

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.

Curriculum Driver: Memories, Discovery, Happiness
GASP/GARP/Equalities: A traditional tale from another culture.
 SCARF - Rights and Responsibilities
 British Value - Individual Liberty

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.

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



You
6
Years old

Mum
35
Years old

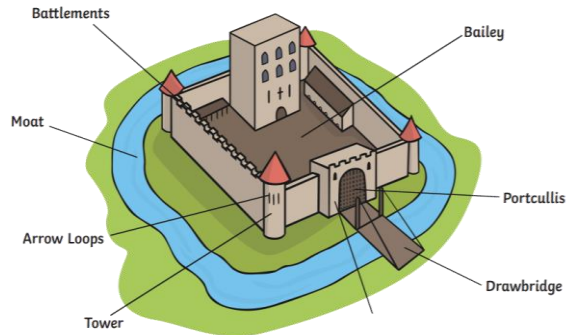
Grandma
80
Years old

Great
Grandma
100
Years old











Key Visuals:

Parts of a Castle



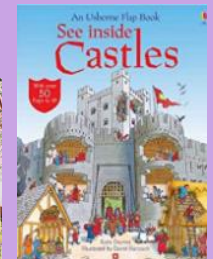
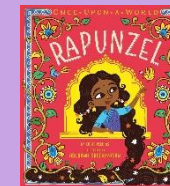
QR Code - Is the website for Nottingham Castle



Tower 	Battlements 	Castle 	Portcullis 
Drawbridge 	Moat 	Knight 	Armour 

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 placed 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.



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 Furble

Survey
Favourite Fruit Survey

Apple	
Banana	
Orange	
Strawberry	
Watermelon	
Other	

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.

QR Code - BBC Bitesize
What is a pictogram.



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

- Orienteering: 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:

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

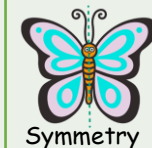
- I can name the tools, techniques and formal elements (colours, shapes, tones etc) I am using.

QR Code - BBC - Pattern



Core Knowledge

Printing -



Symmetry

Patterns

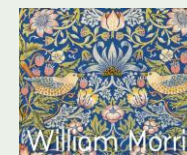


Repeated and symmetrical



Irregular

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



William Morris



Subject Key Vocabulary

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

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



Merci - Thank you

Subject Key Vocabulary

Bonjour = Hello
Au revoir = Goodbye
Merci = Thank you

Subject/Conceptual knowledge/skills:

Music - Percussion and Composing

QR Code - Put your hands in the air - Royal Philharmonic Orchestra (Bring the Noise)

LEAPS:

Listening

- 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 respond to the mood of a piece of music through movement, dance and art and show awareness when the mood of the piece changes.



Core Knowledge

Pitch is a high or low sound.

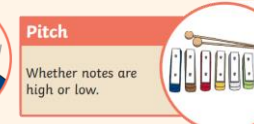
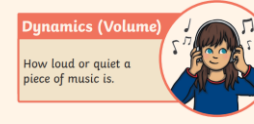
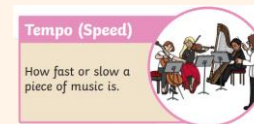
Dynamics is how loud or quiet a sound is.

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.



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