Bomere and the XI Towns Federation Knowledge Organiser—History

Topic: Voyages of Discovery

Class/Year Groups: Haughmond
Year One & Year Two

Term: Spring

What you already know:

- About some historical events.
- How to create a simple timeline
- About some significant, historical individuals

What you will learn:

Lifestyle & Living

- Who are Christopher Columbus, Ernest Shackleton and Felicity Aston and why are they significant?
- What equipment did Columbus, Shackleton and Aston use?
- How has exploration changed over time?
- Why did Columbus, Shackleton & Aston do what they did?

Chronology & Calendar

- When did Columbus live? When were his voyages?
- When did Shackleton travel to Antarctica?
- When did Aston ski across Antarctica?

Impact on the World

- What did Columbus discover?
- How did Columbus's discovery change the world.

Vocabulary:

Achievements	Things done successfully
Chronological	In time order
Equipment	What people use for a task
Exploration	Search of an unfamiliar area
Endurance	Shackleton's ship
Significant	Someone important or noticeable
Santa Maria	Columbus' largest ship
Year	A period of 365 days
Voyage	A long journey

| Christopher Columbus | Ernest Shackleton | Felicity Aston |

National Curriculum Objectives:

Key Stage One

- About events beyond living memory that are significant nationally or globally
- About the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Bomere and the XI Towns Federation Knowledge Organiser—SCIENCE

Topic: Science— Animal Kingdom

Class/Year Groups: Pimhill and Haughmond

Term: Spring

What you already know?

- That animals and humans have offspring that grow into adults.
- What animals and humans need to survive.
- How to stay healthy by eating healthily and taking exercise.
- Animals have babies that grow.
- Names of body parts and how to keep ourselves safe.

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What you will learn:

- Name the parts of the external human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth lips etc.)
- Describe what we use these body parts for or what they do.
- Discuss some basic ways of staying healthy – eating well, exercising, keeping clean.
- Sort and group different kinds of animals
- To identify and groups animals according to their features or what they eat.

EYFS

- Explore the natural world around them. (UTW)
- ELG Understanding: the natural world
- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Vocabulary:

Offspring: a child or the young of a human or animal.

Life Cycle: the sequence of changes that a living thing goes through.

Carnivores: an animal that eats the flesh (meat) of another animal.

Herbivores: an animal that only eats plants.

Omnivores: an animal that lives on a diet of plants and meat.

Cold blooded: having blood whose temperature changes with the temperature of the air or water e.g. snakes and lizards.

Warm blooded: having a body temperature that remains steady and warm no matter what the outside temperature is.

Animal categories: Fish, Amphibians, Reptiles, Mammals and Birds (**FARM B**)

National Curriculum Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Who is Jewish and how do they live?

Class/Year Groups: KS1—Haughmond

Term: Spring Term 2023

What you already know?

What you will learn:

Making Sense of the Belief

Recognise the words of the Shema as a Jewish prayer

Retell simply some stories used in Jewish celebrations (e.g. Chanukah)

Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understanding the Impact

Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)

Make links between Jewish ideas of God found in the stories and how people live

Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Making Connections

Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas

Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Vocabulary

Mezuzah— Attached to the doorpost of a Jewish house with some religious texts inside

Kosher—Food that sticks to the Jewish laws set out in Leviticus

Sukkot— Jewish holiday remembering the time the Jews were in the desert

Chanukah—Jewish festival of lights

Tenakh—The Jewish bible

Shema—A Jewish prayer

Star of David—A symbol of modern Jewish identity

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What does it mean to belong to a faith community?

Class/Year Groups: KS1—Haughmond Class

Term: Spring Term 2023

What you already know?

Re-tell religious stories making connections with personal experiences

Share and record occasions when things have happened in their lives that made them feel special

Recall simply what happens at a traditional Christian infant baptism and dedication

Recall simply what happens when a baby is welcomed into a religion other than Christianity.

What you will learn:

Making Sense of the Belief

Recognise that loving others is important in lots of communities

Say simply what Jesus and one other religious leader taught about loving other people

Understanding the Impact

Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean

Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Making Connections

Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Vocabulary

Community—A group of people living in the same place

Tradition—A belief or a behaviour that is repeated and passed down within a group of people

Christian—Someone who has a relationship with Jesus Christ and believes in God

Muslim—Persons who follow the Islamic faith

Identity—Who you are, the way you think about yourself and how the world around you views you

Belong—To be part of something and fit in

Religion—A set of beliefs that a group of people passionately follow

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 - Computing

Topic: Programming A - Moving a robot

Class/Year Groups: Haughmond

Term: Spring

What you already know?

As this is a Year 1 unit, no prior knowledge is assumed.

This unit progresses learners' knowledge and understanding of giving and following instructions. It moves from giving instructions to each other to giving instructions to a robot by programming it.

What you will learn:

Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.

- Introduction to floor robots

- Develop language used to give directions and how precise it needs to be.

