



Orton Wistow Primary School

Knowledge Organisers

WHY introduce Knowledge Organisers?



- To give children a firm foundation of factual knowledge as they move through school.
- To present information in a way that aides children in their retrieval of that knowledge.
- To introduce and define essential vocabulary for a particular subject.
- To outline the fundamental understanding the children should gain from the unit of work.
- To develop teachers and subject leaders' subject knowledge.
- A planning tool - to aid planning by clearly outlining the facts that need to be taught.
- An assessment tool - to help teachers check whether pupils have learned the key knowledge.

WHAT should we include in a knowledge organiser?



- The most important facts/knowledge for each topic - NOT practical skills. It should fit on one A4 piece of paper.
- Write each fact in as few words as possible.
- Only information that is 'quizzable'.
- The way that the knowledge is organised is key in aiding retrieval -lists aren't always the best way to present information in terms of grouping ideas or showing links between the different ideas. Mind Maps, timelines, flow diagrams, tables, pictures and diagrams can all help.
- There are 3 main columns, vocabulary, knowledge and understanding.
- These will link to the Curriculum 2.0 overviews for each subject, but be accessible to children.
- Key vocabulary is included, and a concise child appropriate definition given (etymology of words not essential)
- Knowledge contains just the main and most pertinent facts.
- Understanding will outline the concepts gained through the study of that unit.
- The second side of the KO can be used for images and pictorial information to supplement the main side – for example, a history one may include a time line, a geography one include a map of the world/flags etc., an RE one contain images of religious symbolism. This is not to say images should not be added to the columns on the front where appropriate.

HOW should we use them once we've made them?



- Think carefully about when we want to reveal different sections on the knowledge organiser to children - e.g. If children are studying magnets - we want them to find out opposite poles attract by trying it out - not from reading it - the knowledge organiser can then help them to retrieve that knowledge later.
 - We need them to be easy for children to access but make sure this doesn't become a reference point that means they don't need to learn the facts.
 - Regular low stakes retrieval practice is key.
 - Once created, Knowledge Organisers should be available for the children to use and refer to. What this looks like might be different in different year groups depending upon the age/reading skills of the children. In KS1 they will be printed out on A3 paper and put on display on the learning walls for the teachers and children to refer to. In KS2, they will be printed on A4, and be readily accessible to the children in the form of a plastic folder, with inserts where the knowledge organisers will be added into subject wallets. These will be built upon year on year. Children in Year 3 will be given a folder already populated with the knowledge organisers from years 1 and 2. It will be expected that the children will keep these in their tray and access them when required.
 - All year groups will display KO on their working walls, as well as having them available for the children to physically handle. These will obviously change as the topics/subjects change. Previous KO will be laminated, and collected. These will be kept available to be referred to.
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Some examples of this for the children are:

- **Flashcards:** get pupils to make a set of flashcards that include all of knowledge items for one section. They can then use them in spare moments for self-quizzing
- **Paired retrieval:** get pupils to quiz each other on a knowledge item. Partner A reads out one part of the knowledge item (for example, 'The Sea of Tranquility') and Partner B responds with the associated information ('a large, dark area of the moon where the astronauts of Apollo 11 landed')
- **Self-quizzing:** ask pupils to use a blank piece of paper to cover one column of a table on the knowledge organiser, give them a few minutes to write down the associated definitions to each term, then allow them to check their answers
- **Online quizzing:** use an online quizzing platform such as [Quizlet](#) or [Kahoot](#) to create questions linked to the knowledge organiser, which pupils can complete independently or for homework
- **'Just a Minute':** based on the popular Radio 4 show, ask pupils to try to list facts from their knowledge organiser for 1 minute straight, without repetition, hesitation or deviation

Examples of ways for teachers to use (planning, delivery and assessment)

- **Set the scene:** show the knowledge organiser at the start of the lesson, and draw attention to the facts that pupils will explore and how these fit into the bigger picture. This'll give pupils a sense of perspective and coherence
 - **Assess pupils' knowledge:** give pupils a 'blanked out' knowledge organiser as an end-of-unit assessment, to help judge how much of your intended curriculum pupils have actually learned
 - **Check previous knowledge:** give pupils the knowledge organiser for a previously covered topic at intervals that get increasingly longer, to help them revisit and retain key facts
 - **Make clear links with prior and future learning:** when lesson planning, look at knowledge organisers from previous or later year groups/units to quickly get a sense of what pupils have previously covered or need to know for future units
 - **Ensure progression:** tailor key concepts and vocabulary on the knowledge organiser so that they become increasingly complex and ensure pupils are progressing
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Orton Wistow Primary School

