

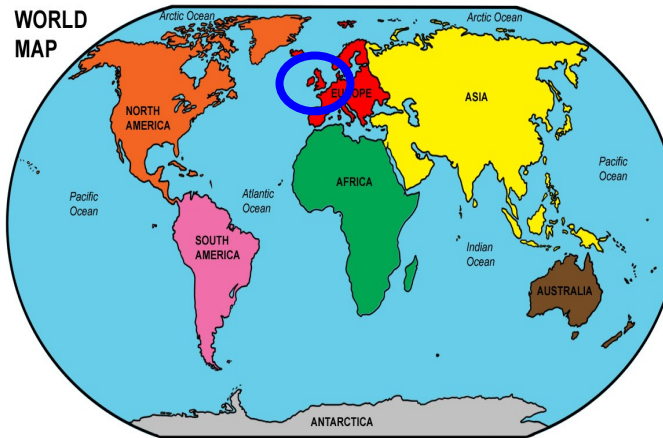
Geography Knowledge Organiser Our Home, Our World Year 1/2

Our learning

In our geography lessons this term we are learning about the **location** of the United Kingdom and that this **place** is an island in Europe.

The **place** that we live is a town called Bexhill.

We will learn that in comparison to the world, the **scale** of our home is small.



The Beach

De La Warr Pavillion



Egerton Park

Manor Barn

Union Flag



Information

We live in town called Bexhill, in the United Kingdom, in Europe.

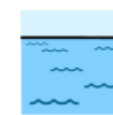
There are 7 continents and 5 oceans.

On a map, blue means the ocean and green means land.

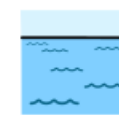
Vocabulary



land



sea



ocean



town



country



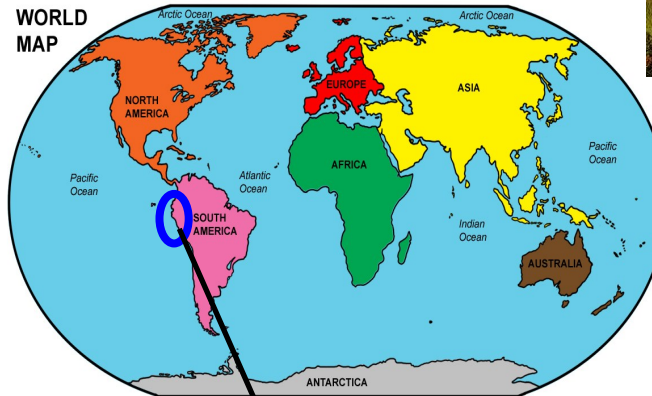
continent

Geography Knowledge Organiser Peru

Year 1/2

Our learning

In our geography lessons this term we are learning to **compare** two **places** (Cusco in Peru and Bexhill in England). We will learn about the differences and similarities of the two places (**environment**) by describing their physical (natural) and human (created by people) features.



Coast

Mountains
(Andes Range)



Rainforest
(The Amazon)

Information



Peru is in South America.



Cusco is a city in Peru.



Peru is near the equator so it has a tropical climate.



Bexhill is not near the equator and it has a temperate climate.

Vocabulary



globe



atlas



forest



rainforest



vegetation



mountain



coast

Geography Knowledge Organiser

War and Peace

Year 1/2

Our learning

In our geography lessons this term we will be learning to use maps of the local area to understand **distance**.

We will find human and physical features of a **place** on a map and in real life.

We will use maps to discover how far away **locations** are from each other.

We will learn to use a compass and read the directions on it.



The Battlefield at Senlac Hill



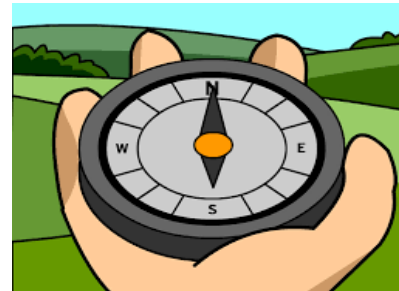
A map key with symbols

Information

A map has symbols that stand for landmarks.

