

# Bomere and the XI Towns Federation Knowledge Organiser—Geography



Topic: Around the World. Focus on Italy

Class/Year Groups: Grinshill, Stiperstones, Wrekin

Term: Summer 2024

## What you already know.

- The names of the 7 continents and 5 oceans.
- The names of a number of countries.
- About a range of maps, plans and aerial views.
- The difference between cities, towns and villages.
- About human and physical features of an environment
- How to use different kinds of map.

## What you will learn

### Location

- Where countries in the world are.
- The location of Italy
- The Capoluoghi
- About weather and climates around the world, and specifically in Italy.

### Diversity

- About biomes around the world
- About key physical and human features in Italy.
- About the cultures
- About the buildings.
- About jobs and trade links .
- About land use in different Italian regions.

### Relationships

- About the relationships between the people and the land.
- About why people settled in different locations.
- About Italy as a tourist destination

## Key Vocabulary:

<b>Country</b>	A land controlled by a single government.
<b>Mediterranean</b>	A large sea that separates Africa from Europe.
<b>Region</b>	Part of a country that has certain characteristics from others.
<b>Culture</b>	The ideas, customs and social behaviour of a particular people or society.
<b>Capital</b>	A city or town where the government usually meets.
<b>Climate</b>	The general weather conditions that are typical of a place
<b>Europe</b>	Europe is a continent made up of 50 countries, 27 of them belong to the European Union.
<b>Biome</b>	A natural area of the living world which has its own climate, vegetation and animals
<b>Human Geography</b>	Features of land that have been impacted by human activity
<b>Physical Geography</b>	Natural features of land
<b>Tourist</b>	A person who is visiting a place for pleasure and interest, especially when they are on holiday.



Regions of Italy



## National Curriculum Objectives:

- understand geographical similarities & differences through the study of human and physical geography of a region of the United Kingdom & a region within North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



# Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Plants

Class/Year Groups: Haughmond. Years 1 and 2

Term: Summer

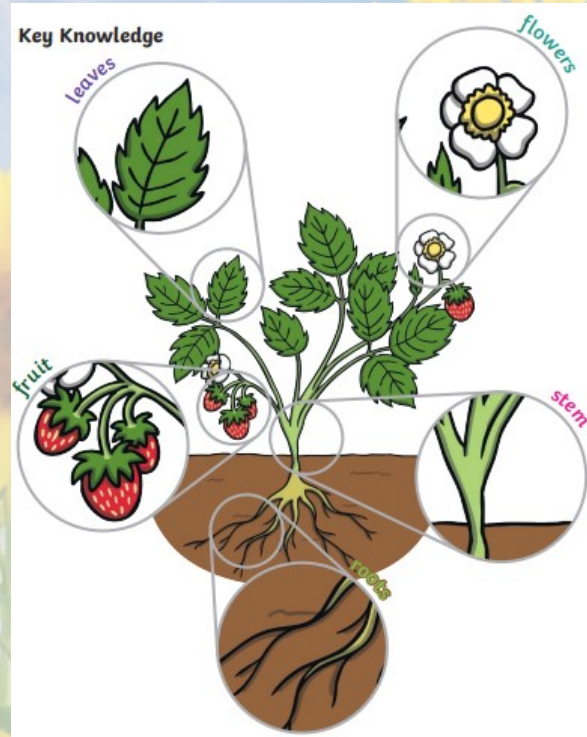
## What you already know?

Pupils may have grown seeds and/or bulbs before in the Early Years Foundation Stage. They may have looked at plants and trees outside. They may know some of the vocabulary related to the structure of flowering plants and trees.

## What you will learn:



### Wild Plants



## Vocabulary

Wild plants	A wild plant seed grows where it falls. It does not need to be planted or cared for.
Deciduous	A deciduous tree loses its leaves each year.
Evergreen	An evergreen tree keeps its leaves all year round, even in the winter.
Roots	Roots take in water and nutrients from the soil and keep the plants in the ground.
Stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers.
Leaves	Leaves catch sunlight to help the plant to make its own food.



