

# Year 1 Knowledge Organiser: Once Upon a Castle

Cross-curricular subject links: Design and Technology - Science materials  
 English- Narrative (Retell) - Rhyme (Zog) - Report (Castle)  
 Maths- Multiplication - Division - Fractions.

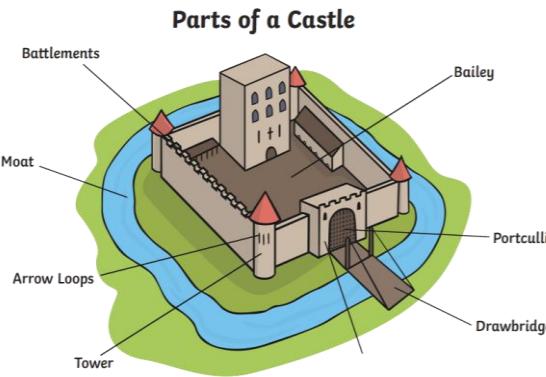
## Subject/Conceptual knowledge/skills:

Chronological knowledge and understanding.  
 Historical enquiry.  
 Historical interpretation.

## LEAPs

I can discuss significant historical events, people and places within my own locality.  
 I can find answers to simple questions about the past using different sources of information.  
 I can begin to use sources to identify and recall some details about the past.

## Key Visuals:



QR Code - Is the website for Nottingham Castle



## Core knowledge and Key facts:

**Castles:** Everything about a castle was built to keep people inside safe.

Castles are not one building they are made up of many different parts.

The main building inside the castle is the keep, which is protected by walls and towers.

The first castles were built called Motte and Bailey castles.

**Knights:** The knights were heavily armoured soldiers who rode on horseback. Only the wealthiest could afford to be a knight.



Nottingham Castle is 954 Years old.  
 9 Great Grandmas  
 1 Mum  
 1 You



Tower	Battlements	Castle	Portcullis
Drawbridge	Moat	Knight	Armour

**Curriculum Driver:** Memories, Discovery, Happiness

**GASP/GARP/Equalities:** A traditional tale from another culture.

SCARF - Rights and Responsibilities

British Value - Individual Liberty

## Vocabulary

Words	Meaning
Past	Something that happened in the past.
Present	Existing or occurring now.
Source	A book or person that provides information.
Picture	A drawing, painting or photograph.
Place	A building, place or location.
Historical	History or from the past.
Locality	An area, place or neighbourhood.
Identify	Establish or indicate who or what someone or something is.
Castle	A large building with thick walls from the medieval times.
Old	Made or built a long time ago.

## Books/associated reading:



### Subject/Conceptual knowledge/skills:

Science- Everyday Materials

Working Scientifically

#### LEAPS:

- I can distinguish between an object and material.
- I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- I can describe the simple physical properties of everyday materials.
- I can compare and group a variety of materials based on their properties.
- I can raise questions about everyday materials

### Core Knowledge

An object is the item.

The material is what the object is made from.

Materials include: wood, plastic, glass, metal, rock, rubber, fabric

**Wood:** hard, stiff, rough, not see through

**Plastic:** hard, bendy, waterproof, smooth

**Glass:** hard, see through, smooth, stiff

**Fabric:** soft, floppy, absorbent



### Subject Key Vocabulary

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through

### Subject/Conceptual knowledge/skills: SCARF- Rights and Responsibilities & Looking after things.

#### LEAPS:

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.
- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.
- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.
- Explain where people get money from;
- List some of the things that money may be spent on in a family home.
- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;
- Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).



### British Values - Individual Liberty



### Core Knowledge



Pets and plants will need suitable shelter, food and water.

Caretakers, teachers, children and parents help look after the school environment.



£5  
5 pound



£10  
10 pound



£20  
20 pound

### Subject Key Vocabulary

Hygiene, personal hygiene, routines, environment, responsibility, belonging, money, notes, coin, value, safe, save.

### Subject/Conceptual knowledge/skills:

Computing - iData - Information Technology

#### LEAPS:

- I can understand why pictograms are useful.
- I can collect and organise information to solve a problem.
- I can create a pictogram using collected data.
- I can sort information and present data using a graph.

### Favourite Furry

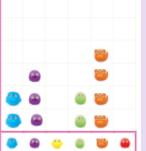
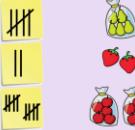


### Survey

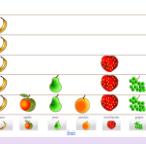
#### Favourite Fruit Survey

Fruit	Count
apple	1
orange	1
banana	1
peach	1
strawberry	1
grapes	1
other	1

### Tally Chart



### Pictogram



### Core Knowledge

A survey helps collect information about a specific subject.

