

# **Knowledge Organisers**

## **2<sup>nd</sup> Autumn Term**

**Science**

**Geography**

**History**

**Art/DT**

**French**

**PSHE**

**Music**

**P.E**

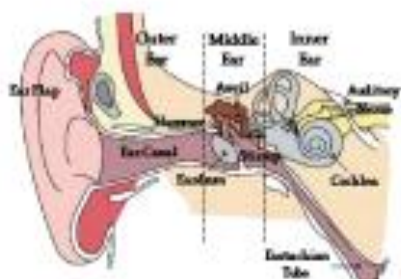
**R.E**

**Year 4**

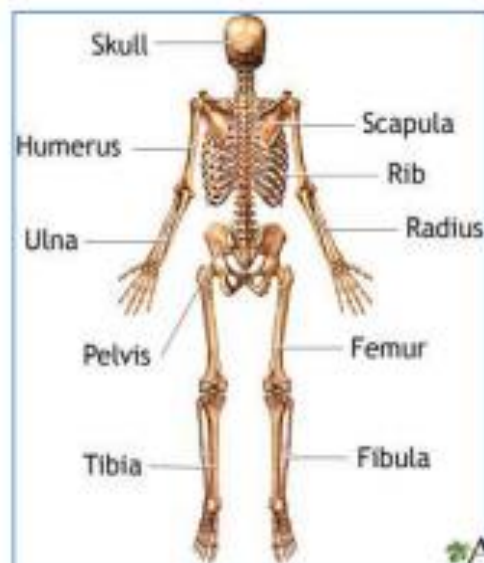
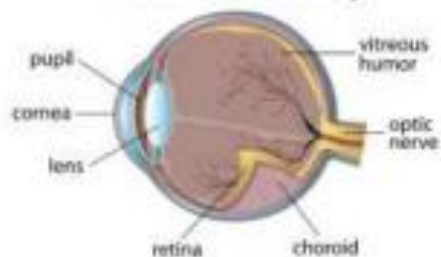
# Knowledge Organiser- The Human Body – Science -Year 4

Vocabulary	Definition
Skeleton	The bony system that gives us shape and protects our internal organs
Cranium	The hard bone that protects our brain (skull)
Vertebrae	The bones that make up our backbone
Ligaments	Join bones to bones
Tendons	Join muscles to bones
Cartilage	Protects the ends of bones from damage and wearing out
Joints	Where two bones meet to produce movement
Marrow	The spongy substance inside bones
Muscles	The system that helps us to operate our bones and also involuntarily operates our organs
Voluntary	In our control
Involuntary	Out of our control
Nervous system	The network of nerve cells and fibres which transmit nerve impulses between parts of the body.
Nerves	a whitish fibre or bundle of fibres in the body that transmits impulses of information to the brain or spinal cord, and impulses from these to the muscles and organs

Key Knowledge
I know what the role of the skeleton is
I can identify some of the bones.
I can identify some muscles and explain how they work
I understand the role of the nervous system
I understand how our eyes work to help us to see
I understand how our ears work to help us to hear



Parts of the Human Eye



## Knowledge Organiser- Mediterranean Europe - Geography - Year 4

Key Vocabulary	Definition
<b>Mediterranean</b>	From the Latin meaning 'middle of the land'.
<b>Equator</b>	An imaginary line around the 'middle' of the Earth. The sun's rays hit the equator directly, making the places located near to it very warm.
<b>Latitude</b>	Latitude is a measurement that gives the location of a place on Earth north or south of the equator. Maps sometimes show imaginary lines of latitude to help us locate places.
<b>Ecosystem</b>	A community of plants and animals found in a particular area.
<b>The Gulf Stream</b>	A current of warm water that flows from the Gulf of Mexico in Central America, all the way across the Atlantic Ocean to Europe.
<b>Colosseum</b>	An ancient, giant, oval shaped amphitheatre located in the centre of Rome. It was built during Ancient Roman times and gladiators fought there.
<b>Peninsula</b>	A region of land that sticks out in a body of water, with water on three sides.
<b>Inhabit</b>	To live or dwell in a place, as people or animals.

