

Year 1 Geography Autumn 1 – Our Local area

Knowledge Organiser

Key Vocabulary:

- explorer** – a person who explores unfamiliar territory.
- map:** a picture representation of an area of land or sea showing physical features, cities, roads, etc.
- birds eye view:** a general view from above.
- directions:** a course along which someone or something moves
- landmarks:** an object or feature of a landscape or town that is easily seen and recognized from a distance.
- human features:** human characteristics of a place come from human ideas and actions.
- physical features:** anything that is on Earth naturally.
- location:** a particular place or position.

Do you remember learning?

In Reception, we looked at different occupations and ways of life.
We explored some of the things that make us unique and talked about some of the similarities and differences in relation to friends or family. We discussed and asked questions about aspects of our familiar world such as the place where they live and the natural world.

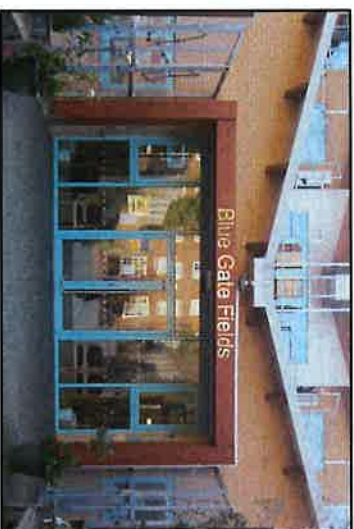
Key Knowledge:

- To use fieldwork and observational skills to explore the school and its grounds
- To draw/use a basic map of our local area and identify the key features.
- To use the language forwards, backwards, left, right, north, south, east, west to navigate around school.
- To identify the significant landmarks of our local area.
- To compare journeys and landscapes and understand near/far, often/ rarely.
- To learn about maps, map-making and symbols.

Key skills:

Using Maps

- Use a simple picture map to move around the school and local area.
- Use a relative vocabulary such as bigger, smaller, like, dislike
- Use directional Language such as near, and far, up and down, left and right, forwards and backwards.



Can you draw/describe your route to school?

Year 1 History Autumn 2 – Shadwell over time

Knowledge Organiser

Key Vocabulary:

River Thames – the river that flows through London.

Shadwell Basin – a dip in the land that drains water from the land (like a bowl of water)

Watney market – community market selling a diverse range of fruit, vegetables and more
past–something that has happened or was done in the past.
present–happening right now

Key Knowledge:

- Life in an area of London (Shadwell) was different in the past to my life now.
- By exploring the changes in familiar places such as Watney Market, the fire station, the River Thames, Shadwell Basin, we will see that people lived differently in the past. We will notice that these places looked different.
- By getting into role, we will explore how the people of Shadwell lived over the years and notice the similarities and differences to how we live today.
- We will notice that there are changes within the environment that we live in now and that human features have shaped Shadwell to be what it is today.

Key skills:

To use words and phrases like: old, new and a long time ago.
To recognise and discuss examples of things that are different in my life from that of the past.
To answer questions using a range of artefacts/ photographs provided.
To compare by discussing things that have remained the same and things that have changed.

Do you remember learning?

In autumn 1, we were exploring our local area and using maps to locate Shadwell and explore the famous landmarks that make our area a very special place.

Now that you know about the locality and physical/human features of Shadwell, we are going to explore how this area has changed over time.

Shadwell: Describe what has remained the same.



History of Toys

1800s - Rich family
Children from rich families played with train sets, tea sets, dolls and toy soldiers.

1800s - Poor family
Children from poor families played with homemade toys such as ragdolls and wooden boats.

1902
In Germany, Richard Steiff based one of his toy designs on a bear he saw at the zoo. In 1902, the Steiff Company started making teddy bears.

1903
Binney and Smith made a set of 8 wax crayons in 1903. Binney's wife named them Crayola.

1907
The name Meccano was introduced and the first Meccano factory opened in Liverpool.

1934 - 1949
Ole Kirk Christiansen called his toy company 'Lego' in 1939. The plastic blocks were made in 1949.

1943
Richard James invented the slinky in 1943. It performed tricks such as walking down the stairs.

1959
Ruth Handler invented the Barbie doll in 1959. She named the doll after her daughter, Barbara.

1959
The Etch a Sketch was invented by André Cassagnes in 1959 and was introduced in the 1960s.

1983
Chris Wiggs invented Polly Pocket for his daughter in 1983. They first appeared in shops in 1989.

1989
The first Game Boy was developed by Nintendo and was released in Japan in 1989.

Key Vocabulary

Old New Worn Faded Colourful Plastic Wooden
 Electronic Poor Rich

Scientific Vocabulary



Can you talk about?

- Your favourite toy and why you like it?
- What your toy is made out of?
- What is the difference between your toys and the toys children played with in the past?
- How does your toy work? Is it electronic? Do you pull it or push it?
- What do you think toys will be like in the future?

Can you find out?

- What was your first ever toy?
- What toys did your parents and grandparents play with?

Key Knowledge

In the past, games and toys that children played with were spinning top, dolls, cars, marbles, tiddlywinks, wind up toys.



In the past children played with different games and toys depending on whether they were a girl or boy/ rich or poor.

