

Year 1 Knowledge Organiser: The Great Outdoors

Geography - Human and Physical Features in the local area.

Cross-curricular subject links: English - The Gruffalo - Julia Donaldson

Science - Humans

Curriculum Driver: Memories and Discovery

Trips/Enrichment: Local walk

GARP/GASP: Why are the characters in the Gruffalo boys? (Animation)

Subject/Conceptual knowledge/skills:

Geography - Place Knowledge - Human and Physical Features - Skills and Fieldwork

LEAPS:

- I can explain what Geography is.
- I understand the difference between human and physical features.
- I can use basic geographical vocabulary to refer to key human and physical features of a familiar setting.
- I can use simple fieldwork and observational skills to study my school grounds and its surrounding environment.
- I can use aerial photographs to recognise landmarks, human and physical features of a familiar area (school grounds)
- I can use locational and directional language to describe the location of features and routes on a map.

Core Knowledge

- A map is a picture showing different human and physical features. They show these features as an aerial view.
- An atlas is a book of maps.
- An aerial photograph or view is like a birds eye view of the world.
- A physical feature is a natural feature such as a tree, field, plants, and hills (school specific)
- A human feature is a man-made feature such as a school, playground, fence, path or road (school specific)
- An object that is close to us is near and one that is further away is far.



Vocabulary

Words	Meaning
Geography	The study of people and places.
Human features	These are features made or created by humans.
Physical features	These are features created naturally.
Man-made	Made or caused by humans.
Natural	Not made or created by humans.
Observations	Monitoring or looking closely at someone or something.
Identify	To find out who or what someone or something is.

Local Area

Physical - trees, farms, rivers, streams, lakes, parks, woods, hills, forests.

Human - village, town, city, school, shops, library, roads, tram, bus stop, office, house, factory.

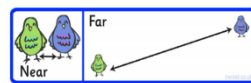
Other features

Physical - beach, cliff, coast, sea, ocean, soil, valley, vegetation, season, weather.

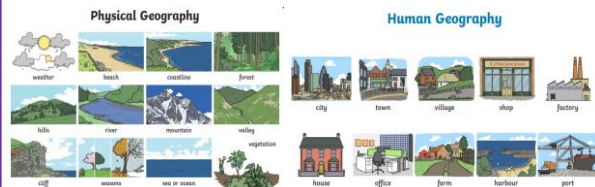
Human - port, harbour.

Maps	A diagram showing physical and human features.
Atlas	A book of maps.

Key Visuals:



Left and Right



Fieldwork BBC Bitesize - What are human and physical features?

Books/associated reading:



50 Things to do before you are 11
3/4 National Trust



Subject/Conceptual

Knowledge/Skills: Science - Humans

LEAPS:

- I can identify, name, draw and label the basic parts of the human body.
- I can say which part of the body is associated with each sense.
- I can use my senses to compare different textures, sounds and smells

BBC Bitsize - Senses

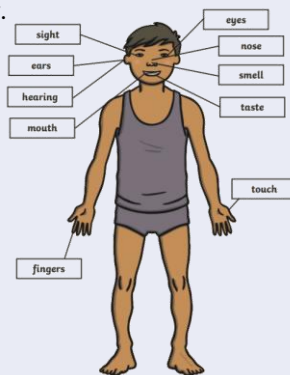


Core Knowledge

- We don't just feel with our fingers or hands but using our skin as we feel with many parts of our body.
- Humans are similar but these vary from person to person.
- Humans have 5 senses and these are linked to different parts of the body.

Vocabulary:

Head, body, eyes, ears, mouth, teeth, leg, hand, fingers, foot, toes, senses, touch, see, smell, taste, hear, fingers, skin, eyes, Nose, ear and tongue.



Subject/Conceptual knowledge/skills:

Computing - iAlgorithm

Use technology to create, organise, store, manipulate and retrieve

LEAPS:

- I can understand that algorithms are precise instructions that can be followed.
- I can follow and devise a simple algorithm.
- I can understand that programs execute by following precise instructions.
- I can plan, test and debug a simple algorithm.
- I can make predictions about an outcome based on a simple algorithm.
- I can understand conditions or outcomes.
- I can understand that some statements can only be true or false.

Subject Key Vocabulary

Mouse, point, click, drag, choice, decision, adventure, imaginary, model.

Core Knowledge

An algorithm is a set of steps to finish a task.

Instructions tell us how something should be done.

To debug is to fix a mistake that stops an algorithm from working correctly.

Making choices means making a decision with different options.

QR Code - I Compute control a robot.



Subject/Conceptual knowledge/skills:

PSHE - Glapton SCARF

Me and my relationships.

QR Code - BBC Teach Feelings



LEAPS:

- Understanding rules and responsibilities.
- Recognising people's feelings and body language.
- Recognising which feelings can make us feel not so good and people can have their feelings hurt.
- Being able to resolve conflict situations and make up.
- To understand that we belong to different groups and how those groups and people can help us.
- I can show good listening skills.
- Give and receive positive feedback.



