

Knowledge Organisers 1st Spring Term

Science

Geography

History

Art/DT

Latin

PSHE

Computing

RE

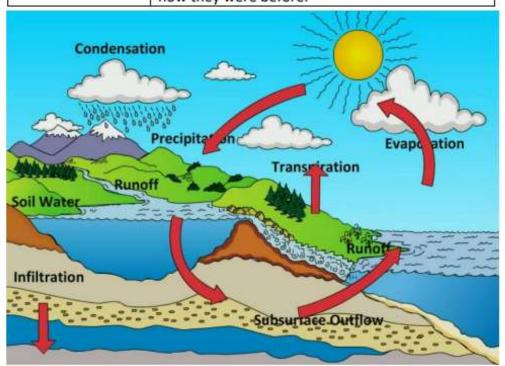
Music

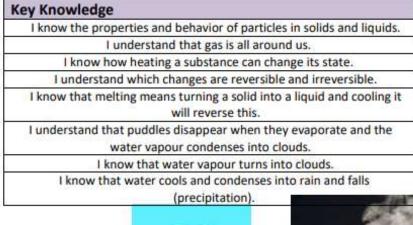
PE

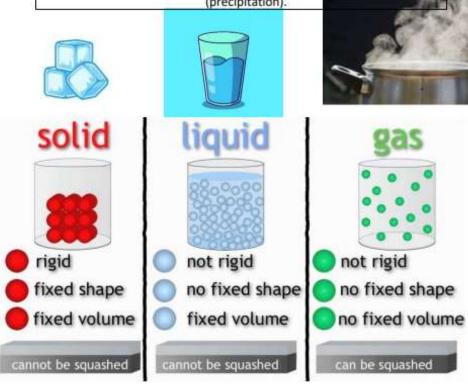
Year 4

Knowledge Organiser - Science - Year 4 - States of Matter

| Vocabulary | |
|--------------|---|
| State | states of matter are solids, liquids and gases |
| Particle | a small portion of matter |
| Melt | when something becomes a liquid through heating |
| Cool | bring to a lower temperature |
| Thermometer | instrument for measuring temperature |
| Evaporation | process of turning liquid into vapour |
| Condensation | vapour or gas turns into a liquid |
| Reversible | When materials can be changed back to how they were before the reaction took place. |
| Irreversible | This is when materials cannot be changed back to how they were before. |







Knowledge Organiser- Eastern Europe -Geography- Year 4

| Key Vocabulary | Definition | |
|-----------------------|--|--|
| Balkans | South of the Danube are the Balkan countries, along the Balkan Peninsula. These include Croatia, Albania, Bosnia-Herzegovina, Bulgaria, Macedonia, Montenegro, Romania, Serbia, Slovenia and Kosovo. | |
| Baltic Countries | These are located on the Baltic Sea: Latvia, Lithuania, Estonia | |
| Cyrillic | An Alphabet they use in Russia, named after St. Cyril who translated the Bible into the Russian language | |
| human geography | The geographical study of people and their communities, cultures, economies, and interactions with the environment. | |
| physical geography | The geographical study of processes and patterns in the natural environment like the atmosphere, hydrosphere, biosphere, and geosphere. | |
| steppe | GrassLand plains without trees apart from those near rivers and lakes. | |

| | Russia | |
|------------|-------------------------|--|
| Capital | Moscow | |
| Population | 144,463,451 | |
| Currency | Russian ruble (P) (RUB) | |
| Flag | | |
| | Major Cities | |
| Moscow | Russia | |
| St | Russia | |
| Petersburg | 6) | |
| Dubrovnik | Croatia | |
| Warsaw | Poland | |

Example of Cyrillic alphabet:

АБВГДЕ ЖЗИЙК ЛМНОП РСТУФ ХЦЧШЩ ЫЭЮЯ Eastern Europe is
surrounded by
four seas:
Caspian Sea
Black Sea
Adriatic Sea
Baltic Sea

Rivers and Mountains in Eastern Europe:

Volga River
Ural River
Danube River
Caucasus
Mountains
Mount Elbrus
Carpathian
Mountains





Key Knowledge

I know that Eastern Europe covers a large area, with many countries, people, cities and rivers. I know it has a long border with the continent of Asia

I know that the biggest country in Eastern Europe is Russia I know that there are four seas that surround Eastern Europe. They are: The Caspian Sea, The Black Sea, The Baltic Sea and

The Adriatic Sea

I know that the highest mountain range in Europe is in Russia- the Caucasus Mountain and that the highest mountain in this range is Mount Elbrus in Russia

I know that there are some very long rivers in Eastern Europe, including the Volga and the Daube

I know that there is conflict in Eastern European between Russia and the Ukraine.