The key tells us what symbols mean.

An aerial photograph is taken from above.



A **compass** is used by geographers.

N— North

E— East

S— South

W— West

Vocabulary



Abbey



grounds



vegetation



forest



compass



North



South



East



West

History Knowledge Organiser

Toy Story

Year 1/2

Our learning

In our history lessons this term we will be learning about toys through different times in history. We will look at the **similarities and differences** between toys we use now and toys that were used in the past. We will see if there are any **connections** between

Information

 In the past,  children  played  more  outside.

 In the past,  toys  were  made  by hand.

 In the present,  toys  are made in  factories.

Vocabulary

 old

 new

 past

 present

 future

 plastic



3000BC



2000BC



1000BC



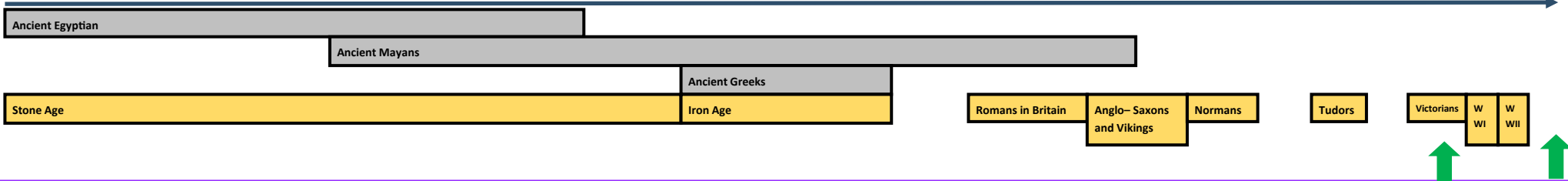
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AD1000



AD2000



History Knowledge Organiser

Pudding to Pepys

Year 1/2

Our learning

In our history lessons this term we will be learning about what **caused** the Great Fire of London and what the **consequences** of it were.

We will see how things were **similar** and **different** to today and see how the period **connects** to other times in history.

Information

 The Great Fire of London was in 1666.

 It started in a bakery.

 It spread because it was windy and the houses were wooden.

Important Dates

2nd September 1666 - A fire started in a bakery in Pudding Lane.

4th September 1666 - Houses were pulled down to stop the fire spreading.

6th September 1666 - The fire was finally put out.

Vocabulary

 demolish

 regenerate

 embers

 leather bucket

 dry

 summer

 fire

 bridge

 fire break

Samuel

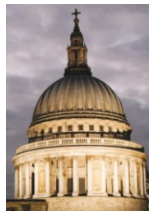
Pepys

3000BC



St Paul's
Cathedral

2000



1000BC

0

AD1000

AD2000



Ancient Egyptian

Ancient Mayans

Ancient Greeks

Stone Age

Iron Age

Romans in Britain

Anglo-Saxons
and Vikings

Normans

Tudors

Victorians

W
WI

W
WII

History Knowledge Organiser

War and Peace

Year 1/2

Our learning

In our history lesson this term we will be learning about the Battle of Hastings and how William the Conqueror led his team to victory.

We will look at how the different **civilisations** (Normans and Anglo- Saxons) **changed** because of the battle. We will look at the different rulers and how their **leadership** impacted on the lives of the peo-



The Bayeux tapestry - an artefact that shows the Norman view of what happened in The Battle of Hastings.

Information

1066
The Battle of Hastings happened because 3 men wanted to be king.

It happened on Senlac Hill.

Some people think Harold got shot in the eye with an arrow.

William won because he was a better leader

Important Dates

5th January 1066- King Edward dies.

6th January 1066- Harold Godwinson is crowned King Harold after King Edward dies

27th September 1066 - William of Normandy's ships landed in England.

