Rebellion
Year 2 / Unit 1

Key Vocabulary

King	A male monarch
Emperor	The most important ruler of a group of lands
dynasty	A family of rulers who have ruled for a long time
plot	A secret plan to do something
rebellion	A fight against a ruler because they want something to change
treason	Trying to hurt the King or Queen
religion	A set of beliefs
source	Where our information comes from
Parliament	A group of people that pass laws
capture	Catch someone and stop them getting away

Key Images



Guy Fawkes



Cheng Tang



Houses of Parliament



Jie of Xia



Gun powder



James I

Key Dates

1605	Year of the Gun Powder Plot
5th November	Guy Fawkes' Night
20th May 1604	Meeting of the plotters
1600 B.C.	Start of the Shang Dynasty

Key Facts

- Elizabeth I called herself "Supreme Governor"
- Guy Fawkes was Catholic
- James I was the first monarch to rule over England and Scotland.
- Protestants and Catholics did not like each other
- King Tang was the first king of the Shang Dynasty
- Cheng Tang who defeated the Xia dynasty in the Battle of Mingtiao

ART: Bold Landscapes

Key Vocabulary

Painting: The practice of applying paint to create art. It is the name of the action and the name of the outcome.

Digital Art: art that is created with digital technology such as a computer or iPad

Sketch: a rough or unfinished drawing or painting, often made to assist in making a more finished picture.

Gradate: The gradual transition from 1 shade of a colour to another

Observational drawing: drawing what you can see

Sculpture: the art of making 3d forms

Manipulate: handle or control in a skilful manner

Artist Facts

- David Hockney was born in Bradford, England.
- He attended the Royal College of Art in London
- David Hockney was friends with fellow artist, Andy Warhol.
- In the 1980s, Hockney experimented with photocollage – joining and combining photos to form a patchwork image.
- His paintings sell for millions of dollars, but h**e sold his first painting for £10.**
  - ***He was voted Britain's most influential artist of all time.***
  - ***He loved his iPad.***

Style and Influences

Pop Art: Pop art is a style of art based on simple, bold images of everyday items, such as soup cans, painted in bright colours.

Photography: The art or practice of taking and processing photographs.

Digital Artist: An artist that uses digital technology such as a computer or iPad to created art



David Hockney
1937 - 2026
British painter and photographer

Similar Artists



Andy Warhol
Pop Artist



Roy Lichtenstein
Pop Artist

Famous Paintings



Garrowby Hill - 1998



Landscape



The Arrival of Spring



The Gate

Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 6-7

Puzzle overview: Being Me in My World

In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.

Knowledge	Social and emotional skills
• I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and the importance of making contributions • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences	• I can recognise when I feel worried and know who to ask for help • I can help myself and others feel like we belong • I can help make my class a safe and fair place • I can listen to others and share my ideas • I can work co-operatively with others • I can follow our Learning Charter

Vocabulary

actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried

Jigsaw RE Knowledge Organiser KS1

Religion /Worldview: Christianity	Enquiry Question: What do Christians believe about God?	Ages: 5-7 Autumn 1

In this enquiry, the children focus on what Christians may believe about God as the 'Father' . They focus on the Christian story of Creation from the Old Testament and the responsibility a Christian might feel for caring for the world, and the commandment to 'Love your neighbour as yourself' from the New Testament to understand how a Christian might feel about caring for other people.

Core Knowledge (see also background information documents)	**Link to other aspects of belief**	**Personal connection / resonance**
• Creation story from the book of Genesis in the Bible in the Old Testament. • God is the Creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations • In the Genesis account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created: "*Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.*" • The New Testament tells Christians to love their neighbour as themselves.	• Many Christians believe in the Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. • God "the Father" was the Creator as the Bible tells Christians that it was He who spoke the words of creation • The Bible tells Christians that Jesus tells people to love God and love their neighbour as themselves.	• Do I feel it is important to look after the world?Why? • What would happen if we didn't care about it? • What do I believe about creation? • Do I feel it is important to look after other people? • What happens if we don't look after or help other people?

Key Terms and Definitions	**History/Context**	**Impact on believer/daily life**	**Spiral curriculum link**
Bible: Christian Holy Book **Old Testament:** the part of the Bible which explains God's relationship with his people before Jesus, whom most Christians believe is the Son of God, came to earth **Genesis:** First book of the Bible **New Testament:** the part of the Bible which tells the story of Jesus' life and the actions of his disciples.	This creation story is shared by Judaism	Christians believe that they should be "stewards" of God's creation and that if they neglect, abuse and spoil the environment, they are damaging something that is precious to God. The instruction to love their neighbour might lead Christians to perform acts of kindness to friends and strangers e.g. giving to charity.	Links to Judaism later in ages 5-6 (Year 1) can be made to ensure children understand the two religions believe in God as Creator. Links to the two Key Stage 1 (ages 5-7) Autumn 2 enquiries also refer to gifts, leading on from this enquiry where the world is discussed as a gift from God.