

# Knowledge Organiser - India

Key Vocabulary

India

Asia

Indian Ocean

Bay of Bengal

Kangchenjunga

New Delhi

Mumbai

Bangalore

Ganges

Sundarbans

Arabian Sea

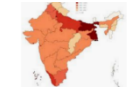



## Overview

- India is a country in south Asia.
- It shares borders with Pakistan, China, Nepal, Bhutan, Bangladesh and Myanmar.
- India has coastlines on the Indian Ocean (south), the Arabian Sea (south - west) and the Bay Bengal (south - east).
- India also includes several islands in the Indian Ocean.
- With an area of 3,287,263km<sup>2</sup>, India is the 7<sup>th</sup> largest country in the world.
- About 1.35 billion (1,350 million) people live in India. It is the 2<sup>nd</sup> most populated country in the world, after China. It is thought that the population of India will soon overtake that of China.



## Human Geography

The area that is now India was ruled for several hundred years by powerful local empires. In its more-modern history, it was a part of the British Empire. Throughout the 20<sup>th</sup> Century, India became an independent nation.

Population		With around 1.35 billion people, India is the 2 <sup>nd</sup> most popular country in the world.
Settlements		The capital city of India is New Delhi. New Delhi is apart of the wider city of Delhi, containing 11 million people. However, it is not the most popular city in India, as Mumbai has around 12.4 million people. The most popular city is Bangalore, with 8.4 million people.
Economic Activity		The Indian Rupee is the national currency of India. India is a land of great disparity, with some of the richest people in the world, but also millions of people living in poverty. India has the world's 5 <sup>th</sup> largest economy.
Resources/Trade		India's biggest exports include petroleum, gems and jewellery, pharmaceutical products, transport equipment, machinery and instruments, ready-made garments, metals, electronics, rubber/glass and products, cotton, yarn and fabrics.

## Comparison with the UK

- The UK is in Europe, whilst India is in Asia. The UK and India are both in the northern hemisphere.
- The UK has a temperate climate, whilst India's climate is varied, with many different biomes and climates.
- India is larger than the UK - 3,287,673sq km compared to 243,610sq km.
- Far many people live in India than the UK - 1.35 billion people compared to 66 million in the UK.
- Delhi and Mumbai are both more poplar than the largest city in the UK: London.
- The UK is an island country, whilst India is on the Asian continent.



## Physical Geography

- India is bordered to the north by the Himalayan mountains - the highest mountain range in the world.
- The highest mountain in India is Kangchenjunga, the third highest mountain in the world at 8,586m. The peak of the mountain lies directly on the border between India and Nepal.
- The Ganges is the longest river that flows through India, at 2,601km.
- The climate of India varies from place-to-place, with arid desert climates in the west, temperate areas in the north and tropical and sub-tropical regions in the south.



**3000 BCE**  
The Indus Valley civilization is established in northern India and Pakistan.

**1700 BCE**  
Start of the Iron Age in India.

**520 BCE**  
Buddhism is founded by Siddhartha Gautama.

**319 CE**  
Gupta Empire takes control of much of India.

**1221 CE**  
Genghis Khan leads the first invasion of the Mongols.

**1693 CE**  
The Taj Mahal is completed in Agra.

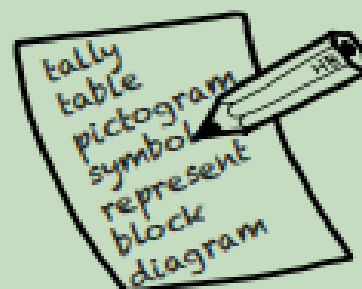
**1858 CE**  
British Indian Empire established.

**1930 CE**  
Mahatma Gandhi leads the Salt March against the British.

**1947 CE**  
India becomes an independent nation. Pakistan is established in the north.

Pet	total
dogs	6
cats	4
mice	5
rabbits	1

6 people own dogs



Pet	tally	total
cheese		10
egg		20
ham		15
salad		5

## Year 2 Term 5



dogs	▲▲▲▲▲▲
cats	▲▲▲▲
mice	▲▲▲▲▲
rabbits	▲

▲ = 1 person

6 people own dogs.