Vocabulary

Saxons Normans

defeat victory

invade conquest

peasant artefact

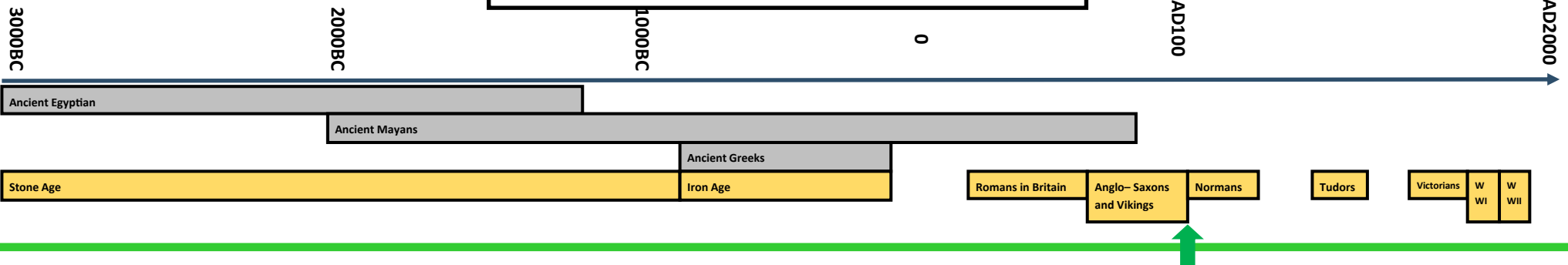
People who thought they should have been King



William of Normandy

Harold Godwinson

Harald Hardrada



Science Knowledge Organiser

Make it fly, make it sail! (Term 1&2)

Year 1&2

Our learning

In our science lessons this term, we will be learning about working scientifically. We will look at how things can sail and fly. This is part of our **physics** work in science.

We will study **patterns** in the



Archimedes shouted 'EUREKA!' when he sat in a bath and the water went up!

Ask a question

Think about how to test

Predict what might happen

Complete your test

Talk about what you found out

Information

A sail catches the wind to help a boat move.

The shape of an object will help it to fly.

Archimedes was a famous scientist.

As a scientist I will...

- Suggest different ways to answer questions.
- Ask simple questions.
- Use scientific words in my answer.
- Make observations during a test.
- Say what might happen in a test.
- Use simple scientific equipment and record measurements.
- Identify and classify (sort) according to

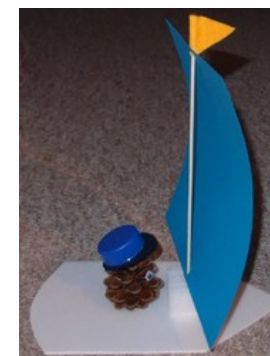
Vocabulary

sail wind

observe compare

measurements results

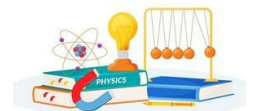
test diagram chart



A sail catches the wind



Paper aeroplanes of different shapes



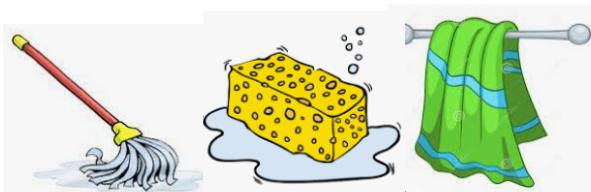
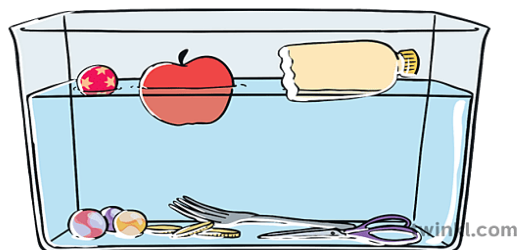
Science Knowledge Organiser **Let's make a splash! (Term 3&4) Year 1&2**

Our learning

In our science lessons this term we will be **working scientifically** and working on **chemistry**.

We will look at using our scientific knowledge to spot the **patterns** in the results of our simple tests.

We will do some investigations to find out what materials are best for making a boat float and for



Information

 Absorbent materials  soak up  liquid and  usually have  small holes.