Knowledge Organiser - Life in Ancient Rome - History - Year 4

| Key Vocabulary | Definition | |
|----------------|---|--|
| Roman Empire | A huge empire controlled by Rome, lasting between 509 BCE and 476 CE. | |
| Republic | A government where the people are in charge, rather than a king. | |
| Mediterranean | The countries that surround the Mediterranean sea. These were once dominated by Rome. | |
| Latin | The language of Rome, spoken across the Roman Empire. | |
| Pompeii | A small town in Southern Italy that was totally destroyed by a volcano in 79 CE. | |
| Aqueduct | A stone trough to carry water across the country into Roman towns. | |

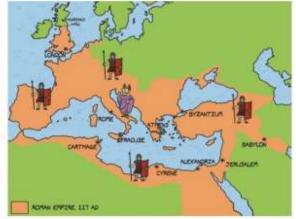
I know where Ancient Rome originated from I understand that Rome started as an absolute monarchy and became a

republic

I know that Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano. Archeologists used the remains to find out about life in Ancient Rome.

I know about some of the leisure activities that took place in Ancient
Rome including baths, the forum, chariot races and gladiator fights
I know that the Romans spoke in Latin and that this language has
influenced many other languages that we speak today







Knowledge Organiser- Design - Visual Arts - Year Four

| Key Vocabulary | Definition | |
|-------------------|---|--|
| design | We use the word 'design' to refer to the way the artist made the elements of a piece of art work together | |
| space | The distance within, around and between things in art. | |
| value | The lightness or darkness of a colour | |
| Two-dimensional | An object with just height and width dimensions | |
| Three-dimensional | An object with three dimensions – height, width and depth | |
| texture | How something feels or how something looks like it feels | |
| collage | Collage is an artwork made up of assorted materials glued to a paper, board, or canvas | |
| form | Elements of shape that make up an artwork | |

| Key Knowledge | |
|--|------|
| I know what collage is. | |
| can describe 3D sculptures by looking at the shape and f | orm. |
| I understand how line drawings are created. | |
| I know the difference between 2D and 3D art. | |
| | |





Oval circle by Barbara Hepworth



Tawny Owl by Alice Lee



Foxy and Frankie by Ben Nicholson



Bird and Children
By Paul Klee



The fall of Icarus by Henri Matisse



The Three Musicians by Pablo Picasso

Latin Knowledge Organiser - Unit 3: Work, Work, Work

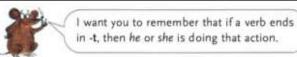
| Key Vocabulary | | |
|-----------------|-----------------------|--|
| Latin English | | |
| facis | You are doing | |
| scrībō | I am writing | |
| scrībit | He/she/it is writing | |
| spectat | He/she/it is watching | |
| p <u>ū</u> rgō | I am cleaning | |
| p <u>ū</u> rgat | He/she/it is cleaning | |
| legō | I am reading | |
| legit | He/she/it is reading | |
| verrō | I am sweeping | |
| subitō | suddenly | |
| ancilla | slave girl | |
| intrat | He/she/it enters | |
| nova/novus | new | |
| laborant | They are working | |
| rīdent | They are smiling | |
| quod | because | |
| minimë! | No! | |
| legis | You read | |
| coquis | You cook | |
| valida/validus | strong | |
| semper | always | |

Grammar

Words we use to talk about actions are called verbs, e.g. Corinthus is writing.

In Latin you don't need to use a separate word for "I" or "he" or "they". The ending of the verb tells us who is doing the action.

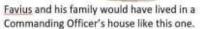




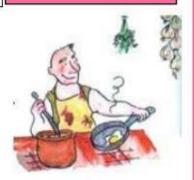


Pandora's Box









Key Knowledge

To identify verbs in English and Latin.

To identify Latin verbs and begin to understand their endings.

To explore regular verb endings.

To write simple sentences with verbs and 'quod' (because).

To explore creation myths (Pandora's Box).