Knowledge Organiser

Year :
Term :
Subject :



Vocabulary

Add text here



Knowledge

Add text here



Understanding

Add text here

Useful Information

Add text here



Orton Wistow Primary School

Knowledge Organiser

Year : 6
Term : Autumn
Subject : Electricity



Vocabulary

Voltage - Electricity can only flow when a power supply is able to "push" the electrons around a complete circuit. The size of the push is called the **voltage**. The higher the voltage, the bigger the push moving the electrons around the circuit.

Components – objects that can be added to an electrical circuit. E.g. bulb, battery, switch, buzzer, motor.

Cells - An electrical cell is a device used to generate electricity, or to make chemical reactions by applying electricity.

Battery - A battery is one or more cells, connected.

Brightness - the quality or state of giving out or reflecting light.

Volume – quantity or power of sound; degree of loudness.

Switch - a device for making and breaking the connection in an electric circuit.

Buzzer - an electrical device that makes a buzzing noise and is used for signalling.

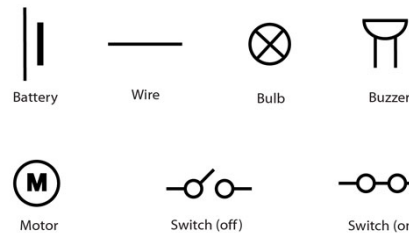
Bulb – an object that emits light.

Motor - a machine that supplies motive power for a vehicle or for another device with moving parts.



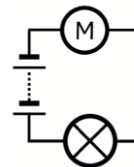
Knowledge

Use these symbols to draw circuit diagrams. Make sure you always use a ruler to draw your wires.

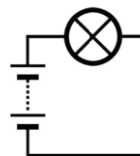


Draw your circuit diagrams like these two example circuit diagrams.....

This circuit has two batteries, one motor and one bulb.



This circuit contains two batteries and one bulb.

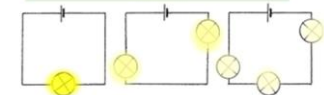


Understanding

What happens when you make changes to a circuit?

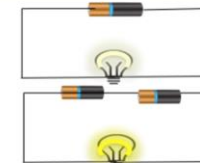
More bulbs

Adding more bulbs to a simple circuit will reduce the electrical energy and make the bulbs dimmer.



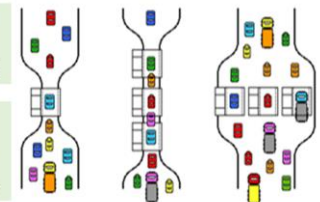
More batteries

Adding more batteries to a simple circuit will increase the electrical energy, which will make a bulb brighter.



A bulb in the circuit slows down (resists) the flow of electricity.

The tollbooth represents the bulb and the cars imitate the flow of electricity.



More tollbooths (bulbs) in series would slow down the flow of traffic even further so the bulbs would become dimmer.

Useful Information

Add text here



Orton Wistow Primary School

Knowledge Organiser

Year : 1

Subject : English/GPS



Vocabulary

Letter	A letter is one of the characters that make up the alphabet.
Capital letter	Upper case letter used at the start of a sentence or for names of people and places
Word	A unit of language that speakers can identify
Sentence	A group of words that communicate a complete thought
Punctuation	Markings that clarify sentences
Full stop	Punctuation mark (.) normally placed at the end of a statement (sentence that tells you something).
Question mark	Punctuation mark (?) placed at the end of a sentence to indicate a question
Exclamation mark	A punctuation mark (!) used after an exclamation
Pronoun	Word that is used in place of a noun or noun phrase (she, he, his, hers, ours)
Verbs	A verb can show actions like movement or thinking.
Coordinating conjunction	Word that serves to connect words or phrases or clauses or sentences that would also make sense on their own
Clause	A clause is a group of words with a subject and verb.
Subject	Who or what the clause is about e.g. who performs the action.