 Objects that  float are  usually  light and  full of  air.

 Objects that  sink are  usually  heavy.

Ask a question

Think about how to test

Predict what might happen

Complete your test

Talk about what you found out



Vocabulary

 absorbent

 buoyant

 float

 sink

 light

 heavy

 waterproof

 test

 compare



Science Knowledge Organiser

Plants (Term 5&6)

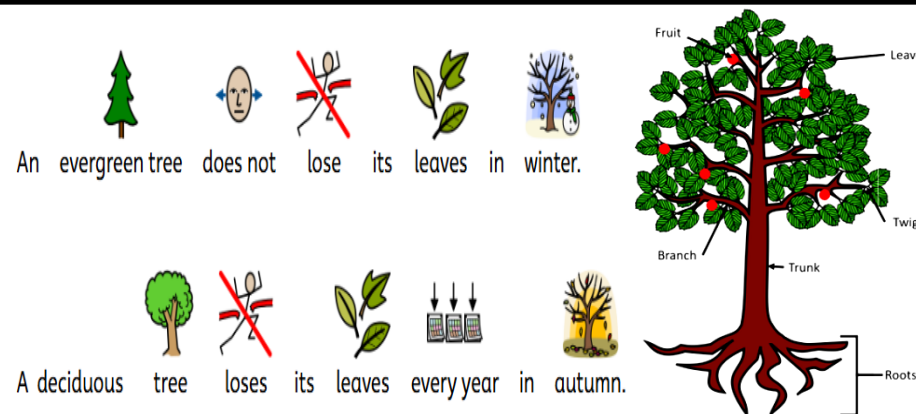
Year 1 & 2

Our learning

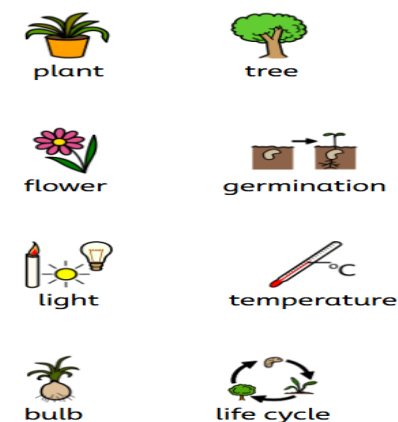
In our science lessons this term, we will be learning about plants. This is part of our **biology** work in science.

We will study the **similarities and differences** between different types of plants.

Information

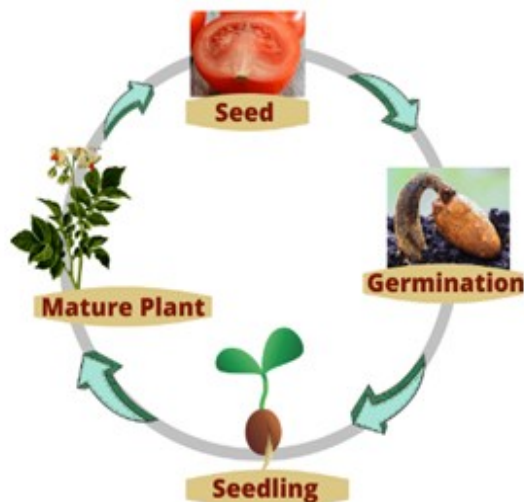


Vocabulary



As a scientist I will...

- Use simple scientific equipment to look closely.
- Sort and group plants.



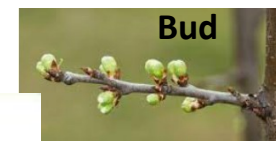
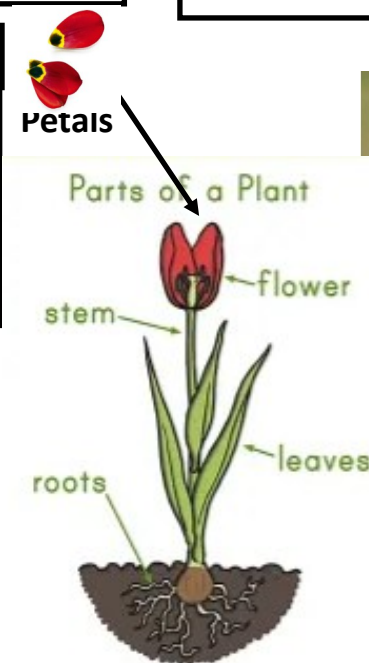
The life cycle of a plant



Wild flowers



Garden flowers



Religious Education Knowledge Organiser (Term 1)



Year 1

Who do Christians say made the world?