## National Curriculum Objectives:

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common flowering plants, including trees
- To observe the growth of bulbs and/or seeds



# Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Who is a Muslim and how do they live?

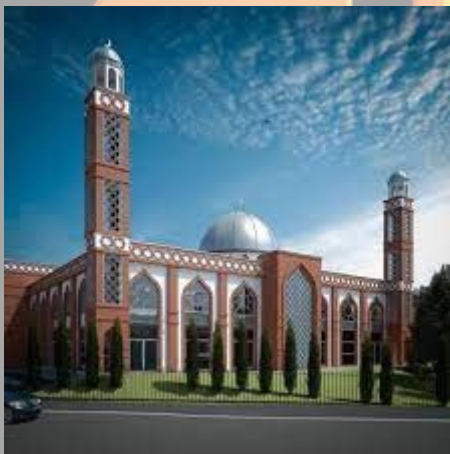
Class/Year Groups: KS1—Rabbit Class

Term: Autumn Term 2023

What you already know?

To recognise that some religious people have places which have special meaning for them.

Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.



What you will learn:

### Making Sense of the Belief

Recognise the words of the Shahadah and that it is very important for Muslims

Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

### Understanding the Impact

Give examples of how Muslims use the Shahadah to show what matters to them

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

Give examples of how Muslims put their beliefs about prayer into action.

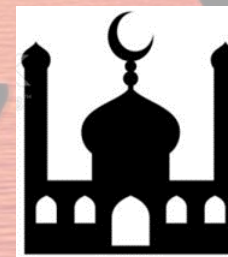
### Making Connections

Think, talk about and ask questions about Muslim beliefs and ways of living

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

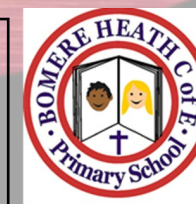
Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

<b>Key Vocabulary</b>	
<b>Allah</b>	Allah is the Muslim word for God.
<b>Qur'an</b>	<b>The religious book of Islam.</b>
<b>Muslim</b>	Persons who follow the Islamic faith.
<b>Islam</b>	The religion of Muslims.
<b>Shahadah</b>	An Islamic belief and one of the five pillars of Islam.
<b>Prophet</b>	An inspirational teacher of faith.
<b>Mosque</b>	A place of worship and prayer for Muslims.



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: What do Christians believe God is like?

Class/Year Groups: KS1—Haughmond Class

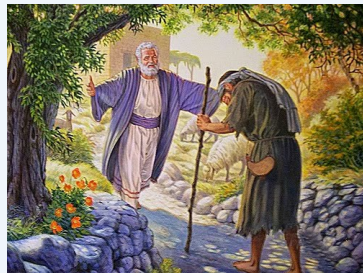
Term: Summer Term 2024

What you already know?

The word God is a name.

Christians believe God is Creator of the universe.

Christians believe God made our wonderful world and so we should look after it.



What you will learn:

### Making Sense of the Belief

Identify what a parable is.

Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

### Understanding the Impact

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.

Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

### Making Connections

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

### Key Vocabulary

<b>bible</b>	A holy book containing religious texts.
<b>parable</b>	A short and simple story that has a moral or spiritual lesson that can be learnt from it.
<b>Christian</b>	The large group of religions who believe that the son of god was born a man - Jesus of Nazareth - over 2000 years ago.
<b>worship</b>	Giving adoration to God .
<b>God</b>	The supreme being that is worshipped by Christians .



