

Geography

What I should already know

Children will have developed their knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key Vocabulary

Locate	Map	Geographical
Physical features	Human features	Landmarks
Currency	Compare	Contrast

The Journey

- To be able to locate Europe on a world map and find out about its features.
- To be able to identify and locate countries in Europe.
- To be able to identify European countries according to their features.
- To be able to identify the major capital cities of Europe.
- To be able to compare two European capital cities.
- To find out about the human and physical features of a European country.

What I will know by the end of the unit

Identify Europe on a world map.
Locate European capital cities on a map.
Identify landmarks belonging to different European cities.



History

What I should already know

Children will have already been taught about events beyond living memory that are significant nationally or globally.



The Journey

- To explain when and where the Vikings came from and why they raided Britain.
- To compare the significance of some Anglo-Saxon kings during the Viking period.
- To explain who King Ethelred II was and say when and why Danegeld was introduced.
- To identify and explain key aspects of Viking life.
- To explain how the legal system worked in Anglo-Saxon and Viking Britain.
- To explain how the last Anglo-Saxon kings shaped Britain.

Key Vocabulary

Vikings	Anglo-saxons	Raid/ Raided
Kingdom	Invaded	Battle of Hastings
Alfred the Great	Danegald	Conquer

What I will know by the end of the unit

Compare and contrast aspects of Anglo-Saxon, Viking and modern-day everyday life e.g. religion, cultural traditions and crime and punishments.

To know where the Vikings came from and when they invaded Britain.



Knowledge Organiser – Autumn 1 2022, Vikings

Science

What I should already know

Children should have used a range of scientific methods, process and skills across a range of topics.

Key Vocabulary

Light	Source	Reflect
Dark	Illuminate	Visible
Transparent	Opaque	Translucent

The Journey

- Explain that light is needed to see things and that dark is the absence of light.
- To investigate which surfaces reflect light.
- To use a mirror to reflect light and explain how mirrors work.
- To know that light from the sun can be dangerous and that there are ways we can protect our eyes.
- To investigate which materials block light to form shadows.
- To find patterns when investigating how shadows change size.



What I will know by the end of the unit
Understand that dark is the absence of light, how surfaces reflect light, how shadows change size and identify opaque, translucent and transparent objects.

Computing

What I should already know

How to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Vocabulary

Internet	Social media	Cyberbullying
Digital footprint	Device	Website
Internet	Privacy	Secure

The Journey

- To know what cyberbullying is and how to address it.
- To understand how websites use advertisements to promote products.
- To create strong passwords and understand privacy settings.
- To safely send and receive emails.
- To explore different ways children can communicate online.
- To use knowledge about online safety to plan a party online.

What I will know by the end of the unit

Recognise and define cyberbullying.

Identify safe people to report cyberbullying to and know how cyberbullying can happen via a range of devices.



PSHE

What I should already know

How to articulate my feelings.
Respecting others opinions.
Have the understanding to make good choices.
To be thankful and proud of our achievements.

The Journey

- To say the things about myself that I am proud of.
- To identify the feelings, I have and describe how different emotions feel.
- To identify strategies I can use if I make a mistake.

Key Vocabulary

Pride, achievements, positive, actions, strengths, talents, support, help, emotional wellbeing, coping strategies.

What I will know by the end of the unit

To know my own strengths and be able to explain how I am feeling, implementing strategies to help when coping with an uncomfortable feeling.

RE

What I should already know

What it means to be a Christian or Hindu in Britain today.



Key Vocabulary

Trinity, the ten commandments, gods, goddesses, worship, beliefs, prayer, mosque.

The Journey

- To explain the main beliefs of Christianity.
- To identify Christian special places and explain why they are special.
- To explain the main beliefs in Hinduism.
- To explain which places are special to Hindus.
- To explain the key beliefs held by Muslims.
- To explain the key features in a Muslim's place of worship.

What I will know by the end of the unit

Compare the similarities and differences between Christianity, Hinduism and Islam and their beliefs and place of worship.

Art

What I should already know

How to use a range of materials creatively to design and make products.

Key Vocabulary

Brooch, engravings, glass beads, amber, amethyst, design, patterns, symmetrical.

The Journey

- To design a Viking brooch.
- To make a Viking brooch.
- To evaluate a Viking brooch.

What I will know by the end of the unit

Design, make and evaluate a Viking brooch.



Knowledge Organiser – Autumn 1 2022, Vikings

Music

What I should already know

Experience with noticing and following a rhythm and a beat.

Key Vocabulary

Recorder, note, rhythm, staff, crotchet, minim, semibreve, crotchet rest.

The Journey

- Know what a recorder is and how to look after it.
- Experiment with making sounds using a recorder.
- Begin to play notes in time, recognising the notes B, A and G on a music sheet.

What I will know by the end of the unit

To play the notes B, A and G on a recorder and begin to play a simple tune.



Design Technology

What I should already know

The basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Key Vocabulary

Healthy, varied, savoury, seasonality, ingredients, cooking, nutrition.

The Journey

- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook a savoury dish applying taught cooking techniques.
- To understand seasonality, and know where and how a variety of ingredients are grown.

What I will know by the end of the unit

The contents of a healthy and balanced diet. How to prepare and cook nutritious food.



MFL

Key Phrases

Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi], Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss], (Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?].

PE

Key skills

Throwing, catching, passing, control, balance, flexibility, attacking, defending, teambuilding.