Christianity

Our learning

In our religious education lessons this term we will be answering the question:

'Who do Christians believe made the world?'

We will learn to **make sense of the belief** that 'Creation' is the beginning of the 'Big Story' in the Bible.

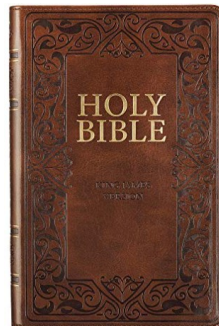
We will **understand the impact** of creation and how Christians give thanks for it.

We will make **connections** between the

Information

Christians thank God for creating the world by singing hymns and saying prayers.

In Harvest celebrations, many Christians celebrate God's creation and try to help people in need.



Many Christians say 'grace' before they eat a meal. This is a prayer to thank God for the food they eat.



Vocabulary

Bible - The Christian holy book

Creation - When God made the world

Creator - God, who Christians believe made the Universe

Harvest - When crops that are ready to eat are collected from fields.

Prayers - A way Christians believe they can talk to God

Christian - A follower of Christianity.

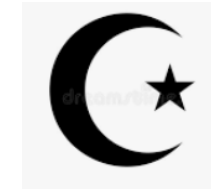


A Harvest festival is a Christian celebration of the food that is grown on the land.



Christians often sing hymns (religious songs) to praise God for the creation.

Religious Education Knowledge Organiser (Term 1)



Who is a Muslim and how do they live? (part 1)

Year 2 Islam

Our learning

In our religious education lessons this term we will be answering the question:

'What is a Muslim and how do they live?'

We will learn to **make sense of beliefs** that Muslims have about God.

We will **understand the impact** that the stories of the Prophet have on the lives of Muslim people.

We will make **connections** between

Information

Muslims believe that Allah is the one true God. Muslims use different names for Allah to help to understand him better.

Muslims believe that the Prophet Muhammad was God's messenger. Many think he was wise, fair and cared for all creations.

Many Muslims follow the examples in the stories of the Prophet Muhammad in the way they live their lives.

Vocabulary

Islam - The religion followed by Muslim people

Muslim - Someone who follows the Islam religion

Allah - The name Muslims give to their God

Adhan - The Muslim call to prayer, which happens five times a day

Messenger – Someone who

Muslims at prayer



During Ramadan, many Muslim families eat meals together before dawn and after sunset. During the day they will often 'fast'.



In 'The story of the tiny ants' the Prophet Muhammad shows how we should care for all of God's creations.

Religious Education Knowledge Organiser (Term 2)

Who is Jewish and how do they live?



Year 1 Judaism

Our learning

In our religious education lessons this term we will be answering the question:

'Who is Jewish and how do they live?'

We will learn to **make sense of beliefs** that come from the story of 'Chanukah'.

We will **understand the impact** that special celebrations have on Jewish people.

We will make **connections** in the way that

Information

Jewish people believe that there is one God who created the world.

Jewish people believe that they should show their love for God.

Jewish people have different celebrations during the year.

Chanukah is in December and Jewish people give praise and thanks to God.

Vocabulary

Jew— Someone who follows the religion of Judaism

Chanukah (Hanukkah) - A Jewish celebration in December

Sukkot - A Jewish Harvest Festival.

Sukkah - A special hut used during Sukkot

Menorah- A special candle holder for Jewish people which holds seven

A Jewish family celebrating Chanukah



A chanukiah



Through the story of Chanukah Jewish people learnt that God is always with them.