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# Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Cooking and Nutrition

Class/Year Groups: Haughmond Y1/2

Term: Summer 2024

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

## Glossary

- **Fruit** – plant or tree's edible seed with envelope.
- **Vegetable** – plant used for food.
- **Nutrients** – all the things in food that the body needs to remain healthy.
- **Pith** – the soft white lining inside fruit such as oranges.
- **Salad** – a cold dish of fresh and/or cooked vegetables or fruit.
- **Sensory evaluation** – subjective testing of foods where senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel).
- **Kebab** – cooked and/or fresh ingredients on a skewer.

## Hygiene – some key pointers

- Jewellery is removed
- Hair is tied back
- Sleeves are rolled up
- Aprons are on
- Hands are washed
- Cuts are covered with blue waterproof dressing



**National Curriculum Objectives:**

### Key stage 1

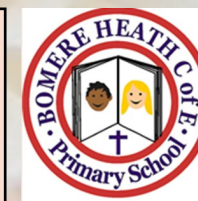
use the basic principles of a healthy and varied diet to prepare dishes

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 - Drawing—Lowry

Class/Year Groups: - Haughmond

Term: Summer

## What you already know?

- How to develop ideas as an artist
- How to explore and then 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 represent events, people and objects

## What you will learn:

- LS Lowry was an English artist
- He was born in Lancashire in 1887
- He took private art lessons in the evening until he got a place at the Manchester school of art
- His drawings and paintings were mainly of greater Manchester as well as Salford
- He is most famous for his urban landscapes with people which looked like matchstick men
- Famous paintings included:



Going to Work (1943), commissioned by the War Artists' Advisory Committee



Coming Out of School, L.S. Lowry, 1927 ...

## Vocabulary:

line Mark made on the surface

Bold to make an image stand out

Medium felt tips, pencils, chalk, pastels

Self-portrait Own artistic representation of themselves

portrait artistic representations of people



National Curriculum Objectives:

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

draw lines of varying thickness;

use dots and lines to demonstrate pattern and texture;

use different materials to draw, for example pastels, chalk, felt tips;



# 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><b>SMART</b></p> <p>Stay Safe   Don't Meet Up   Accepting Files   Reliable?   Tell Someone</p> <p><b>ZIP IT</b> Keep your personal stuff private and think about what you say and do online.</p> <p><b>BLOCK IT</b> Block people who send nasty messages and don't open unknown links and attachments.</p> <p><b>FLAG IT</b> 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 Music

Class/Year Groups: Haughmond

Term: Summer

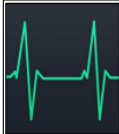
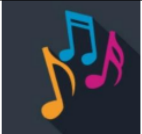


What you already know?


Children should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Children should also have some experience of patterns. This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.

What you will learn:

**Music Vocabulary**

There are lots of different things to consider when we are making and listening to music. Some of the most important words that you should know are below.

	Pulse is the steady beat, like a ticking clock or a heartbeat. Music has a pulse. Sometimes, we can clap or move in time to the pulse of music.		Rhythm is the pattern of long and short sounds in music. In lots of music, a rhythm is repeated throughout the song.
	The pitch is how high or low a sound is. An example of a high-pitched sound is a whistle, a low-pitched sound is a drum.		The tempo is how fast or slow the music is. Fast-tempo music can sound energetic or frightening. Slow-pitched music can sound sad.


 Volume is how loud or quiet something is. When making music, we can use loud and quiet sounds to show different ideas and emotions.

**Describing Music**

Music is a type of art that can be heard. It can make us feel different emotions.


Some words to describe music:

Loud	Soft	Gentle	Fast	Slow
Catchy	Boring	Interesting	Noisy	
Smooth	Modern	Old-fashioned	Scary	



Music can make us feel different emotions. Some of these emotions may include:

Happy	Sad	Excited	Depressed
Bored	Worried	Angry	Nervous
Scared	Surprised	Motivated	Tired



Vocabulary:

pulse	a steady beat
pitch	how high or low a sound is
rhythm	a pattern of long and short sounds
tempo	how fast or slow the music is
volume	how loud or quiet a sound is



National Curriculum Objectives:

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music

