



**Year 1**  
**Dinosaur Discovery Topic Knowledge Organiser**  
 Knowledge                      Skills                      Vocabulary



<u>Knowledge Progression</u>
Find out how long ago dinosaurs lived.
Order events from the past to present on a timeline.
Find out where dinosaurs lived and what conditions they needed to survive.
Explore how we know dinosaurs existed.
Find out how fossils are formed.
Explore the life and findings of Mary Anning.
Locate the Jurassic Coast on a map.
Explore the local area for a suitable environment for a baby dinosaur to live.

**Curriculum Coverage History** Use appropriate terminology such as past, then and now. Sequence simple pictures with my own experiences. Compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods. Give a simple explanation of a consequence to an action specifically, as a result of an event or action of an individual. Obtain ideas about the past from evidence. Write simple sentences to describe an event or period of time.

**Geography** Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the UK. understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. To identify seasonal and daily weather patterns in the UK. To use basic geographical vocabulary to refer to key physical features: beach, cliff coast, forest, hill, mountain, sea, ocean, river, soil, alley, vegetation, season and weather. To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. To use world maps. To use locational and directional language (near, far, left, right) to describe the location of features and routes on a map. To recognise human and physical features. To use simple fieldwork and observational skills to study the geography of our school and village.

**Historical Vocabulary**

Past, present, then, now, evidence., Jurassic, MYA (millions of years ago), timeline, museum,

**Historical Enquiry**  
 Study evidence to find out about life in the past: books, artefacts, pictures, art, photographs, diary entries, verbal accounts...  
 What does this evidence show us? How do we know...?

**History Skills Progression Year 1**—Recognise the difference between past and present in their own and other lives. They know and recount episodes from stories about the past. Find answers to simple questions using artefacts from sources of information.

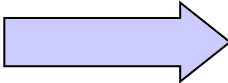
**Geography Skills Progression Year 1**—Use information books as a source of information. Learn the names of some places.

**Geographical Vocabulary**

World, continent, country, natural habitat, map, coast, ocean, sea, mountains, hill, volcano,

**Geographical Enquiry**

Where in the world did dinosaurs live? What kind of habitats did they live in? Where are fossils found? How are fossils formed? Where is the Jurassic Coast?



**EYFS**  
 Children talk about past and present events in their own lives and in the lives of family members. They talk about the features of their own immediate environment and how environments might vary from one another

**Y2 History:** Identify similarities and differences between my life and events studied. Recognise that dates are used to identify when events happened in the past. Begin to give simple reasons why changes occurred in the past. Draw simple conclusions and deduce information on the past from pictures and information. Give more than one effect of an event and give simple explanations. Begin to understand that information on the past may differ. Connect ideas and give simple phrases as to why an event occurred. Describe an event using time markers to show structure.  
**Y2 Geography:** Identify the characteristics of the four countries in the UK and its surrounding areas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features: beach, cliff coast, forest, hill, mountain, sea, ocean, river, soil, alley, vegetation, season and weather. To use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1. Use simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. Devise a simple map. Use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Art & Design

- \* use a range of materials creatively to design and make products
- \* use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- \* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- \* Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



	EYFS	Y1	Y2	Suggested Artists	Y1 Activities linked to topic
<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)	-Begin to use a variety of drawing tools - Use drawings to tell a story Investigate different lines - Explore different textures Encourage accurate drawings of people	-Extend the variety of drawings tools - Explore different textures - Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs)	-Experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark - Sketch to make quick records	Leonardo Da Vinci, Vincent Van Gogh, Poonac	Drawing self portraits (Aut 1) Dinosaur drawings (Summer 1)
<b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)	- Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper	-Name primary colours - mixing of colours - Find collections of colour - applying colour with a range of tools	-Begin to describe colours - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,	Self portraits (Aut 1) Shield painting (Aut 2) Creating rainforest art (Spring 2)
<b>Texture</b> (textiles, clay, sand, plaster, stone)	- Handling, manipulating and enjoying using materials - Sensory experience - Simple collages - simple weaving	-Weaving - collage - Sort according to specific qualities - how textiles create things	-Overlapping and overlaying to create effects - Use large eyed needles - running stitches - Simple appliqué work - Start to explore other simple stitches - collage	Linda Caverley, Molly Williams, William Morris, Gustav Klimt	Easter printing (Spring 2) Footprints in the sand (Summer 2)
<b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )	- Handling, feeling, enjoying and manipulating materials - Constructing - Building and destroying - Shape and model	- Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media - Make simple joins	-Awareness of natural and man-made forms - Expression of personal experiences and ideas - to shape and form from direct observation (malleable and rigid materials) - decorative techniques - Replicate patterns and textures in a 3-D form - work and that of other sculptors	Henry Moore, Barbara Hepworth,	Self portraits using natural materials (Aut 1)
<b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)	-Rubbings - Print with variety of objects - Print with block colours	-Create patterns - Develop impressed images - Relief printing	-Print with a growing range of objects - Identify the different forms printing takes	Picasso, Dan Mather, Andy Warhol	Dinosaur imprints (Summer 1)
<b>Pattern</b> ( paint, pencil, textiles, clay, printing)	-Repeating patterns - irregular painting patterns - Simple symmetry	- Awareness and discussion of patterns - repeating patterns - symmetry	-Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular	Joan Miro, Bridget Riley, Escher, Paul Klee,	Self portraits (Aut 1) Aboriginal art (Spring 2)