A 'sukkah' is used during Jewish celebrations at Sukkot

Religious Education Knowledge Organiser (Term 2)



Year 2 Christianity

Why does Christmas matter to Christians?

Our learning

In our religious education lessons this term we will be answering the question:

'Why does Christmas matter to Christians?'

We will learn to **make sense of beliefs** that Christians have in the importance of Jesus.

We will **understand the impact** that the Nativity story has on the lives of Christians at Christmas.

We will make **connections** between what Christmas means to people who are

Information

Christians believe that Christmas marks the time when God came to Earth as a human (Jesus).

Christmas is a very important celebration for Christians and they worship in different ways, such as through song and prayer.

Many Christians give gifts at Christmas in order to give thanks for the birth of Jesus.

Vocabulary

Gospels– The story of the life of Jesus

Nativity - The story of the birth of Jesus Christ

Thankful- To give thanks to someone

Incarnation - The Christian belief that God took a human form by becoming Jesus

Tradition– An event that is repeated regularly

Candles are often used to celebrate advent in the build up to Christmas



Jesus was born in a stable in Bethlehem



Religious Education Knowledge Organiser (Term 3)



Year 1

What do Christians believe God is like?

Christianity

Our learning

In our religious education lessons this term we will be answering the question:

'What do Christians believe God is like?'

We will learn to **make sense of belief** through the parable of the Lost Son from the Bible. We will consider how this **impacts** the lives of Christians and how they show their belief in God. We will make **connections** with our lives by talking about what we can learn from the

Information

The Bible tells Christians what God is like.

The parable of 'The Lost Son' tells Christians God loves everyone even if they move away.

Christians believe that God is loving and forgiving.

Christians have four types of prayer: praise, saying sorry, saying thank you and asking for something.

Vocabulary

Forgiveness— accepting when someone says sorry

Father— a name Christians use for God

Praise— show respect towards God.

Belief— trust or faith in something

Worship— show your love for something

Bible— Christian holy book

Christians say the Lord's Prayer

Christians show their happiness that God loves them in all these ways



going to church



singing



worship



praying



reading the Bible



loving and forgiving people



Religious Education Knowledge Organiser

Who is a Muslim and how do they live? (Term 3)



Year 2
Islam

Our learning

In our religious education lessons this term we will be answering the question:

'Who is a Muslim and how do they live?'

We will learn to **make sense of belief** through the words of the Shahadah. We will consider how this **impacts** the lives of Muslims and why it matters to them. We will make **connections** between the Qu'ran, prayer and why respect, celebration and self-control are strong beliefs

Information

Many Muslims say the Shahadah every time they pray.

The words of the Shahadah share the most important beliefs for Muslims, including that Allah is the one true God.

Muslims wrap the Qu'ran and keep it on a stand.

Prayer teaches Muslims to respect, celebrate and have self control (ibadah)
Muslims pray five times a day.

Vocabulary

Qu'ran– The holy book of the Islamic faith.

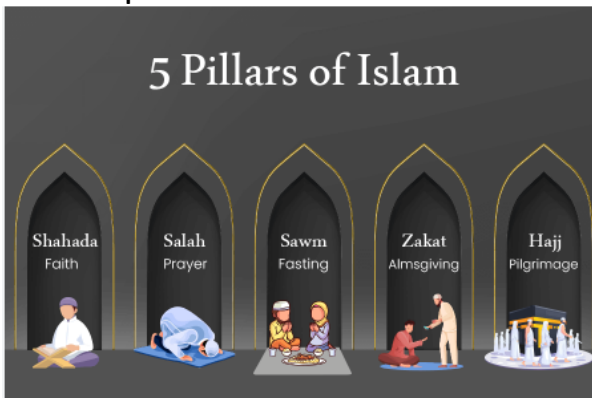
Ibadah– Worship.

Salah– Prayer.

Allah– The Arabic word for God.

Tawhid - Allah's name is Tawhid.