- Programming the floor robot to move forwards and backwards.

- Use 'left turn' and 'right turn' commands along with 'forwards' and 'backwards' commands.

- Create a program and test it on a robot

Vocabulary:

Commands - a single instruction that can be used in a program to control a computer

Algorithm - A precise set of ordered steps that can be followed by a human or a computer to achieve a task

Programme - A set of ordered commands that can be run by a computer to complete a task

National Curriculum Objectives:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

- Create and debug simple programs

- Use logical reasoning to predict the behaviour of simple programs

- Recognise common uses of information technology beyond school

Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Privacy & Security

Class/Year Groups: Haughmond

Term: Spring

What you already know?

Pupils will be able to identify some simple examples of my personal information (e.g. name, address, birthday, age, location). They can describe who would be trustworthy to share this information with and explain why they are trusted.

What you will learn:

Pupils will explain how passwords are used to protect information, accounts and devices They will recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). They will also know why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

- Understand how passwords and PINs keep devices and information secure.

- Recognise some examples of strong and poor password practice.

- Demonstrate the types of data that may be personal to them

- Able to articulate under what conditions they would ask an adult for help.

Vocabulary

Password - a secret word that only you know.

Data - a letter, word, number etc. that has been collected for a purpose, but stored without context

Personal information- any information that can be used to identify you

National Curriculum Objectives:

- 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—PE

Topic: Gymnastics

Class/Year Groups: Haughmond Year 1 /year 2

Term:

What you already know?

What you will learn:

What are pathways? What different types of pathways are there? How many ways can you travel? How can you travel along 'S' curved pathways? Can you link pathways together smoothly? What is following / leading? How can you travel over & under apparatus safely? Do you remember how to work with a partner? How did you decide which actions to use?

Vocabulary

Pathway – the invisible trail travelled on by a gymnast when they perform gymnastics actions from one place to another across the floor or over, along, around, under apparatus. **Pathways** can be straight, curved, zig-zag, etc. **Sequence** – gymnastics actions such as jumps, balances and travel actions performed one after the other, linked together smoothly on floor & using apparatus. **Quality** – performing actions and shapes at the best possible standard that a gymnast is capable of. **Exercise** – activity using the body that maintains or improves fitness. **Levels** – Shapes, linking moves and travel actions can be performed with the body on low, medium and high levels. **Healthy** – when the body or mind are in good condition and complete well-being **Warm-up** – prepare the body for exercise with gentle actions and stretching. **Improve** – Try to make execution of skills or the performance of a sequence better.

National Curriculum Objectives:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

perform dances using simple movement patterns

Bomere and the XI Towns Federation Knowledge Organiser PE

Topic: Swimming

Class/Year Groups: Key stage 1/2

Term: Spring

What you already know?

What you will learn:

To fully submerge in water.

Different ways to pick up an object from the pool floor.

To enter the water safely and tread water for at least 30 seconds.

To practise floating techniques, especially on my back.

How to signal for help when in the water.

How to rotate in the water and return to an upright position.

To push & glide from the side and hold a streamlined position.

To swim on my front &/or back for 5m, 10m, then 15m unaided.

To practise and develop breaststroke, backstroke & front crawl techniques.

To swim 25m+ in varying depths of water, using a recognised stroke that is as strong at the end as at the start.

Vocabulary

Submerge – move the body under water so that it is completely covered by the water. **Tread water** – keep upright in deep water with head above the surface by moving feet with a walking movement and hands in a downward circular motion. **Push & Glide** – a smooth movement through the water without moving arms or legs. It begins with a push from the side of the pool. **Rotate** – turning the body in a circular movement in the water. **Streamlined** – making the body into a long, thin torpedo shape with arms stretched out straight, squeezed against swimmer's head, with one hand on top of the other. **Unaided** – a swimmer can swim without the need for using buoyancy aids such as a float, armbands or a woggle. **Compare** – think about differences and similarities between performances. **Improve** – Use judgements to make execution of skills or the performance in a game better. **Exercise** – activity using the body

National Curriculum Objectives:

In particular, pupils should be taught to:

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

perform safe self-rescue in different water-based situations

Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art - Painting—Vincent Van Gogh

Class/Year Groups:- Haughmond

Term: Spring

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:

He was a dutch artist

Van Gogh creates his images through drawing and painting.

He paints using thick oils

He creates his drawings using circular lines

He draws with pencils and inks

He uses dark colours such as browns and dark greens to show how he felt. He then began to add yellow to represent his change of life.

To use related techniques to create own painting influenced by Vincent.

Vocabulary:

primary colours , secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush, stroke, acrylic paint.

Emotion - a strong feeling or mood

Realism - representing a person or thing in a way that is accurate and true to life

Impressionism—a style or movement in painting originating in France in the 1860's

Sombre—dark or dull in colour or tone

Impasto - Italian word for 'paste' or 'mixture'