**Design & Technology**



- \* Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].
- \* When designing and making, pupils should be taught to:
  - Design**
    - \* design purposeful, functional, appealing products for themselves and other users based on design criteria
    - \* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
  - Make**
    - \* select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
    - \* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
  - Evaluate**
    - \* explore and evaluate a range of existing products
    - \* evaluate their ideas and products against design criteria
  - Technical knowledge**
    - \* build structures, exploring how they can be made stronger, stiffer and more stable
    - \* explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

	EYFS	Y1	Y2	Y1 Topic Activities
<b>Design</b>	Understands that different media can be combined to create new effects. They select and use technology for particular purposes.	To describe the features of the product I am designing and making. To describe what the product will be used for. To generate and develop ideas by talking and drawing.	To model ideas by exploring with a variety of materials and other products. To discuss why the features of the product are suitable for my users. To use a design plan to help create a product. To use, develop and communicate my ideas using information and communication technology where appropriate.	
<b>Make</b>	Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately  Selects appropriate resources and adapts work where necessary.	To select from a range of tools and equipment to perform practical tasks. To select from, and use, a range of materials and components e.g. construction, material, textiles and ingredients. To use tools safely. To measure, mark, cut and shape materials appropriately.	To discuss why I use tools for certain purposes. To discuss the benefits of using certain materials. To use finishing techniques.	Shields (Autumn 2) Jubilee Day activities (summer 1)
<b>Evaluate</b>	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	To look at current products and recognise what they are for, how they work and why. To talk about what I am making and why.	To discuss the materials used for existing products and recognise why. To talk about my ideas and evaluate if they will be effective.	
<b>Technical Knowledge</b>	Selects tools and techniques needed to shape, assemble and join materials they are using.	To talk about different materials and describe their properties. To build a structure and explain why I have used certain materials. To investigate what different mechanisms could do to my product.	To discuss how to make my structures stronger. To make my structure stronger by adding or changing materials. To add in mechanisms to my product and explain the effect they have.	Sydney Opera House (Spring 2) Dinosaur skeletons (Summer 1)
<b>Cooking</b>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	To recognise foods that are good for me. To know which foods are bad for me. To know how to prepare simple dishes safely and hygienically, without using a heat source. To know how to use techniques such as cutting, peeling and grating.	To know where different food types come from. To prepare dishes that are balanced and healthy. To know how to prepare simple dishes safely and hygienically, without using a heat source. To know how to use techniques such as cutting, peeling and grating.	Banquet food prep (Autumn 2)



**Music**

Pupils should be taught to:

- \* Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- \* Play tuned and untuned instruments musically
- \* Listen with concentration and understanding to a range of high-quality live and recorded music
- \* Experiment with, create, select and combine sounds using the inter-related dimensions of music.



	EYFS	Y1	Y2	Y1 Topic Activities
<b>Performance Vocal</b>	Sings to self and makes up simple songs.	To sing songs, rounds and chants building rhythm and melody.	To sing songs, rounds and chants and use simple vocal patterns as accompaniments.	Expressing ourselves (Autumn 1) Christmas play songs (Autumn 2) Music around the World (Spring) Dinosaur raps (Summer 1)
<b>Performance Instrumental</b>	Makes up rhythms.	To use a range of percussion instruments correctly. To keep a steady beat and copy simple rhythm patterns.	To use the correct technique for a range of percussion instruments. To choose and play patterns with increasing confidence.	
<b>Improvising Composing</b>	Represent own ideas, thoughts and feelings through music, dance, role play and stories.	To choose, create and order sounds for different purposes. To choose, create and remember higher and lower sound patterns and simple rhythmic patterns. To invent symbols to represent sounds.	To choose, create and order sounds to show simple contrasts. To choose, create and remember higher and lower sound patterns and rhythmic patterns. To invent symbols to represent sounds.	
<b>Listening Understanding</b>	Uses movement to express feelings. Creates movement in response to music.	To respond to changes in character through movement, words or pictures. To talk about music heard with appropriate vocabulary, giving opinions. To listen with concentration to live and recorded music.	To respond to changes in mood through movement, words or pictures. To give opinions, justifying musical ideas with appropriate vocabulary. To listen with concentration and understanding to a range of high-quality live and recorded music.	