British Values - The Rule of Law

Core Knowledge

The majority of our language is through body language.

To know that we can fall out with others including our friends but this can be resolved (fixed).

To understand that family, friends, trusted adults and organisations can help us.

Being able to listen with our eyes and bodies to show great attentive skills.

Subject Key Vocabulary

Rules, safe, feeling, emotions, help, friendship, conflict, anger, happiness, nervous, worried, scared, unhappy, sad, excited.



Subject/Conceptual knowledge/skills:

Music

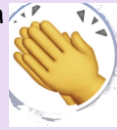


Instruments, Playing, Composing

LEAPS:

- I can sing and chant in time, keeping a steady pulse.
- I can listen to a piece of music and clap/move in time with the beat.
- I can begin to identify differences in tempo (slow/ fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low).
- I can say how a range of music makes me feel.

Core Knowledge

- Learn to sing 'When The Cold Wind Blows' (BBC - Bring the Noise)

- Pitch is how high or low a sound is.
- Dynamics is how loud or quiet sounds are throughout a piece of music.
- Timbre and Texture - Different sounds are created by different instruments or voices.
- Tempo - how fast or slow the music is.
- Pulse is the beat of the music.
- Duration & Rhythm - how long or short a sound is.
- QR Code BBC Ten  51  All 

Subject Key Vocabulary

Sing, chant, pulse, moods, beat, tempo, dynamics, duration, pitch, feelings, happy, sad, excited.

Subject/Conceptual knowledge/skills:

PE - Fundamental Skills
Handball - Throwing and Catching

LEAPS:

- I can send a ball into space.
- I can explore ways of stopping the ball.
- I can control my body when retrieving a ball.
- I can show correct technique when rolling and sending a ball.
- I can make simple decisions of where to send the ball in a game.
- I can begin to use hand, eye co-ordination skills.
- I can point and look at a target.
- I can begin to perform a range of throws.
- I can receive the ball with basic control.
- I can participate in simple games.
- I can demonstrate simple tactics in a game.
- I can discuss and make choices with teammates.
- I can travel in a variety of ways including running and jumping.

Handball England - QCR Code for the video get into Handball.



Core Knowledge

Throwing: to propel an object:

Underarm throw: The arm pulls back and swings forward without going over the shoulder.

Overarm throw: Ball is propelled into the air by the arm going over the shoulder. It is used to get height.



Catching: Using hands or other parts of the body to stop and control an object:

Control of the ball using hands: Ball should be caught before it is passed to a team-mate, Children should work together to ensure each other are ready.



Passing: using limbs of the body to move an object to another person:

Chest pass: both hands holding the ball into the chest where it is pushed forward to a target or space.

Bounce pass: ball is pushed into the ground so it can bounce off the floor before meeting target.



Subject Key Vocabulary

Agility, balance, co-ordination, speed, control, cooperation, running, jumping, throwing, underarm throw, overarm throw, catching, passing, chest pass, bounce pass.

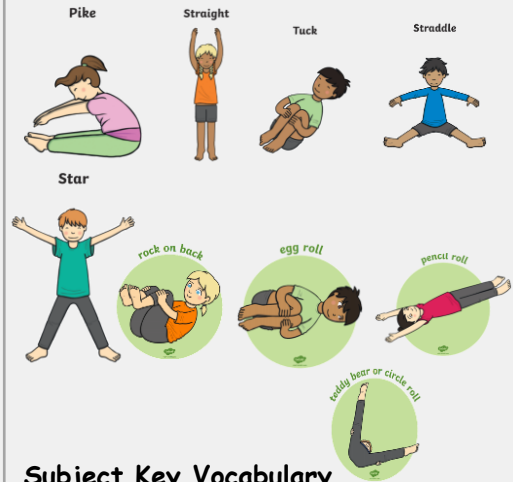
Subject/Conceptual knowledge/skills:

PE - Gymnastics- Rolling and Balancing

LEAPS:

- I can create a sequence linking two to three simple movements.
- I can copy action and movement sequences with control and co-ordination.
- I can show three gymnastic positions including a pike, straddle and tuck, showing good control and extension.
- I can roll in different ways E.g. log roll (controlled), curled side roll and teddy bear roll.
- I can perform balances with control E.g. standing and kneeling balances.
- I can perform different body shapes.
- I can stretch in different ways.
- I can use equipment safely.

Core Knowledge



Subject Key Vocabulary

Pike, straddle, tuck, log roll, teddy bear roll, rolls, balances.

Subject/Conceptual knowledge/skills: RE

Does God want us to take care of the world?

LEAPS:

Personal Resonance and Reflection

• I can say how it felt to make something.

Knowledge and Understanding

• I can remember the Christian Creation story and talk about it.

Evaluation and Critical Thinking

• I can express an opinion about the Christian belief about creation.



Core Knowledge

Found in Genesis (Old Testament).

God (the father) created the world and gave humans the responsibility to look after it.

Christians believe they should be 'stewards' of the Earth as it is precious to God.



Subject Key Vocabulary

God, Creation, creator, Genesis, stewards, responsibility.