Key Knowledge
I know where the main countries are in Mediterranean Europe
I know the climate in Mediterranean Europe is warm and dry
I know that the climate is warm and so oranges, olives, limes and grapes
I know there are mountains in the region and that there are volcanoes in Italy
I know that there are cities on the coast but that they are different in character

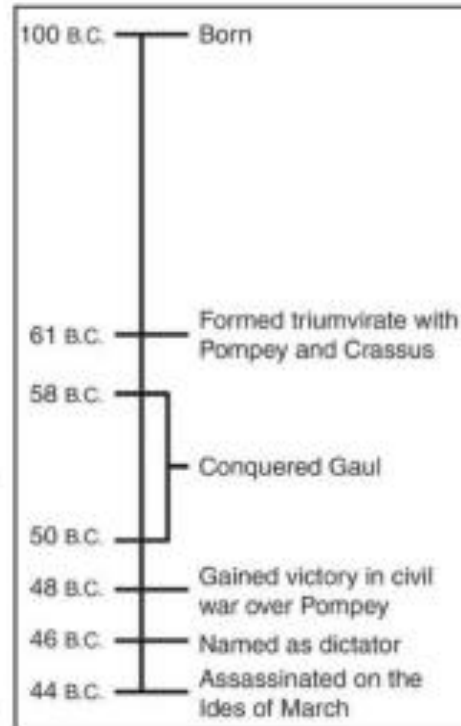
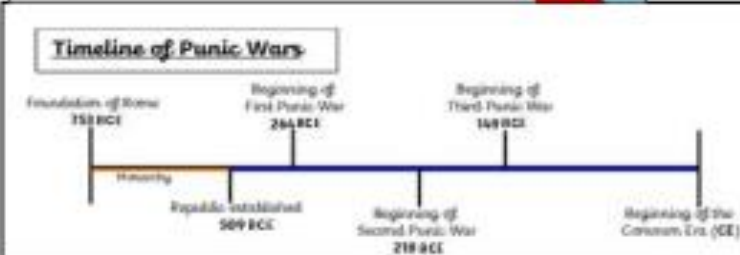
Country	Capital	Language	Flag
Italy	Rome	Italian	
Spain	Madrid	Spanish	
Portugal	Lisbon	Portuguese	
Greece	Athens	Greek	
Turkey	Ankara	Turkish	
France (Southern)	Paris	French	
Malta	Valletta	Maltese	



## Knowledge Organiser – The Rise and Fall of the Roman Empire - History – Year 4

Key Vocabulary	
<b>Punic Wars</b>	Three wars between Rome and Carthage, which Rome won
<b>Assassinate</b>	To kill someone for political reasons
<b>Pax Romana</b>	A period of two hundred years when the Roman Empire was very peaceful and rich
<b>Persecution</b>	Hurting someone, often for their religious beliefs or ethnicity
<b>Barbarian</b>	An insulting word the Romans used for the different tribes attacking the empire in the 5 <sup>th</sup> Century CE.
<b>Sack</b>	To destroy an enemy city and steal anything of value

Key Knowledge
I understand that the Punic Wars allowed Rome to become more powerful
I know that Julius Caesar was one of the most influential people in world history
I can explain why Brutus and Cassius assassinated Julius Caesar.
I know that Augustus was Rome's first emperor, and the Pax Romana was a long period of peace
I understand why the Roman Empire came to an end





## Knowledge Organiser - Space - Visual Arts - Year 4

Key Vocabulary	Definition
space	The distance within, around and between things in art.
dimension	A measurement.
height	The measurement of something from top to bottom. This is one of the dimensions.
width	The measurement of something from side to side. This is one of the dimensions.
depth	The measurement of something from front to back. This is one of the dimensions.
3d	Something 3d (3 dimensional) has height, width <i>and</i> depth – the three dimensions. You can touch it all the way around.
2d	Something 2d (2 dimensional) has only height and width – 2 dimensions. It is flat. In a drawing the object that is drawn has only height and width.
foreground	The part of a view that is closest to us in a picture.
background	The part of a view that is furthest away from us in a picture.
middle ground	Between the foreground and the background.
detail	A small part in a work of art which is clearly shown e.g. a blade of grass.