Year 1 Spring 2 – People and their communities

Knowledge Organiser

Key Vocabulary:

- barren** – dry and bare with few plants
- tropical** – very hot
- adapted** – having special features that make a plant or animal able to survive in a place
- ocean** – is a huge body of saltwater.
- sea** – A body of saltwater of second rank.
- coastline** – where the sea and the land join. They are adjacent to each other.
- continent** – a large solid area of land. There are seven continents in the world.
- country** – a land lived in by people.
- compass points** – directions listed on a magnetic compass. The four main points being, North, East, South, West

Do you remember learning?

In reception, we compared and contrasted our recycling system to that in Germany. In autumn, we explored our local area.

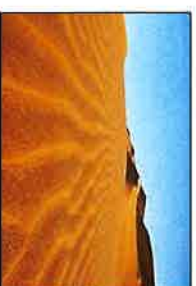
Describe what you saw on your journey around the world.

Key Knowledge:

- We go on four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations.
- We are going to go on virtual and imagined journeys to explore similarities, compare and contrast.
- We are going to move beyond just our locational knowledge to a deeper understanding of place knowledge.
- We are going to explore dry deserts – the driest and most barren places on Earth to tropical rainforests that get lots of rain. Many animals and plants are found here.
- The oceans are wide and deep and filled with saltwater – many sea creatures live in the oceans.
- Coasts are the land along the sea. The boundary of a coast, where land meets water, is called the coastline. Waves, tides, and currents help create coastlines.
- Billions of people live on Earth. Some live in villages and the countryside, others live and work close together in towns and cities

Key skills:

Compare our local area to distant locations around the world. To research and explore specific oceans and lands that Earth by going on virtual journeys from busy cities to dense, steaming rainforests.



Year 1 History summer 1 – Walter Tull

Knowledge Organiser

Key Vocabulary:

significant – important and worth learning about

racism – treating someone unfairly because of the colour of their skin

achievement – something done very well with effort, skill and courage

timeline – a picture that shows the passing of time

experiences – an event remembered for a long time

Do you remember learning?

In Year 1 you used a timeline to order toys from the past.

Key Knowledge:

- Walter Tull was an English footballer who played for Northampton Town and Tottenham Hotspur.
- Walter Tull began playing football for the orphanage team and joined Clapton FC in 1908. He was soon named Player of the Season. He was signed up by Tottenham Hotspur in 1909, at the age of 21.
- The team toured Argentina and Uruguay, making Tull the first black player to play in South America.
- Supporters of the opposing team often insulted Tull because of the colour of his skin.
- In November 1914, he was sent to France and took part in his first battles.
- Walter showed courage as a soldier and the other soldiers respected him.
- In 1916 he was sent back to Britain to be trained as an officer (someone who leads soldiers). Walter became Britain's first black British Army officer to lead white British soldiers into battle.
- In 1917, he fought in Italy. He was widely recognized for his bravery, especially on one occasion where he led over 20 men across a fast flowing river at night.
- In March, 1918, Walter Tull was killed while leading an attack on the German trenches.
- He was recommended for a Military Cross, and was awarded the British War and Victory Medal.

Key skills:

To research the life of an important person.
 Sequencing of important historical events in order of the life of Walter Tull
 To understand significant people are remembered in lots of different ways.

What important events do you notice on Walter's timeline?

Timeline

1888	1908	1909	1911	1914	1916	1916	1916	1917	1918
On 28th April, Walter Tull was born in Folkestone, Kent	Walter joined Clapton FC football club	Signed for Tottenham Hotspur at the age of 21	Walter signed for Northampton Town FC	Walter enlisted to fight in World War 1.	Tull was promoted to sergeant.	Walter took part in the Battle of the Somme	In December Walter was sent back to England with trench fever.	Walter fought in Italy and was recognised for his bravery.	On 25th March Walter was shot and killed while leading an attack

Key Vocabulary:

landscape – all the things we see in a place

equator – an imaginary line around the Earth that divides it into two equal halves

migration – animals that travel from one habitat to another is search of food, better condition or to reproduce

habitat – a natural home/environment of an animal

continent – a large area of land

environment – the surroundings in which an animal lives

Do you remember learning?

In Nursery, you compared places around the world.

In reception, you compared life in Shadwell to life in an arctic, jungle and a tropical climate

Key Knowledge:

We use world maps, atlases and globes to find the UK, countries around the world, continents and oceans.

We use simple compass directions (N, S, E, W) and locational language (near, far, left and right) to describe the location.

To identify hot and cold areas of the world (habitats of particular animals) – we refer to the equator and the North and South Pole.

We use geographical language when we are talking about physical features: seasons, weather, sea, ocean, mountain, hill, forest.

There are different types of landscapes. Mountain landscapes have mountains and valleys. Rainforests are warm and wet habitats.

Africa has several different types of habitats from jungles and forests to grasslands and deserts – home to many wild and dangerous animals.

Key skills:

Describing specific landscapes and why they make a good habitat for our animals.

Understanding animal migration and explaining the reasons why they travel huge distances.

You explored the continents and oceans to find out about animals and their homes.

Describe one of those animals and their habitat.

