

Hobbs Hill Wood Primary School

Knowledge Organiser for Topic, Year 1, Flying High



'Inspiring confident and independent learners'

History

Knowledge

- To know who invented the first aeroplane
- To know the key events in The Wright Brothers lives.
- To know who the first woman was to fly solo across the Atlantic Sea.
- To know key events in Amelia Earhart's life.
- To know who the first man was to land on the moon.
- To know the key events in the Neil Armstrong's life.

The Wright Brothers

Orville (August 19 1871 – January 30 1948)

Wilbur (April 16 1867 – May 30 1912)

The 2 American aviation pioneers were credited with inventing, building and flying the world's first successful motor operated aeroplane.

Amelia Earhart

(July 24 1897 – disappeared July 2 1937)

She was an American aviation pioneer. Amelia Earhart was the first female aviator to fly solo across the Atlantic Ocean.

Neil Armstrong

(August 5 1930 – August 25 2012)

On the 16th of July 1969 the American Apollo 11 space mission was launched. 4 days later they landed on the moon. Neil Armstrong was the 1st astronaut to leave the lander and set foot on the moon.

Core Vocabulary:

Aeroplane: a vehicle designed for air travel that has wings and one or more engines.

Aviation: the activity of flying aircraft, or of designing.

Transport: the movement of humans, animals and goods from one location to another.

Travel: the movement of people between a distance. Travel can be done by foot, bicycle, automobile, train, boat, bus, airplane, ship or other means.

History

Skills

- Identify who The Wright Brothers are and why they are famous.
- Recognise where The Wright Brothers would fit in our History topic timeline.
- Create a timeline of The Wright Brothers life using their key events.
- Identify who Amelia Earhart is and why she is famous.
- Recognise where Amelia Earhart would fit in our History topic timeline.
- Create a timeline of Amelia Earhart's life using her key events.
- Identify who Neil Armstrong is and why he is famous.
- Recognise where Neil Armstrong would fit in our History topic timeline.
- Create a timeline of Neil Armstrong's life using his key events.



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Art

Knowledge

- To know how to hold and use a paintbrush correctly for a range of purposes.
- To understand how to use their plans to create their product.
- To know how to show shading using colouring pencils and chalk.
- To understand how marbling inks work.
- To learn about space, planets and the moon.

Core Vocabulary:

Marbling, water colours, paint, colouring pencils, shading, mixing, patterns.



Art

Skills

- The children can hold a paintbrush correctly and use different types and sizes of brushes.
- The children can plan, create and edit their designs.
- The children can draw with colouring pencils and chalk.
- The children can mix some colours and describe how to make them and add water to mix paint of different thicknesses.
- The children can use marbling ink to create designed patterns.
- The children can use their knowledge of space, planets and the moon to aid them with their designs.



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Design and Technology

Eating more fruit and vegetables

Knowledge

- Understand what is needed in a healthy diet.
- Understand where food comes from.
- To know about different types of vegetables and fruits.
- To know how to store fruit and vegetables.
- To understand how different fruit and vegetables are grown.
- To know different methods of cooking food.

Core Vocabulary:

Protein: To help us grow.

Carbohydrates: To give us energy.

Fruits and Vegetables: These are good sources of vitamins and minerals.

Fats and Sugars: To give us energy.

Dairy foods: To give us calcium and strengthen our bones.

Water: To keep our body hydrated and working properly.

Design and Technology

Eating more fruit and vegetables

Skills

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Describe texture and taste of different foods.
- Select and recognise appropriate tools to cut and prepare fruit and vegetables.
- Able to make healthy food choices.



The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Public Health England in association with the Welsh Government, the Scottish Government and the Food Standards Agency in Northern Ireland

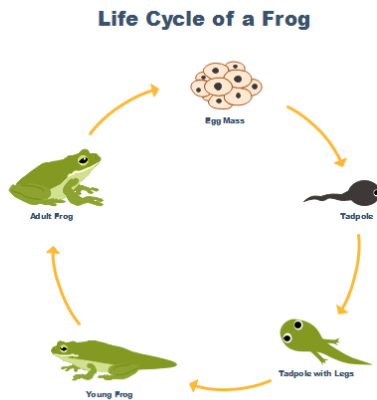
Knowledge Organiser for

Knowledge

In this unit the children are introduced to life cycles. They look at simple changes from a baby to adult and discuss how people grow at different rates.

They discuss and learn:

- that animals including humans have a life cycle
- Know that changes happen when we grow up
- Know that people grow up at different rates and that is normal
- Know that learning brings about change



Skills

- Understand and accepts that change is a natural part of getting older
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
- Can express why they enjoy learning
- Can suggest ways to manage change e.g. moving to a new class

Key Vocabulary

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.



Hobbs Hill Wood Primary School

Knowledge Organiser for
R.E, Year 1, Sources of Wisdom



'Inspiring confident and independent learners'

Knowledge

- To know about some of the beliefs people hold, including in God/Gods.
- To know about special books, both personal and religious.
- To know how and why religious people show care and concern.
- To reflect on how spiritual and moral values influence their behaviour, choices and those of others.

Core Vocabulary

Passage, precious, faith, choices.

Bible – Christian Holy book

Torah – Jewish Holy book

Qur'an – Muslim Holy book

Skills

- Recognise and describe some religious objects/places/people and practices.
- To be aware of similarities in religions.
- Use some religious vocabulary correctly and describe how religious beliefs are expressed.
- To express what is of value and concern in relation to the matter of right and wrong.



Torah



Qur'an



Bible

Hobbs Hill Wood Primary School

Knowledge Organiser for Science, Year 1, Holiday and Seasons



'Inspiring confident and independent learners'

Holiday

Knowledge

- 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 or omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- 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

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

marine biologist: a marine biologist finds out about things that live in the sea

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

Holiday

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.
- Identify objects and classify according to their properties.
- Identify different shells and classify them into groups.

Hobbs Hill Wood Primary School

Knowledge Organiser for Science, Year 1, Holiday and Seasons



'Inspiring confident and independent learners'

Seasons – Summer

Knowledge

- There are 4 seasons in a year.
- Each season has a different weather pattern.
- A weather forecast is a statement saying what the weather will be like today, the next day or for the next few days.
- Weather forecasts use different symbols which are helpful.

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

	Sunny
	Sunshine with cloud
	Cloudy
	Raining
	Thunder
	Windy
	Snow

Seasons – Summer

Skills

- Ask simple questions and recognise that they can be answered in different ways.
- Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.
- Observe and identify changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Identify and describe different weather patterns using different forecast symbols