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
- \* Participate in team games, developing simple tactics for attacking and defending
- \* Perform dances using simple movement patterns.

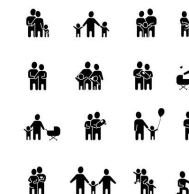


	EYFS	Y1	Y2	Y1 Topic Activities
<b>Movement</b>	<p>Experiment with different ways of moving. Jump off an object and land appropriately. Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p>	<p>To run, jump, throw and catch.</p> <p>To develop balance, agility and co-ordination.</p> <p>To move confidently and safely in their own and general space, using change of speed and direction.</p> <p>To recognise how the body feels when still and when exercising.</p>	<p>To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>To recognise and describe what a body feels like during different types of activity.</p> <p>To improve the way they coordinate and control their bodies and a range of equipment.</p> <p>To apply running, jumping, throwing, catching, balance, agility and coordination skills to a range of activities.</p>	<p>Multi-skills Athletics Curling</p>
<b>Team Games</b>	<p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Play co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise an activity</p>	<p>To participate in team games respecting the people on the team and other teams.</p>	<p>To develop simple tactics for attacking and defending.</p> <p>To communicate with my team mates.</p>	<p>Hockey Football</p>
<b>Dance</b>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Begins to build a repertoire of songs and dances.</p>	<p>To copy simple dances.</p> <p>To watch, copy and describe what they and others have done.</p>	<p>To perform a dance that has been learned or created.</p>	<p>Country Dancing</p> <p>Festival with local schools</p> <ul style="list-style-type: none"> <li>-Gay Jordans routine</li> <li>-Circassian Circle</li> <li>-Chiltern Line Dance</li> </ul>



**PSHE & Relationships**

The aims for PSHE education are to provide pupils with: Accurate and relevant knowledge; Opportunities to turn that knowledge into personal understanding; Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities; The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHE education provision is essential to safeguarding pupils as set out in 'Keeping Children Safe in Education'.



	EYFS	Y1	Y2
<b>Health &amp; Well-Being</b>	<p><u>Self-Awareness &amp; Confidence</u> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, talk about ideas, Choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Health &amp; Self-Care</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p><u>Aiming High</u> Discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.</p> <p><u>It's my Body</u> Explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies.</p>	<p><u>Think Positive</u> Identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still.</p> <p><u>Safety First</u> Identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe.</p>
<b>Relationships</b>	<p><u>Making Relationships</u> Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and asks appropriate questions of others. Take steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p><u>Be Yourself</u> Identify own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings.</p> <p><u>In a TEAM</u> Talk about teams they belong to ; • follow instructions and create a tower by applying good listening; • use key vocabulary and Acts of Kindness Poster to think of ways to show kindness to others; • work in a group to discuss what they could do if they saw others being teased or bullied; • Work as a group to sort thoughts given into helpful and not-so-helpful thought categories. • Sort images of behaviours into good and not-so-good choices.</p>	<p><u>VIPs</u> Explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others they care.</p> <p><u>Growing Up</u> Identify some differences between males and females, challenge stereotypes; • identify the body parts that we keep private; • understand the words 'no' and 'stop'; • understand that people's bodies and feelings can be hurt; • identify an adult they can talk to if they are concerned about inappropriate touch; • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples' needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life.</p>
<b>Living in the Wider World</b>	<p><u>People &amp; Communities</u> Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><u>Money Matters</u> Talk about different sources that money can come from; • identify things they want; • identify things they need; • talk about ways we can keep track of what we spend; • discuss ways they can keep money safe; • talk about ways they keep their belongings safe.</p> <p><u>Britain</u> identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.</p>	<p><u>One World</u> Talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.</p> <p><u>Respecting Rights</u> know that all people have rights; • understand that there are people who protect their rights; • know what to do if they don't feel safe; • talk about what respect means and how to show it; • identify ways in which people can be different; • explain what being fair means; • recognise that making a positive difference in school is important; School Council.</p>

**RE**

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.  
 Develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions.  
 Encourages pupils to explore their own beliefs (religious or non-religious) in the light of what they learn, as they examine issues of religious belief and faith.  
 Enables pupils to build their sense of identity and belonging.  
 Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.  
 Prompts pupils to consider their responsibilities to themselves and to others and how they might contribute to their communities.  
 Encourage empathy, generosity and compassion.