16 people were asked in total.

cheese	●●
egg	●●●●
ham	●●●
salad	●

● = 5 people

15 people like ham the best.

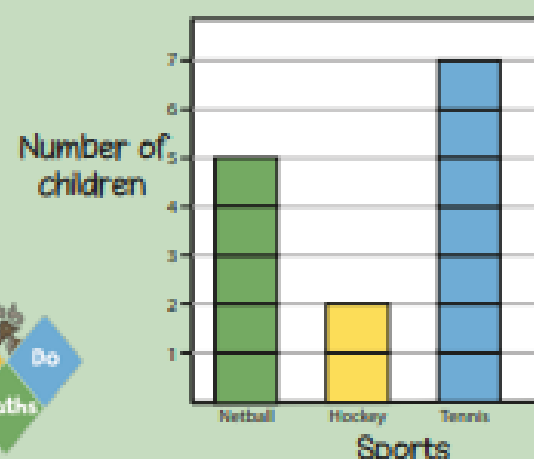
50 people were asked in total.

dogs	■ ■ ■
cats	■ ■
mice	■ ■ ■
rabbits	■

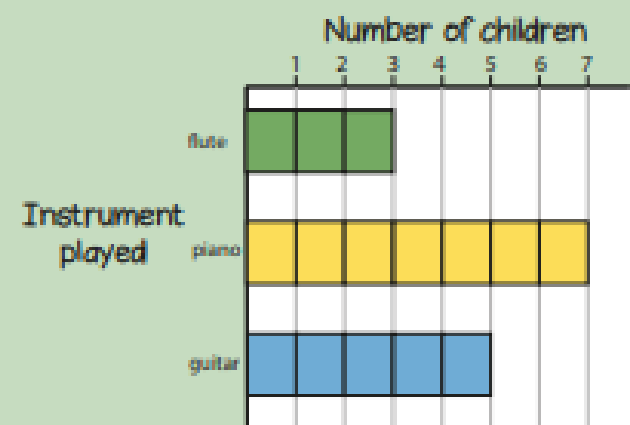
■ = 2 people

cheese	★
egg	★ ★
ham	★ ▶
salad	▶

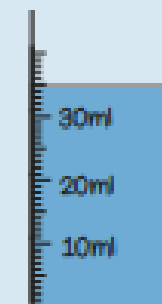
★ = 10 people



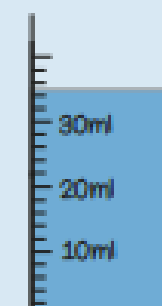
7 children play tennis



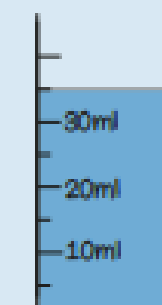
7 children play piano



If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



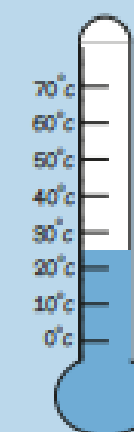
If there are 2 steps to increase by 10 then the scale goes up in 5s.



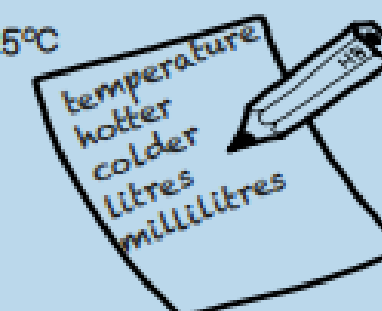
1 litre > 5 millilitres



The bottle has a greater capacity than the teaspoon



25°C is hotter than 20°C  
so  
20°C is colder than 25°C





# Knowledge Organiser - Animals including Humans

## Stages of human life

These pictures show the stages you go through as you grow from a baby into an adult.



## Healthy eating



## Animals and their offspring



## Exercise

There are lots of different types of exercise that we can do. How many of these have you tried?

walking	netball	gymnastics	swimming
rugby	ice skating	skipping	rowing
hockey	skateboarding	hiking	tennis
running	basketball	dancing	athletics
trampolining	football	push-ups	bowling

### How does exercise affect our bodies?

When we exercise, our muscles need more energy to make them work harder.

