

Geography

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.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- 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.

Core Vocabulary:

Compass: an instrument used for navigation and orientation that shows direction.

Symbols: small pictures that stand for different features on a map.

Map key: It gives you the information needed for the map to make sense. Maps often use symbols or colours to represent things, and the map key explains what they mean.

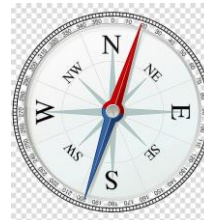
Countries: An area of land with boundaries which fits within a continent.

Continents: Large land masses that are made up of a group of countries (except Antarctica).

Geography

Skills

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.



Hobbs Hill Wood Primary School

Knowledge Organiser for
Topic, Year 1, Flying High



'Inspiring confident and independent learners'

Design and Technology

Knowledge

- To know how to design, plan, make and edit.
- To use prior knowledge to aid with their own designs.
- To learn about aeroplanes and use this knowledge affectively.

Core Vocabulary:

Fold, instructions, test, edit, aeroplane, point, wings.

Design and Technology

Skills

- To use precise folds.
- To follow instructions
- To make a product that matches their design
- To test their products and evaluate.



Hobbs Hill Wood Primary School

Knowledge Organiser for
Topic, Year 1, Flying High



'Inspiring confident and independent learners'

Music

Ourselves

Knowledge

- Pupils learn to use their voices.
- Pupils learn to sing.
- Pupils explore pitch, dynamics, and structure.
- Pupils create music on their own and with others.

Core Vocabulary

- **Pitch** – how high or low a note sounds.
- **Dynamics** – how loud or quiet the music is
- **Tempo** – the speed of the music.
- **Structure** - describes how the different sections in a piece of music are put together.

Music

Ourselves

Skills

- Explore making different pitches and sounds with their voices as they respond to a hand action.
- Understand pitch through the use of voice and movement.
- Sing a song which includes a variety of vocal sounds.
- Use a variety of dimensions (pitch, tempo and dynamics) as they perform a poem expressively.



Hobbs Hill Wood Primary School

Knowledge Organiser for Computing, Year 1, We are rhythmic



'Inspiring confident and independent learners'

Knowledge

In this unit, pupils use ScratchJr and GarageBand to create patterns of sounds. In:

- **Session 1** they record and playback audio in ScratchJr
- **Session 2** they program sprites to playback recorded audio in ScratchJr
- **Session 3** they create a simple program to playback recorded audio in a rhythmic pattern in ScratchJr
- **Session 4** they record audio in GarageBand and experiment with audio effects
- **Session 5** they create a repeating percussion pattern in GarageBand
- **Session 6** they experiment with playing some of GarageBand's built-in instruments.

Key Vocabulary

Audio: sound, such as spoken narration

Digital: storing, processing or transmitting information as numbers, such as sound pressure through a microphone

Message: a way for sub-programs such as sprites to pass information to other sub-programs, such as an instruction to start

Microphone: an input device converting sound pressure into data

Piano roll: used now for a visual representation of music where the pitch and duration of each note is shown

Repetition: programming construct which allows a group of instructions to be repeated a number of times, or until a certain condition is met

Sample: snapshot of a sound pressure value

Sequencer: software for creating repeating patterns of sounds, typically drums and other percussion instruments

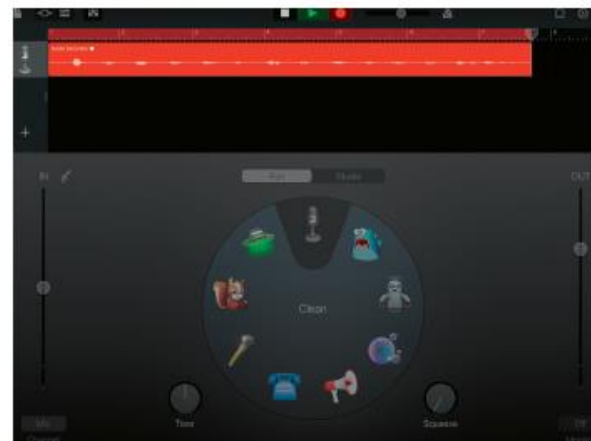
Speaker: output device converting data into sound pressure; similarly, for headphones and earphones

