



Year 1 & 2 Whizzpoppers

Spring Topic Knowledge Organiser

Knowledge Skills Vocabulary



<u>Knowledge Progression</u>	
Who was Roald Dahl?	
What happened to Roald Dahl during World War II?	
How was Roald Dahl influenced?	
What was Roald Dahl's childhood like compared to ours? How can we sort artefacts from the past?	
MOVE TO ART	
Trip to Roald Dahl Museum	

Curriculum Coverage

History
Change in living memory. Where appropriate, these should be used to reveal aspects of change in national life.

History Skills Progression

Year 1

- * Show where places, people and events fit into a broad chronological framework.
- * Recognise the difference between past and present in their own and others lives
- * They know and recount episodes from stories about the past

Year 2

- * Describe memories of key events in lives
- * Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.
- * Show where places, people and events fit into a broad chronological framework.

Recognise why people did things, why events happened and what happened as a result

- * Identify differences between ways of life at different times

Discuss reliability of photos/ accounts/stories

Historical vocabulary
Past, time, long time ago, events, chronological, present, compare, change, World War II, Winston Churchill, Royal Air Force, Gloster Gladiator, biplane fighter, intelligence officer, boarding school,

Historical enquiry
Why is Roald Dahl important? Who was he? What was World War II? What is an artefact? What does it mean to be influenced by something? How does the past impact our lives today?

Geographical vocabulary
Bigger, smaller, like, dislike, up, down, left., right, North, South, East, West, compass, key, map, atlas, place, town, village, county, country, city, Chesham, Great Missenden, Buckinghamshire, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Llandaff, Norway, Europe, continent, New York, North America, cold, hot, physical feature, human feature.

Geographical enquiry?
Where do we live? What is it like? How can we get to other countries? Where are the capital cities? What is a continent? Where in the world are we? How big is our country? How many people live here?



Foundation Stage:
Children talk about past and present events in their own lives and in the lives of family members. They know similarities and differences between themselves and others, and among families, communities and traditions.

Y3-4 History: the achievements of the earliest civilizations (the Islamic Empire & Ancient Greece), the Roman Empire and its impact on Britain and changes in Britain from the Stone Age to the Iron Age, Ancient Egypt in history.

Y3-4 Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.