A tally chart helps collect data quickly.

A pictogram is a chart/graph which uses pictures to represent data in a simple way.



### Subject Key Vocabulary

Survey, tally, information, data, pictogram, graph, select, click, classify.

### Subject/Conceptual knowledge/skills:

RE - Christianity- friendships

Christianity- Palm Sunday

#### The Big Question

"Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?"

#### LEAPS:

- Personal Resonance and Reflection**  
I can talk about a person I admire.

### Knowledge and Understanding

I can recall parts of the Easter story. I can recognise some symbols in the story.

### Evaluation and Critical Thinking

I can start to show understanding that Jesus is special to Christians and say why.

### Core Knowledge

Spring 2

- Salvation** is the saving of humans by Jesus dying and coming back alive again (**resurrection**).
- Christians believe Jesus came to rescue all people. Jews waiting for a **Messiah** (**rescuer**).
- Palm Sunday showed people believed Jesus was a type of King.
- It was traditional to place a cover across the path for royalty.
- People believed that the Messiah would ride a donkey into Jerusalem.
- Palm branch is a symbol of victory.



### Subject Key Vocabulary

Palm Sunday, King, Messiah, Rescuer, Cross, Resurrection

QR code - BBC Bitesize about Palm Sunday



**Subject/Conceptual knowledge/skills:** PE - OAA;  
Orienteering instructions, map reading, co-ordinating, discovery, challenge  
**Dance** - Simple movements and dance patterns

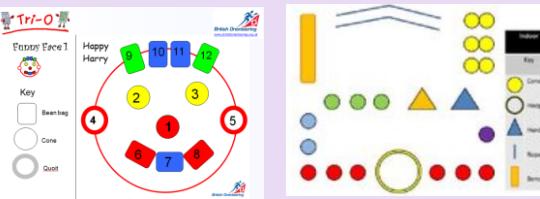
#### LEAPS:

- I can listen carefully to and try to follow instructions.
- I can solve simple problems as part of a group involving exploration and discovery.
- I can begin to discuss and work with others in a group.
- I can identify basic orienteering symbols and colours using the legend [map key]
- I can travel safely to and from orienteering control marker signs.

#### Dance:

#### Core Knowledge

- Oriente: Look at their position in relation to unfamiliar surroundings.



- QR Code - British Orienteering
- What is orienteering?



#### Subject Key Vocabulary

Orienteering, control, marker, signs, direction instruction, partner, movement

**Subject/Conceptual knowledge/skills:** French (greetings)  
Listening and speaking

#### LEAPS:

##### Speaking

- I can repeat simple words and phrases (e.g. greetings, stories, rhymes and songs)
- I can speak aloud familiar words.
- I can respond appropriately to a comment even whilst engaged in another activity.

##### Listening

- I can listen to familiar words and phrases.
- I can respond to familiar spoken words and phrases.

##### Reading

- I am able to read aloud familiar words.

#### Core Knowledge

**Greetings** - something friendly or polite that you say or do when you meet or wave.



**Merci - Thank you**

#### Subject Key Vocabulary

Bonjour = Hello  
Au revoir = Goodbye  
Merci = Thank you

#### Subject/Conceptual knowledge/skills:

**Art** - Making, Evaluating, Knowledge and Understanding  
**Artist** - William Morris  
**Skill**: Printing



#### LEAPS:

##### Making

- I can try out a range of materials and processes and recognise that they have different qualities (pattern/printing).

##### Evaluating

- I can show interest in and describe what I think about great artworks and my peers work.

##### Knowledge and Understanding

- I can name the tools, techniques and formal elements (colours, shapes, tones etc) I am using.

##### QR Code - BBC - Pattern



#### Core Knowledge

**Printing** -

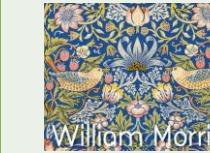


#### Patterns



Repeated and symmetrical

True or False? William Morris was interested in nature. How do you know?



#### Subject Key Vocabulary

Process, textures, printing, pattern, repeating irregular, symmetry, interest, describe, same, different, compare, artist

#### Core Knowledge

**Pitch** is a high or low sound.

**Dynamics** is how loud or quiet a sound is.

**Tempo** is how slow and fast a piece of music is.

**Duration** is how long and short a sound is.

**Pulse** is the beat of the music.

We can move and dance to a piece of music.

##### Tempo (Speed)



How fast or slow a piece of music is.

##### Pulse



Is the beat in a piece of music.

##### Dynamics (Volume)



How loud or quiet a piece of music is.

##### Pitch



Whether notes are high or low.

#### Subject Key Vocabulary

Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low