Track: recording of audio from one microphone, or the instructions for digital music to be played on one instrument or group of instruments

Virtual: representing some aspect of the real world in or through a computer

Skills

- record **audio** on the iPad
- playback audio they have recorded
- program **sprites** in ScratchJr to play audio
- play a sequence of sounds in ScratchJr
- apply filters to audio they have recorded
- create a repeating sequence of drum or other percussion sounds.
- re-record unsatisfactory audio
- program a repeating sequence of sounds in ScratchJr
- create an effective percussion sequence
- record music using virtual instruments
- view the piano roll representation of music.



Hobbs Hill Wood Primary School

Knowledge Organiser for
Computing, Year 1, We are rhythmic



'Inspiring confident and independent learners'



Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE, Year 1
Summer 1 - Relationships



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

In this unit the children consider their own significant relationships (family, friends and school community) and why these are special and important. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

They discuss and learn:

- that everyone's family is different
- Know that there are lots of different types of families
- Know that families are founded on belonging, love and care
- Know how to make a friend
- Know the characteristics of healthy and safe friends
- Know that physical contact can be used as a greeting
- Know about the different people in the school community and how they help
- Know who to ask for help in the school community



Skills

- Can express how it feels to be part of a family
- and to care for family members
- Can say what being a good friend means
- Can show skills of friendship
- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like
- Can praise themselves and others
- Can recognise some of their personal qualities
- Can say why they

Key Vocabulary

Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.

Hobbs Hill Wood Primary School

Knowledge Organiser for
R.E, Year 1, Precious Books



'Inspiring confident and independent learners'

Knowledge

- The Holy books for Christianity (Bible), Judaism (Torah) and Muslims (Qu'ran).
- How old the originals might be, how and where they are read, how they are handled, who they might be owned by, why they are important illustrate and label some of these.
- Understand that Holy books are written in other languages.

Core Vocabulary

Precious- of great value; not to be wasted or treated carelessly.

Yad- (a pointer) is used to read the Torah, so that it is not touched.

Bible – Christian Holy book

Torah – Jewish Holy book

Qur'an – Muslim Holy book

Skills

- I can explain what precious means.
- I can identify the Holy books for different religions.
- I can identify similarities and differences between religions Holy books.
- Retell a key religious story from one of the Holy books.



Torah



Qur'an



Bible

Hobbs Hill Wood Primary School

Knowledge Organiser for

Science, Year 1, Plants and Animals and Seasons



'Inspiring confident and independent learners'

Plants and animals

Knowledge

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Identify and name plants and animals in the locality.
- Compare plants.
- The needs of living things.
- 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).

Plants and animals

Skills

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Name the tree, its parts and know whether it is deciduous or coniferous.
- Describe features of birds.

Core Vocabulary:

amphibians: have a soft, moist skin protected by a layer of slime; they live in moist places or near water to keep their bodies from drying out

animal: a living thing that breathes and can move around on its own

birds: have feathers, wings, lay eggs and are warm-blooded

fish: lives and breathes in water

flowers: the part of a plant that blossoms and produces seeds

habitat: a home for plants and animals

identify: to know what something is

mammal: an animal that has a backbone, breathes air, has a backbone and grows hair

plant: a living thing, for example, trees, shrubs, herbs and grasses

reptile: cold-blooded vertebrates with dry skin covered with scales or bony plates and usually lays soft-shelled eggs

stem: the stalk of a plant

tree: trees are tall, woody plants and they have a stem called a trunk

Hobbs Hill Wood Primary School

Knowledge Organiser for

Science, Year 1, Plants and Animals and Seasons



'Inspiring confident and independent learners'

Seasons – Summer

Knowledge

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Core Vocabulary

Pollution: an example is when humans leave waste in the environment (countryside, seaside, etc.) which harms the habitats and living things in it

Sunburn: is when the skin is damaged and goes red because of too much sunlight

Habitat: a habitat is the place where a plant or animal lives

Seasons – Summer

Skills

- Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment.
- Perform simple tests. Identify and classify.
- Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.