The five pillars of Islam

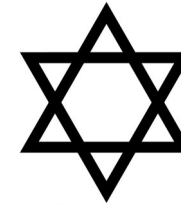


Muslims at prayer



The Qu'ran (Holy book)

Religious Education Knowledge Organiser (Term 4)



Year 1

Who is Jewish and how do they live?

Judaism

Our learning

In our religious education lessons this term we will be answering the question:

'Who is Jewish and how do they live'?

We will learn to **make sense of beliefs** by learning stories used in Jewish celebrations. We will think about the **impact** of Shabbat on the lives of Jews.

We will make **connections** between the celebrations and their meaning for Jewish

Information

Shabbat is the Jewish day of rest and is celebrated from sunset on Friday until sunset on Saturday every week.

The mezuzah is a precious item in Jewish people's homes. It is placed in a decorative box which is found on a doorway of a Jewish house.

Jewish beliefs about God are expressed in the Shema.

Jewish people believe God is one and that it is important to love God.

Vocabulary

Torah - Main Jewish holy book

Shabbat - Jewish day of rest

Tenakh (Tanakh) - Hebrew bible

Mezuzah - A piece of parchment with the Shema written on

Shema - A Jewish prayer



Challah bread



Menorah



Torah

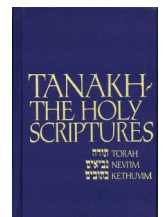


Star of David chain



Kiddush goblet. Used for Wine during Shabbat

Tenakh



Religious Education Knowledge Organiser (Term 4)



Year 2

Why does Easter matter to Christians?

Christianity

Our learning

In our religious education lessons this term we will be answering the question:

'Why does Easter matter to Christians?'

We will **make sense** of Holy Week and what it means to Christians.

We will think about the **impact** on Christians of Jesus death and his rising from the dead.

We will make **connections** between the Easter story and how it makes Christians feel.

Information

Holy Week is the week before Easter Sunday. The things that happened in Holy Week take place 33 years after the Nativity story (Christmas).

Palm Sunday is the day that Jesus entered Jerusalem.

Good Friday is the day that Jesus died.

Easter Sunday is the day Jesus rose from the dead.

Churches have special services at different times during Holy Week.

Easter Sunday is a happy day for Christians. Joyful songs are sung and Easter eggs given.

Vocabulary

Salvation - To be saved from sin

Holy Week - The week leading up to Easter Sunday in Christianity

Church - A place where Christians worship

Resurrection - Coming back to life

Cross - A Christian symbol as Jesus died on a cross

Sin - Things that people do that makes God

Easter eggs are a symbol of new life.



Hot cross buns are eaten by many Christians on Good Friday because Jesus died on a cross.



Jesus rose from the dead on Easter Sunday. This is a special day for Christians.

Religious Education Knowledge Organiser (Term 5)



Year 1

What does it mean to belong to a faith community?

Christianity Judaism

Our learning

In our religious education lessons this term we will be answering the question:

'What does it mean to belong to a faith community?'

We will learn to **make sense of belief** by understanding that loving others is important in lots of communities. We will **understand the impact** of the traditional Christian and Jewish welcoming and wedding ceremonies on the community.

We will make **connections** between symbols for belonging in religious and non-

Information

People belong to groups. They use symbols to show they belong.

The Christian welcoming ceremony is called Baptism.

The Jewish welcoming ceremony is different for boys and girls.

At weddings, people make promises to each other to show they love and belong to each other.

Vocabulary

Ketubah - The Jewish marriage contract

Wedding - The Christian marriage ceremony

Religious - To follow a religion

Non-religious - To not follow a religion

Community - A group of people

Baptism/ christening - Christian welcoming ceremony

baptism candle



Christian symbols

Christening bracelet



kippah



Jewish symbols

Kiddush cup



Scouts



Cubs

Non religious groups symbols



Guides



Brownies

Ketubah



Brit bat



Traditional Christian Wedding



Baptism

Religious Education Knowledge Organiser (Term 5)



Year 2
Christianity

What is the 'good news' Christians believe that Jesus brings?

