

Knowledge Planner

Y1 – History and Geography – Explorers/Hot and Cold Areas of the World

National Curriculum Statements:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Name and locate the world’s seven continents and five oceans.
- Use world maps, atlases and globes to identify countries, continents and oceans.
- Identify the location of hot and cold areas of the world.
- Use simple compass directions.

Things I need to know already:

- Be able to talk about past and present in their own lives and the lives of family members.
- Know about similarities and differences in relation to places.
- Talk about the immediate environment and how environments might vary from each other.

I am going to learn to:

- Retell the story of how Ernest Shackleton attempted to cross Antarctica.
- Describe how Neil Armstrong became the first man on the moon.
- Describe how astronauts live in space.
- Identify the Arctic and Antarctic on a map and globe.
- Differences and similarities between hot and cold areas of the world and the animals that live there.
- Identify the main compass points.

Things to look forward to:

- Space Day
- Watching videos of astronauts on the International Space Station.
- Space role play area.
- Finding out about the different animals that live in different parts of the world.

Vocabulary

Antarctic	The area around the South Pole.
astronaut	A person who travels into space.
gravity	The force which keeps us on the ground.


Facts I might find useful:

- The Antarctic is very cold and snowy.
- There is no gravity in space, so things float around.
- Ernest Shackleton attempted to cross Antarctica in 1914.
- Neil Armstrong landed on the moon in 1969.









Knowledge Planner

Y1 – History and Geography - Seaside Holidays/The Seaside

<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Changes within living memory. • Use basic geographical vocabulary to refer to key physical and human features. 	<p>Things I need to know already:</p> <ul style="list-style-type: none"> • Be able to talk about past and present in their own lives and the lives of family members. • Know about similarities and differences in relation to places. • Talk about the immediate environment and how environments might vary from each other. 																
<p>I am going to learn to:</p> <ul style="list-style-type: none"> • Describe what seaside holidays are like now. • Describe what seaside holidays were like in the past. • Compare what is similar and what is different between seaside holidays now and in the past. • Consider where people go to for seaside holidays in Britain. • Consider physical and human features of the seaside. • Describe similarities and differences between Haxey and the seaside. <p>Things to look forward to:</p> <ul style="list-style-type: none"> • Visit to Cleethorpes. • Playing beach games. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Vocabulary</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Time line</td> <td style="padding: 5px;">Ordering objects and events from earliest to latest.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Bathing machines</td> <td style="padding: 5px;">Huts used by Victorian bathers so they could change in private.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Punch and Judy</td> <td style="padding: 5px;">A puppet show that has been common since Victorian times.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Pier</td> <td style="padding: 5px;">A structure for people to walk along that is built out into the sea.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Cliff</td> <td style="padding: 5px;">A steep rock face close to the edge of the sea.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Harbour</td> <td style="padding: 5px;">A place by the seaside where boats can stay safely in the water.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Dunes</td> <td style="padding: 5px;">Hills or mounds of sand held together by plants, often near the sea.</td> </tr> </tbody> </table> <p>Facts I might find useful:</p> <ul style="list-style-type: none"> • Rich people started visiting the seaside about 200 years ago. • Seaside holidays became possible for many people about 150 years ago when steam trains were invented. <div style="text-align: center; margin-top: 10px;">  </div>	Vocabulary		Time line	Ordering objects and events from earliest to latest.	Bathing machines	Huts used by Victorian bathers so they could change in private.	Punch and Judy	A puppet show that has been common since Victorian times.	Pier	A structure for people to walk along that is built out into the sea.	Cliff	A steep rock face close to the edge of the sea.	Harbour	A place by the seaside where boats can stay safely in the water.	Dunes	Hills or mounds of sand held together by plants, often near the sea.
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Knowledge Planner

Y1 – History – Toys – (Links to Science unit on Materials)

<p>National Curriculum Statements:</p> <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Changes within living memory. Identify similarities and differences between ways of life in different periods. 	<p>Things I need to know already:</p> <ul style="list-style-type: none"> Be able to talk about past and present in their own lives and the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions. 														
<p>I am going to learn to:</p> <ul style="list-style-type: none"> Identify whether a toy is new or old. Describe how I know that a toy is old or new. Identify similarities and differences between old and new toys. Order toys chronologically on a time line. Explain why different toys are made from different materials. <p>Things to look forward to:</p> <ul style="list-style-type: none"> Choosing appropriate materials to make different toys. Describing my own favourite toy. 	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Vocabulary</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">Time line</td> <td style="padding: 5px;">Ordering objects and events from earliest to latest.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Old</td> <td style="padding: 5px;">Belongs to the past.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">New</td> <td style="padding: 5px;">Made/used for the first time.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Past</td> <td style="padding: 5px;">Gone by in time. No longer exists.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Present</td> <td style="padding: 5px;">Exists or is happening now.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Mechanical</td> <td style="padding: 5px;">Operated by a machine.</td> </tr> </tbody> </table> <p>Facts I might find useful:</p> <ul style="list-style-type: none"> Old toys tend to be made out of wood and metal. New toys tend to be made out of plastic and may use technology and/or electricity. <div style="background-color: #e6f2ff; padding: 5px; margin-bottom: 5px;"> <p style="font-size: small;">Old toys were often made of wood. Modern (new) toys are often made of plastic.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> </div> <div style="background-color: #e6ffe6; padding: 5px; margin-bottom: 5px;"> <p style="font-size: small;">Old toys were mechanical or moved by hand. Modern toys use batteries.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> </div> <div style="background-color: #fff9c4; padding: 5px;"> <p style="font-size: small;">Old toys were usually made by hand. Modern (new) toys are usually made by machines.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> </div>	Vocabulary		Time line	Ordering objects and events from earliest to latest.	Old	Belongs to the past.	New	Made/used for the first time.	Past	Gone by in time. No longer exists.	Present	Exists or is happening now.	Mechanical	Operated by a machine.
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Knowledge Planner

Y1 – History – Haxey Church (Linked to RE unit on Worship and Festivals)

National Curriculum Statements:

- Significant historical places in their own locality.
- Develop an awareness of the past, using common words and phrases relating to the passing of time.

Things I need to know already:

- Be able to talk about past and present in their own lives and the lives of family members.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

I am going to learn to:

- Explain how old Haxey Church is.
- Identify that differences features of the church were created at different times.
- Describe the importance of the church to different people at different times.

Things to look forward to:

- A visit to Haxey Church.



Vocabulary

Font	Church artefact where a baby is baptised/christened.
Altar	Church table used for the communion service.
Pulpit	Place where the Vicar stands to preach.
Pews	Seats in church.
Cross	Christian symbol representing when Jesus died.
Vicar	Church leader.

Facts I might find useful:

- Haxey Church was begun over 900 years ago.
- Haxey Church has been known as 'The Cathedral of the Isle'.
- Some of the bells in Haxey Church are 500 years old.
- A previous Vicar of Haxey Church did a lot of the carving of the woodwork in the church.