### Key Knowledge

I understand that artists can create the illusion of three dimensions.

I understand that an artist uses foreground, middle ground and background to create depth

I can find foreground, middle ground and background in paintings that I look at.

I can create an image that has foreground, middle ground and background.

### Paintings

Bruegel the Elder,  
*The Peasant Wedding* (1567)



Millet, *The Gleaners* (1857)



# Knowledge Organiser Year 4 French Unit 8: Quelle heure est-il?

Key Language	English
Je regarde	<i>I am watching</i>
la télé(vision)	<i>TV</i>
un DVD /un film	<i>a DVD/un film</i>
J'écoute	<i>I am listening to</i>
mes CD	<i>my CDs</i>
la radio	<i>the radio</i>
la musique	<i>music</i>
je joue au football	<i>I'm playing football</i>
Je joue au tennis	<i>I'm playing tennis</i>
un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze	<i>1-12</i>
Quelle heure est-il?	<i>What's the time?</i>
IL est (neuf) heure(s).	<i>It is (nine) o'clock</i>

Je joue au football à quatre heures.



Il est quatre heures.



## Key Questions

Qu'est-ce que tu fais?

*What do you do?*

*What are you doing?*

Quelle heure est-il?

*What's the time?*



## Knowledge Organiser – PSHE – Celebrating Difference - Year Four

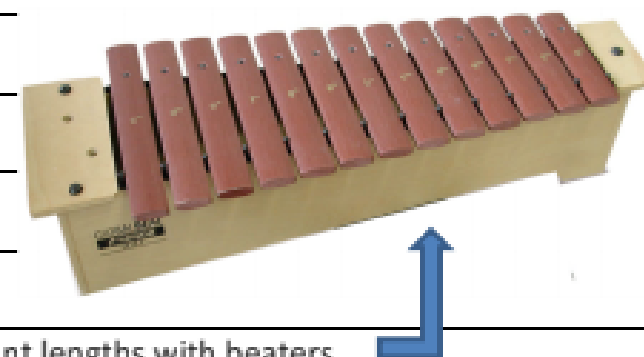
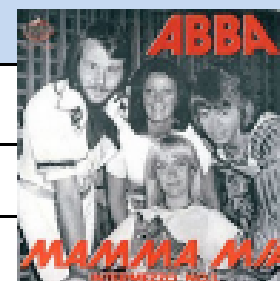
Key Vocabulary	Definition
<b>Assumption</b>	A thing that is accepted as true or as certain to happen, without proof.
<b>Judgement</b>	The ability to make considered decisions or come to sensible conclusions.
<b>Opinion</b>	A view or judgement formed about something, not necessarily based on fact or knowledge.
<b>Attitude</b>	A settled way of thinking or feeling about something.
<b>Bullying</b>	Behaviour that is repeated, intended to hurt someone either physically or emotionally.
<b>Cyber bullying</b>	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
<b>Deliberate</b>	Done consciously and intentionally.
<b>Witness</b>	A person who sees an event, typically a crime or accident, take place.
<b>Bystander</b>	A person who is present at an event or incident but does not take part.

Key Knowledge
I understand what influences me to make assumptions based on how people look.
I know sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
I can identify what is special about me and value the ways in which I am unique.



Reflective questions
Ask me this...
How do we know if it is bullying or not?
Is it okay to judge someone on what they look like?

