

# Knowledge Organiser for KS1

## The Olympics/Geographical Knowledge

### What should I already know?

- The county I live in is called Cornwall
- The country I live in is called England
- I live in Manaccan which is a village in England
- England is a country in the United Kingdom (England, Scotland, Wales and Northern Ireland)
- Great Britain (England, Scotland, Wales) is an Island—It is surrounded by seas:
  - Irish Sea
  - North Sea
  - English Channel

### Overview of key areas of study

This unit will teach pupils how to use world maps, atlases and globes to identify world countries, continents and oceans. They will talk about and describe key features of the local area.

They will use simple compass directions (North, South, East, and West) to describe the location of features on a map. They will name and locate the world's seven continents and five oceans.

### Where do I live?

Manaccan is a **village** in the **county** of **Cornwall**.

**Cornwall** is in **England**.

**England** is in the **United Kingdom**.

The **United Kingdom** is a **country** in the **continent** of Europe.



### Geographical Skills and Fieldwork

- Find the five **oceans** and seven **continents** using map skills. Can you also find them in an atlas and on a globe?
- Use Google earth to find Manaccan. Zoom out until you see the UK. Now zoom out until you see Europe. Now zoom out until you can see the world. Discuss what you notice.
- Use the **compass points** to describe the **continents** in relation to each other (eg. Asia is to the East of Europe and to the north of Australia)

### Launch

#### Introduction of The Summer Olympics

Opening Ceremony at School? Talk about Japan and locating on World map.

#### End/celebration

Sports Day

#### Enrichment opportunities

Walks to local village to identify features such as park, houses, church, pub

# Knowledge organiser—Geographical Knowledge

## Vocabulary

City	A large Town. Truro is a city
Compass point	Any of the main points of a compass: North, South, East & West
Continent	A very large area of land that consists of many countries. Europe is a <b>continent</b> .
Country	An area of land that is controlled by it's own government.
England	A country in the <b>United Kingdom</b> . <b>St. Keverne</b> is a village in <b>England</b>
Island	A piece of land that is completely surrounded by water
Great Britain	An <b>island</b> that is made up of <b>England</b> , Scotland and Wales.
Ocean	One of the 5 very large areas of salt water on the earths surface
Sea	A large area of salty water that is part of an <b>ocean</b>
Surrounded	To be present all around
United Kingdom	The <b>UK</b> , is officially known as the United Kingdom of Great Britain and Northern Ireland. It includes <b>England</b> , Scotland, Wales and Northern Ireland.
Village	A small group of houses, perhaps with a few shops, that are often in the countryside. Manaccan is a small <b>village</b> .

## Facts about the continents (ordered by size)

Continent	Surrounded by these oceans	Number of countries	Example of a country that can be found there
Asia	Arctic Indian Pacific	50	India
Africa	Atlantic Indian	54	Kenya
North America	Arctic Atlantic Pacific	23	United States of America
South America	Atlantic Pacific	12	Brazil
Antarctica	Southern	-	-
Europe	Atlantic Arctic	51	United Kingdom
Australia	Indian Pacific	14	Australia

## Continents

- There are seven continents:
  - Europe
  - Asia
  - Africa
  - North America
  - South America
  - Antarctica
  - Australia (also known as Australasia and Oceania)



## Oceans

- There are five oceans:
  - Pacific Ocean
  - Atlantic Ocean
  - Indian Ocean
  - Southern Ocean
  - Arctic Ocean

# What should pupils know/be able to do by the end of the unit?

## Art

### During this unit pupils will:

Create a piece of work based on Hokusai

#### Knowledge

- Describe the work of Hokusai
- Express an opinion on the work of Hokusai

#### Skills

- Create their own work in the same style of Hokusai and compare
- Copy an original print
- Use a variety of materials
- Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing

## D & T

### During this unit pupils will:

Design and make an Olympic Stadium

#### Knowledge

- Know which materials would best suit the design proposal



#### Skills

- Use simple design criteria to help develop their ideas
- Develop and communicate ideas by talking and drawing
- Talk about their design ideas and what they are making

## RE

### During this unit pupils will:

To retell why puja is important to families

#### Knowledge

- Know a range of stories
- Know that Hindus believe in one God (Brahman) who can be worshipped in many forms
- Know that these forms (the deities) have different qualities and are portrayed in different ways
- Suggest why Hindus might believe that it is important to show devotion to the deities

#### Skills

To ask questions and to reflect on questions.

## History

### During this unit pupils will:

#### Skills

- Find out about people and events in other times collections of artefacts
- Confidently describe similarities and differences
- sequence a collection of artefacts
- Use of time lines
- Discuss the effectiveness of sources
- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)

#### Knowledge

- Recall facts about the history of the Olympic

## Music

### During this unit pupils will:

#### Knowledge

- Identify different sound sources

#### Skills

- Respond physically to music
- Appraise Japanese music
- Perform a rhythm to a given pulse



## Computing

### During this unit pupils will:

#### Knowledge

- Consider other people's feelings on the Internet.
- Know where to go for help if something worries them

#### Skills

- Give commands including straight forwards / backwards / turn one at a time.
- Explore what happens when a sequence of instructions is given.
- Explore a website by clicking on the arrows, menus and hyperlinks.

## PHSE

### During this unit pupils will:

Explain about people who look after them, who to go to if they are worried and ways to help these people look after them.

Know what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).

They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them

Know the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

The environment – recycling & pollution

Staying safe around water

Communication—why it's important

Protecting endangered wildlife

Positive mind, body and soul.

Reading road signs and road safety

## Science

### During this unit pupils will:

#### Skills

- Carry out instructions for a simple investigation.
- Talk about and record what is seen and observed
- Observe and describe how seeds and bulbs grow into mature plants.
- Identify and describe the basic structure of a flowering plant including roots, stem/trunk, leaves and flowers.
- Find out about and describe what plants need to grow and stay healthy, including, water, light and temperature.

#### Knowledge

- Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Can identify and describe the basic structure of a variety of common flowering plants, including trees.
- Can observe and describe how seeds and bulbs grow into mature plants.
- Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Can identify and describe the basic structure of a variety of common flowering plants, includ-