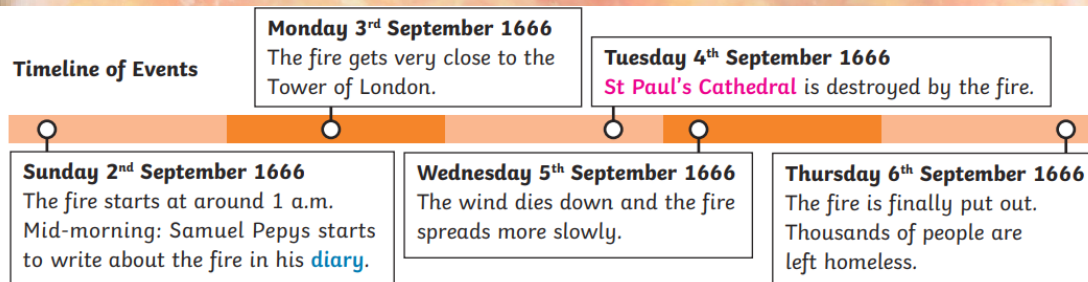
- ◆ Who was Samuel Pepys and why is he famous?
- ◆ Who was Sir Christopher Wren and what did he do?

Vocabulary

bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St. Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
River Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in 1666.



King Charles II



National Curriculum Objectives:

Key Stage One

- ◆ To learn about events beyond living memory that are significant nationally or globally.



Bomere and the XI Towns Federation Knowledge Organiser—History

Topic: Remembrance

Class/Year Groups: Haughmond

Term: Autumn

What you already know?

- That the past is different to today.
- How to order some events chronologically.
- That in November people wear poppies.

What you will learn:

Lifestyle & Living

- ◆ What was life like during World War One?

Chronology & Calendar

- ◆ When did World War One happen?
- ◆ Why is 11th November important?

Impact on the World

- ◆ How do we remember World War One?
- ◆ Why do we remember World War One?

Significant Individuals

- ◆ Who do we remember on Remembrance Day?



The Cenotaph,
London



Leaton War
Memorial



Poppy

Timeline of Events

28th July 1914

First World War breaks out.

11th November 1919

The first Remembrance Sunday is held.

July – November 1916

The Battle of the Somme. This battle was one of the deadliest battles of the First World War.

11th November 1918

The armistice (an agreement) is signed, ending the First World War.

Vocabulary

past	something which has already happened
present	something happening now
timeline	a series of events in the order that they happened
World War	a war involving many countries
armistice	an agreement to stop fighting
soldiers	somebody serving in the army
poppy	a red flower
Remembrance Day	An day to remember those who died fighting for our country.
memory	what someone remembers about the past.
war memorial	a monument to remember people killed in a war.
truce	an agreement to pause fighting.
trench	a ditch with deep sides that soldiers lived and fought in.

National Curriculum Objectives:

Key Stage One

- ◆ To learn about events beyond living memory that are significant nationally or globally and commemorated through



Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art - Textiles

Class/Year Groups: - Haughmond

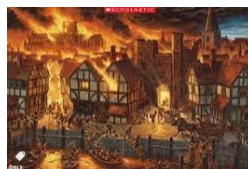
Term: Autumn

What you already know?

- How to develop ideas as an artist
- How to master techniques
- How to represent ideas, thoughts and feelings in art
- How to choose resources for activities
- How to safely use tools and equipment
- How to choose colours and know what happens when they are mixed
- How to represent events, people and objects

What you will learn:

- How to use the technique Batik
- How to use the hot wax safely
- How to use the use the Tjanting tool safely
- Which colours are cold and which are hot?
- Which coloured dyes suit the technique?
- How to use the great fire of London as inspiration for own artwork



Vocabulary:

Batik	a method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.
Wax	a mouldable substance
Tjanting tool	The tool which contains the hot wax to design the fabric
Hot colours	orange, red, yellow
Cold colours	green blue indigo violet
Outline	a line to define the edge which is then filled with colour
Melt	when a solid changes to a liquid
Fabric	cloth or other material produced by weaving or knitting
Dye	coloured liquid used to change the colour of fabric
Decoration	by adding decorative pieces to add more detail and texture to a fabric

National Curriculum Objectives:

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

To develop a wide range of art and design techniques in using colour, pattern and texture

Children can:

show pattern by weaving;

use a dyeing technique to alter a textile's colour and pattern;

decorate textiles with glue or stitching (running stitch), to add colour and detail;

Use the relevant vocabulary



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: Computing systems and networks – IT around us



Class/Year Groups: Haughmond

Term: Autumn

What you already know?

Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

What you will learn:

I.T. in the Home	I.T. in the World
<p>There is lots of information technology in our homes. I.T. is used to:</p> <ul style="list-style-type: none"> -Control the tools and appliances that we use in the home, e.g. the panel for the heating, setting the washing machine, and programming the microwave. -Help us to communicate with one another, e.g. the internet router and the telephone. -Entertain us, e.g. the information technology in toys, consoles and computer games. 	<p>There is also lots of information technology in the wider world</p> <ul style="list-style-type: none"> -I.T. can be found in shops, e.g. the barcode, barcode scanner and till all work together to scan your shopping items. -I.T. can be found in ATMs, e.g. the bank card, chip and PIN card reader help you to access your bank account. -I.T. can be found outside, e.g. traffic lights, buttons, and signals work together to tell you when to cross the road. 

Vocabulary:

barcode	a way of storing numbers printed in a way that a computer can easily read
scanner	a device that captures images from photographs, posters etc to be edited on a computer
information technology	a computer or something that works with a computer
e-safety	being safe on the internet

How I.T. Improves Our World

-Information Technology helps us in lots of different ways in our daily lives.

-I.T. can help to make things quicker and easier. E.g. at the supermarket, the barcodes/ scanners quickly add up the product numbers and costs of the things that we want to buy.

-I.T. can also help us to stay safe. E.g. The traffic lights, buttons and signals help us to avoid traffic when crossing the road.

-I.T. also helps us to communicate with one another and have fun! E.g. it can connect us to the internet, and can allow us to play games, share and receive information.



Information Technology

-Technology is the name for man-made things that help us.

-Information technology is made up of computers and things that work with computers.

-Information technology includes computers, for example desktop computers, laptops, games consoles, smart phones and tablet.



-Information technology also includes devices that work with computers, e.g. USB sticks, SMART boards and digital cameras.



Using Technology Safely

We can create and follow a number of rules to use technology safely, e.g.:

- Make sure that the games and apps that we access are age-appropriate.
- Always sit down when using devices. They can be broken if dropped!
- Do not use devices at social times, e.g. at the table. It is bad manners.
- Stick to using technology at agreed times. Too much screen time is not good for us!



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—RE

Topic: What is the Good News that Jesus brings?

Class/Year Groups: KS1—Rabbit Class

Term: Summer Term 2023


What you already know?

Christians believe Jesus brings good news for all people.

For Christians, this good news includes being loved by God, and being forgiven for bad things.

Christians believe Jesus is a friend to the poor and friendless.

Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.



What you will learn:

Making Sense of the Belief

Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news.

Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

Recognise that Jesus gives instructions to people about how to behave.

Understanding the Impact

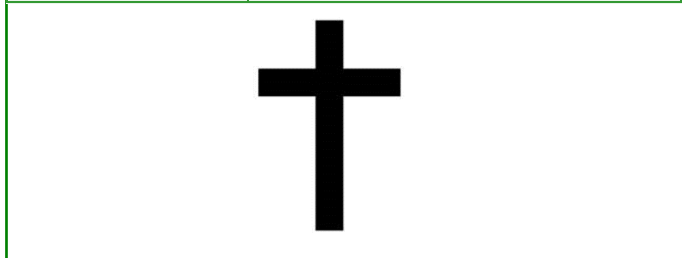
Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.

Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

Making Connections

Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

Key Vocabulary	
Gospel	The teaching of Jesus
Disciples	The followers and friends of Jesus
Tax collector	A person that collects money for the king
Peace	No arguments or war
Neighbour	A person near to you
Forgiveness	Not being mad when someone hurts or upsets you—forgetting it happened
Pray	To talk to God



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.



Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Why does Christmas matter to Christians?

Class/Year Groups: KS1—Haughmond Class

Term: Autumn Term 2023


What you already know?

To know special stories from the Bible about Jesus.

To know and retell the Christmas story.

To know what Christians do at church at Christmas.

To know some of the special things that Christians do at Christmas to share God’s love.



What you will learn:

Making Sense of the Belief

Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.


Recognise that stories of Jesus’ life come from the Gospels.

Understanding the Impact

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Making Connections

Decide what they personally have to be thankful for at Christmas time.



Key Vocabulary	
bible	A book recording the relationship between God and humans, by Christians .
parable	A simple story told by Jesus.
incarnation	Christians believe that Jesus became
Christian	Someone who has a relationship with Jesus Christ and believes in God.
God	Is the name of a special person that Christians believe made the world.
gratitude	Being thankful.
advent	The arrival of something or someone.



Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