Key Vocabulary	Definition
Abba	A very popular and successful Swedish pop group formed in 1972.
texture	Layers of sound in music.
structure	The way the sections of a song or piece of music are ordered to make the whole piece.
hook	A catchy phrase that we can't stop singing; the bit that 'hooks' us in; the musical idea from a song that we remember.
backing	The accompaniment to a song.
bridge	Contrasting section of music which usually links back to the chorus.
introduction	Music heard at the beginning of a song or piece of music.
ending	Short section which brings the song or piece to an end.
xylophone	A musical instrument - played by striking a row of wooden bars of different lengths with beaters.



**We are Good Listeners!**

In our Music lessons we can...



- **Listen** with an **open mind** to new music.
- **Listen** with **respect** to other pupils' ideas.
- **Listen thoughtfully** to other pupils' performances.
- **Listen** with **awareness** when playing or singing in a group.
- **Listen carefully** to instructions.





**Ask me this...**

- Can you sing me the hook from Mamma Mia?
- Can you hear the texture changes between the verses and choruses in Mamma Mia?



Key Vocabulary	Definition
Fielder	A player on the fielding team, especially one other than the bowler or backstop/wicket keeper.
Batter	A player on the batting team.
Runs	The unit of scoring.
Cardiovascular fitness	The ability of the heart, lungs and vessels to supply oxygenated blood to the working muscles.
Interval training	A method of training that involves short powerful bursts of work, followed by periods of rest.

Skill development	
Cricket	Cross-Country
To be able to bowl a ball with some consistency and accuracy.	I can take my own pulse and I know what heart rate is.
To be able to communicate with team mates and apply simple tactics.	I can change my running technique to adapt to different distances.
To be able to strike a bowled ball after a bounce.	I understand that having good cardiovascular fitness can help me in a wide range of activities.
To be able to use underarm and overarm throwing, and catching skills with increasing accuracy.	I know what my maximum effort looks like and I push myself to do this in all challenges.

Skills	
Under-arm throw	
Over-arm throw	
Cardiovascular fitness	
Interval training	 <p>The diagram shows a sequence of four boxes: WORK (with a red circular arrow icon), REST (with a black pause icon), WORK (with a red circular arrow icon), and REST (with a black pause icon).</p>

## R.E. Year 4 Autumn 2 Knowledge Organiser

### Enquiry: Christianity - What is the most significant part of the Nativity story for Christians?

Key vocabulary	Definition
Symbol	A picture that stands for something else
Incarnation	A human form of God
Frankincense	Precious perfume used in Churches - representing Jesus' priestly role
Myrrh	An embalming ointment – symbolising death
Christingle	An orange, tied with a red ribbon, with a candle and 4 cocktail sticks containing sweets. A representation of Jesus being the light of the world.
Manger	Feeding box for animals that Mary used as a crib for Jesus

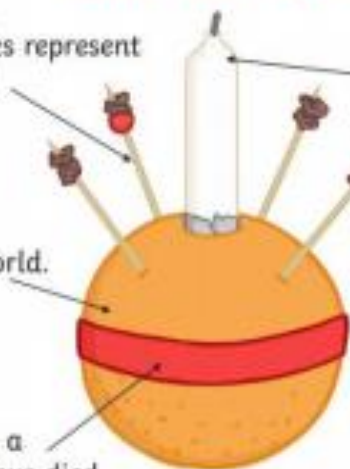
Key Knowledge
I know that symbols are pictures that represent something.
I can explain the symbols in the Nativity story
I visited a Church to learn more about Christmas symbols.
I can explain what an advent wreath represents
I know what a Christingle represents.
I can say what Christmas or the Christmas holidays means to me.

### Christingles

The cocktail sticks represent the four seasons.

The orange represents the world.

The red ribbon is a reminder that Jesus died.



The candle reminds Christians of Jesus, light of the world.

The sweets or dried fruit represent all of God's creations.

