

Knowledge Organisers

	Science	History	Geography	Art	Music	Design and Technology (DT)	Latin
Autumn 1	The Human Body	Baghdad AD900	Spatial Sense	Style in Art	The Lark Ascending	Cam Toys	The Origins of Language Present Tense Verbs Verbs and Adverbs Subject and Object Nouns
Autumn 2	Materials	The Early British Empire	Mountains	Islamic Art and Architecture	This Little Babe		
Spring 1	Living Things and their Habitats	The French Revolution	UK Geography: East Anglia, Midlands, Yorkshire, Humberside	Art from Western Africa	Jin-Go-La-Ba	Honey Cake Pitta Bread	
Spring 2	Forces	The Transatlantic Slave Trade	Australia	Chinese Painting and Ceramics	Beethoven's Eroica		
Summer 1	Astronomy	The Industrial Revolution	New Zealand and the South Pacific	Print Making	African American Spirituals	Bags	
Summer 2	Meteorology	The Victorian Age	Local Study	An Introduction to Photography	English Folk Songs		

What is a Knowledge Organiser?

A Knowledge Organiser is a one-page go-to document for a unit of work. Each one identifies the key factual knowledge that we want our children to use and remember (e.g. names of key people, key vocabulary, timetable, labelled diagrams) that children will have learnt about by the end of a topic. It also acts as a tool to support children in retaining and retrieving knowledge for life-long learning.

Our teachers use and refer to the Knowledge Organisers in lessons, children have their own copies in their books and they can be located on the working walls as well. In addition, parents have access to them so they can be used to support and encourage learning outside of school.

How can they be used at home?

Having access to the Knowledge Organisers at home is beneficial to the children because the more they see them and the more they use them, the more familiar they will become and will be more likely for them to remember what is on them.

You could:

- Talk to your child/children about their Knowledge Organiser – Can they tell you about the key people? Do they know what happened during any of the key events on the timeline? Have they seen/talked about this piece of art work in class? What do they think about it? Do they like it? Remember if you look at this at the beginning of the term, the children are unlikely to have learnt any of it yet.
- Display it somewhere they can see it regularly. The more they interact with it, the more likely they are able to remember the information on there.
- Quiz your child/children – check their understanding of key vocabulary and if they can remember key facts. Quizzing should be done in a supportive and fun way that celebrates learning e.g. you could hide information on the Knowledge Organiser or they could quiz you or other people.