Knowledge

ABCDE

Capital letters

Start of a sentence starts with a capital letter and names of people and places:

Names of people: Daniel, Rebecca.
Names of places: England, Bury St Edmunds.

Joining two words

Often used when using two words to describe something.

'And' connects the two words.

The crossing was black and white.



Capital letter at the

Full stop ends the sentence

Joining two clauses together

Here are two clauses of equal value (they make sense by themselves):

We saw a brown dog.
It chased a black cat.

We can connect both ideas to form one sentence.

'and' connects the two clauses.

We saw a brown dog and it chased a black cat.



Capital letter at the start

Full stop ends the sentence

Questions

A question mark is used when the sentence forms a question:



Are you going to cross?

Exclamation

Sentences that show strong feeling:



Watch out for that snake!

Fearful

Question 1: A capital letter should be used (tick all that apply)	Start of unit:	End of unit:
For names of people		
At the start of a new line		
At the start of a sentence		
For every word		

Question 2: A sentence is...	Start of unit:	End of unit:
A group of words		
A complete thought		
Something that ends in a full stop		
More than two words		

Question 3: What piece of punctuation should follow this sentence: Are you going to school_	Start of unit:	End of unit:
Full stop .		
Exclamation !		
Question mark ?		
None		

Question 4: What type of punctuation should follow this sentence: Get off my foot_	Start of unit:	End of unit:
Question mark ?		
Full stop .		
None		
Exclamation !		

Question 5: A verb is used to...	Start of unit:	End of unit:
Show the name of things		
Show actions		
Connect two sentences		
Who or what the sentence is about.		

Question 6: Subject is used to show...	Start of unit:	End of unit:
Show the name of things		
Show actions		
Connect two sentences		
Who or what the sentence is about.		

Question 7: Rewrite the sentences correctly	Start of unit:	End of unit:
we went to the beach?		
Are you feeling well!		
i like ice cream and cake		



Understanding

Question 8: A statement sentences normally ends with...	Start of unit:	End of unit:
An exclamation.		
A full stop		
A question		
All of the above		

Question 9: 'And' is an example of...	Start of unit:	End of unit:
A verb		
A noun		
A conjunction		
An adjective		



10. Write a sentence to describe the image.

	Start of unit
	End of unit

Orton Wistow Primary School

Knowledge Organiser

Year : 1
Term : Autumn
Subject : Music



Vocabulary

Pulse – a steady beat, like a ticking clock

Rhythm – a pattern of long and short sounds

Pitch - how high or low the notes are

Rap - a style of music in which words are not sung but spoken in a rapid and rhythmic way

Melody - the tune

Improvise – to make up on the spot

Compose – to create a piece of music

Bass guitar – a guitar, usually with 4 strings tuned to E/A/D/G

Drums – percussion instruments which are hit to create a note

Decks – a unit for playing or recording records/tapes/cd's

Perform – play your music out loud, often to an audience (people watching/listening)



Knowledge

We will learn the words to Hey You! by Joanna Mangona and compare it to these songs:

Me, Myself And I by De La Soul
Fresh Prince Of Bel Air by Will Smith
Rapper's Delight by The Sugarhill Gang
U Can't Touch This by MC Hammer
It's Like That by Run DMC

Hip Hop is a style of music, starting in the 1970's which still remains popular to this day.

Reggae was developed in the 1970s and came from Jamaica.

It has a prominent bass beat and a strong off-beat usually played on the guitar.

Rapping is considered Hip Hop



Understanding

Understand and explore how music is created.

How the pitch, pulse and rhythm affect the music.

How does the music make you feel?

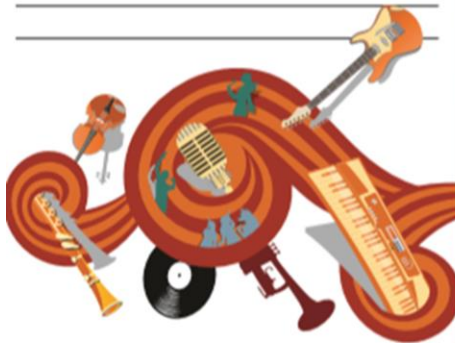
How does changing the way we play/sing affect the piece of music?

Where Reggae music comes from.

When Hip Hop started.

Useful Information

What can you hear?



What is the style of the music?



Where in the world
is the music from?



When do you think the music was written?