Our learning

In our religious education lessons this term we will be answering the question:

'What is the 'good news' Christians believe that Jesus brings?'

We will learn to **make sense of belief** by studying the Gospels in the Bible. We will **understand the impact** the Gospels have on Christians. We will make **connections** between Jesus' good news and the

The story of Matthew the debt collector (Matthew 9:9-3) teaches Christians that we should forgive others.



Information

A Gospel is 'good news' that Jesus brings. Jesus tells his followers to forgive and be peaceful. The Gospels (in the Bible) tell Christians how to live their lives. Jesus had twelve disciples who followed his teachings and spread his message. Jesus teaches that God forgives people but they must forgive others too. Christians today may ask for forgiveness in prayer or by taking confession. They often do lots of work to help charities.

In John 14:27 Jesus promises his followers peace as a gift.

Christians today believe that they will find peace if they believe Jesus loves and forgives them.

Vocabulary

Peace - A feeling of calmness

Confession- To say sorry and ask for forgiveness

Charity- Giving help to others in need

Follower - Someone who spreads the word of Jesus

Vicar - A person in charge of some churches

Disciple - A follower of Jesus

Friendship - A feeling shared



Religious Education Knowledge Organiser (Term 6)



Year 1

How should we care for the world and others, and why does it matter?

Christianity Judaism

Our learning

In our religious education lessons this term we will be answering the question:

'How should we care for the world and others, and why does it matter?'

We will learn to **make sense of beliefs** that Christians and Jews have about the natural world. We will **understand the impact** of these beliefs on religious people.

We will make **connections** between the way religious and non-religious people look



The story of Ruth and Naomi teaches Jewish and Christian people about loyalty and thinking of others.

Information

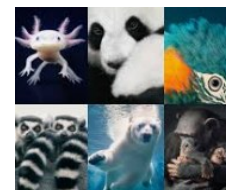
Religious and non-religious people can show that they care for others and the world in different ways.

Many Jewish and Christian people want to look after the world because God created it.

Many people believe that everyone has special skills that can help others.

Psalm 8 teaches Jewish and Christian people that everyone is unique and valuable.

Many religious and non-religious people follow the 'Golden Rule' where they treat other people in the way they would like to be treated themselves.



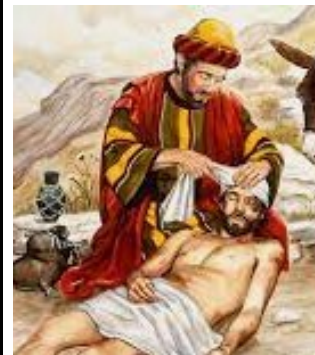
Vocabulary

Psalm - A song or poem to worship God

Unique - The only one of a kind

Samaritan - Someone who helps anyone in need

Natural world - All the animals and plants and other things in nature not made by people



The story of the Good Samaritan teaches Christians about love, friendship and helping others.

The natural world

Religious Education Knowledge Organiser (Term 6)



Year 2

What makes some places sacred to believers?

Christianity Judaism

Our learning

In our religious education lessons this term we will be answering the question:

'What makes some places sacred to believers?'

We will learn to **make sense of beliefs** about worship and God . We will **understand the impact** of places of worship for Christians and Jewish people. We will make **connections** between



A tallit is a religious shawl worn by some Jewish men when they are praying.



A kippah is a small skull cap worn by Jewish males to show their religion.

Information

There are special places where people of different religions go to worship (praise and celebrate) God.

These places have many special, sacred objects. These are very important to religious people and are treated with great respect.

People may worship in different ways, such as singing, praying and listening to religious stories together.

Christians and Jews sing Psalms, hymns and prayers when they worship.



The font at the front of a church contains holy water used in baptisms.

Vocabulary

Sacred - Something very important to a religion

Holy- Pure and perfect

Place of worship- A building where people get together to worship

Church - A Christian place of worship

Synagogue - A Jewish place of



The altar at the front of a church. It has a cross above it and sacred objects such as a Bible on it.



The Ark in a synagogue is where the Torah (holy book) is kept.