EYFS	Y1	Y2
<p><u>People &amp; Communities</u>            Shows interest in the lives of people who are familiar to them. ·Remembers and talks about significant events in their own experience. ·Recognises and describes special times or events for family or friends. ·Shows interest in different occupations and ways of life. ·Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Enjoys joining in with family customs and routines.            Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><u>Caring for Others</u>            Suggest ways in which they can look after other people; · suggest ways in which they can be kind to other people; · listen to faith stories; · understand that different religions have different ways of showing they care for other people.            Explain why it is important to care for others; · explain what would happen if people didn't care for one another; · explain simple messages from faith stories; · understand what a sacrifice is; · name different ways different religions show they care for other people.</p>	<p><u>Light &amp; Dark</u>            Understand that Advent is a countdown to Christmas; · understand that Christians celebrate Christmas; · understand that Hindus celebrate Diwali; · understand that Jews celebrate Hanukkah; · understand that light is an important part of all Assessment Statements By the end of this unit... ..some children will be able to: · explain what light represents for Christians; · explain what light represents for Hindus; · explain what light represents for Jews; · compare what light symbolises in each religion; · make links between religions. ...most children will be able to: · explain why light is important to Christians at Advent and Christmas; · explain why light is important to Hindus at Diwali; · explain why light is important to Jewish people at Hanukkah</p>
<p><u>Celebrations &amp; Festivals</u>            Christmas            Easter            Diwali            Eid            Hanukah            Chinese New Year</p>	<p><u>Religion &amp; Rituals</u>            Identify how a ritual is different from a routine; · know that many Muslims pray five times a day and that they move in a special way when praying; · design a prayer mat, understanding that their design should not include drawings of people or animals; · know that puja is a worship ritual for Hindus; · give some examples of how the senses are used during the ritual of puja; · talk about what the bread and wine represent during Holy Communion; · choose key vocabulary to write about Holy Communion; · compare rituals from more than one religion; · work with the support of others to design a ritual.</p>	<p><u>Nature &amp; God</u>            Understand that Christians believe God created the world and everything in it; · understand that Jews celebrate Sukkot; · understand that the story of 'Prince Siddhartha and the Swan' teaches people to care for animals; · understand that the story 'The Boy who Threw Stones at Trees' teaches people to care for trees. Assessment Statements By the end of this unit... ..some children will be able to: · explain how the messages from the religious stories can help them in their everyday lives; · make links between religions. ...most children will be able to: · explain how Christians believe God created the world and everything in it; · explain why Sukkot is important to Jews; · explain why it is important to look after animals; · explain why it is important to protect nature.</p>
	<p><u>Places of Worship</u>            Talk about a place that is special to them; · understand what worship is; · name some places of worship; · know that a place of worship is a special place for religious believers; · know at least one important thing that Jews believe; · name some important parts of, and objects in, a Jewish synagogue; · know at least one important thing Hindus believe; · name some important parts of a Hindu mandir; · talk about examples of Hindu art; · create their own artwork inspired by Hindu art; · know at least one important thing that Christians believe; · name some important parts of a Christian church; · place objects within a church plan and know that the shape of a church is like a cross; · begin to think about what happens in a church; · name some events that happen in places of worship; · talk about at least one way a place of worship might make a religious believer feel; · think about why a place of worship might be important to different people; · design a building and justify their design choices; · present their building design to an audience.</p>	<p><u>Places of Worship</u>            Give an example of a place that is special to them; · explain what a place of worship is and name some places of worship; · name something that happens in places of worship; · know that a mosque is a place of worship for Muslims and name some things a visitor might see there; · know that visitors to a mosque should remove their shoes; · know that a gurdwara is a place of worship for Sikhs and name some things a visitor might see there; · know that visitors to a gurdwara should take off their shoes, cover their heads and wash their hands when visiting a gurdwara; · know that some Buddhist temple designs are based on the five elements; · know that a Buddhist temple is a place of worship for Buddhists and name some things a visitor might see there; · find some similarities between the places of worship they have studied; · design and label their ideas for a special place for a community; · work with the support of others to present their ideas for a special place to an audience.</p>