- 1) We breathe faster to get more oxygen into our body.
- 2) Our heart beats faster so that the blood moves around our body quicker.
- 3) We sweat to cool our bodies down.

## Key Vocabulary

Exercise	An activity requiring physical effort. People usually exercise to sustain or improve their health and fitness.
Growth	The growth of a person, animal, or plant is its process of increasing in size. For example, humans grow from a baby to an adult.
Survival	Survival is the act of living despite there being difficult circumstances, such as adverse weather or a predator.
Offspring	A person's child or children, or an animal's young.
Hygiene	This is the practice of keeping yourself and your surroundings clean, especially to prevent illness or the spread of diseases.

## Hygiene

Washing your hands will stop the spread of germs which could make you ill.



# Knowledge Organiser: Athletics Y2



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

## Official Athletic Events

### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
800m, 1500m  
**Long distance**  
5,000, 10,000  
**Steeplechase**

### Jumping

**Long jump**  
Jump for distance  
**Triple jump**  
Jump for distance  
**High jump**  
Jump for height  
**Pole vault**  
Jump for height

### Throwing

**Discus**  
Fling throw  
**Shot**  
Push throw  
**Hammer**  
Fling throw  
**Javelin**  
Pull throw

## Key Vocabulary:

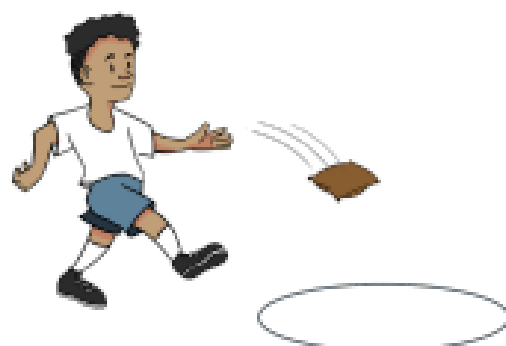
**speed** • **jog** • **sprint** • **pace** • **balance**  
**direction** • **take off** • **landing** • **swing**  
**height** • **distance** • **overarm** • **underarm**

## Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance

## Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



## Teacher Glossary

**Pace:** the speed at which a performer runs

**Agility:** the ability to change direction quickly and easily

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Co-ordination:** to move different body parts at the same time



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

## Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

## Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

## Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object

- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

## Examples of Net and Wall Games

Tennis

Badminton

Volleyball

## Key Vocabulary:

- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

Year 2

## Teacher Glossary

**Trap:** To stop or trap a rolled ball on the floor using a tennis racket

**Ready position:** Feet shoulder width apart, knees bent, used to be able to move to the ball quickly



## Y2 PSHE Jigsaw Knowledge Organiser Relationships

### Puzzle Outcomes

- To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- To accept that everyone's family is different and understand that most people value their family.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To know which types of physical contact I like and don't like and be able to talk about this.
- To identify some of the things that cause conflict with my friends.
- To use the positive problem-solving technique to resolve conflicts with my friends.
- To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- To recognise and appreciate people who can help me in my family, my school and my community.
- To understand how it feels to trust someone.
- To express my appreciation for the people in my special relationships.
- To be comfortable accepting appreciation from others.

### Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.



Our Values of the term:

Responsibility & Thoughtfulness



### Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Relationship	Being related or connected.
Co-operate	Working together to get something done.
Physical contact	To touch.
Acceptable	Satisfactory or welcome.
Unacceptable	Not pleasing or welcome.
Conflict	A struggle between people or disagreement.
Secret	Something kept or planned to be kept from others' knowledge.
Trust	A person or thing in which confidence is placed.

### Weekly Celebrations

- Week 1- Know how to make friends.
- Week 2 – Try to solve friendship problems when they occur.
- Week 3 – Help others to feel part of a group.
- Week 4 – Show respect in how they treat others.
- Week 5 – Know how to help themselves and others when they feel upset and hurt.
- Week 6 – Know and show what makes a good relationship.