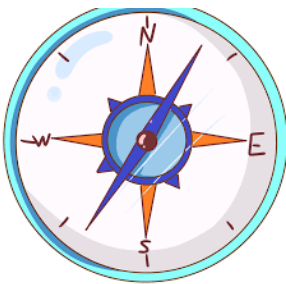


Knowledge Organiser

Knowledge

Geography

- Maps give us information about places. They tell us where places are and help us to identify where things are located.
- Maps allow us to give directions and allow us to describe locations of features.
- Understanding the difference between physical and human geography.



History

- Knowing when Christopher Columbus and Robert Falcon Scott were alive and when they explored different parts of the world.
- Knowing where Christopher Columbus and Robert Falcon Scott explored and how that has influenced today.
- Discovering that Christopher Columbus thought he could sail straight to China by crossing the Atlantic Ocean but was wrong and discovered there was another land.

Skills

Geography

- Able to find places of interest within the local area. Identify and use symbols to show where these places are.
- Using simple compass directions and directional language to record a journey and explain where features are located.
- Learn to distinguish between physical and human geography.
- Look at maps of the wider world including continents and oceans.

Core vocabulary: North, South, East West, compass, land, oceans, maps, globe, climate, weather, North Pole, South Pole, Caribbean, Europe, Asia, America, Atlantic Ocean, equator

History

- Using a timeline to plot key events and to give an understanding of time.
- Understanding how some countries were discovered and where they are in relation to us.
- Learning about perseverance and significant figures' achievements.
- Recognise methods of transport used by explorers from 500 years ago, 100 years ago and today
- Recognise clothing and belongings from 500 years ago, 100 years ago and today

Key vocabulary: past, timeline, explorer, voyage, discovery, ships, sled

Hobbs Hill Wood Primary School

Knowledge Organiser for Excellent Explorers, Year 1



'Inspiring confident and independent learners'

Knowledge

Art

- Using a range of art techniques to develop lines and shape.
- Learning to blend and shade using a range of instruments.
- Learning how to use the lines, shape and space to carry on and replicate a given pattern.
- To learn how colours can change the look and feel of a picture

Caribbean chalk art



Design and Technology

- 'Big makes' - Making ships: Joining materials together.
- Designing and making a product.
- Talk about how to make products better.
- Explore what products are, what they are made from.
- Understand the workings of simple mechanisms.
- Begin to describe products using technical vocabulary.

Skills

Art

- Understanding how to use different art instruments to create different lines and shapes.
- Knowing which instruments they need to create their desired effect.
- Able to explore and compare the outcomes of the different techniques used.
- Draw, paint or sculpt to represent their imagination.
- Hold a brush correctly and use different types and sizes of brush to dab, smooth, wash, sponge, stipple, stroke.
- Mix some colours and describe how to make them and add water to mix paint of different thicknesses.

Antarctic watercolour paintings



Key vocabulary: chalk pastels, blending, watercolours, mixing, lines, shape

Design and Technology

- Planning and designing their own model, understanding how they can be successful.
- Learning different ways to join materials as well as which ones work the best and why.
- Describe what their products are for.
- Use existing knowledge to generate their own original designs.
- Begin to develop and communicate ideas by talking and drawing.
- Select from a range of tools, materials and components.
- Follows procedures for safety and hygiene.

Key vocabulary: cutting, sticking, glue, tape, staples

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