Unit Motto
veni, vidi, vici = I came, I saw, I
conquered





Knowledge Organiser - PSHE - Dreams and Goals - Year Four

| | Vocabulary | | |
|---------------|---|--|--|
| Determination | The effort required to do something and keep doing it until the end, even if it is hard. | | |
| Perseverance | The continued effort to do or achieve something despite difficulties, failure, or opposition. | | |
| Cooperation | To act or work together with another or others for a common purpose | | |
| Fears | To be afraid of someone or something. | | |
| Hopes | To want something to happen. | | |
| Dream | Something that you hope for very much, although it is not likely to happen. | | |
| Goals | An aim or purpose. | | |
| Resilience | To be able to recover quickly from difficulties; toughness. | | |
| Commitment | To be dedicated to a cause or activity. | | |













Key Knowledge

I understand that sometimes hopes and dreams do not come true and that this can hurt.

I know how to make a new plan and set new goals even if I have been disappointed.

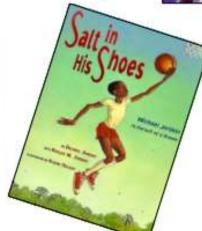
I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.











Reflective questions

Ask me this...

What dreams or hopes do you have for the future?

How will you know when you have achieved your goal?

What can help when you feel hurt or disappointed?

Knowledge Organiser- Data Logging - Computing - Year 4

| Key Vocabulary | Definition |
|----------------|---|
| Deta | A collection of numbers that can be analysed. |
| Input Device | The information put into a computer of device |
| Sensor | A device which detects, measures and/or records information |
| Data point | A point where data is recorded |
| interval | A space or gap between two things. |
| Import | Transfer data into a file or document |
| Export | Transfer data in a format that can be used by other programs. |
| analyse | Discover or reveal something |

Data Recording

- -One way for us to record data is by writing it down. Some data loggers can also record data themselves, which we can download later. Computers can also help us to record data, e.g. by connecting our data loggers to computers and opening data logging software.
- -An advantage of this is that computers can record data automatically, meaning that someone does not need to sit. waiting for a long period of time. Data loggers can be set to measure at different intervals (points in time).
- -Data logger software can also be used to show different charts and graphs. This can save the user a lot of time!







To be able to explain that data gathered over time can be used to answer questions.

To be able to use a digital device to collect data automatically

To be able to explain that a data logger collects 'data points' from sensors over time.

To be able to use data collected over a long duration to find information

To use collected data to answer questions

To identify the data needed to answer questions.

Data Collection

Asking Questions: Data gathered over time can be used to answer important questions.

For example, the class register can be used to answer questions about children's attendance. Before collecting data, we need to carefully consider which questions we are trying to answer.



-Sensors: Our senses (right, hearing, smell, taste, touch) detect things in our environment. Computers have input device | can be used to detect. sensors which help them to sense things.

Some examples are:

- -Microphones (sound)
- -Camera (light)
- -Touchscreen (touch)



- Data Loggers: Data loggers have winson.
- built into them. They and record data. Data loggers often contrain:

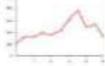


- A heat sensor (to record the temperature).
- -A light sensor (to record brightness)
- A sound sensor (to record the noise).

Analysing Data

- When identists collect data, they usually store it so that it can be analysed at any time. The data can also be shared so that other scientists can use it.
- Tables and graphs can be used to present. the data in a useful way for reading and understanding it. It is important to be able

to see trends as dearly as posible.



Answering Questions

- Remember that data should be collected for a reason: to answer questions.
- It is very important to ensure that the testing that you do is fair and reliable. otherwise the data that you get back may not give you the accurate answers that you need.
- It is important to interpret your data carefully. You can then write a report detailing what your conclusions are.

R.E. Year 4 Spring 1 Knowledge Organiser Enquiry: Could the Buddha's teachings make the world a better place?

| Key vocabulary | Definition | |
|----------------|--|--|
| Buddhism | Buddhism is the world's fourth-largest religion with over 520 million followers, or over 7% of the global population, known as Buddhists. | |
| Buddha | Awakened or enlightened one. | |
| Bodhi | Tree under which Buddha reached enlightenment: known as the tree of wisdom. | |
| 8 Fold Path | The 8 fold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration. | |
| Enlightenment | To find the truth about life | |
| Siddhatta | Was a monk, philosopher, teacher and religious leader on whose teachings Buddhism was founded. | |

| Key Knowledge | |
|---|-------------|
| I know what makes our world wonderful. | |
| I can talk about changes that have happened in my live explain how it makes me feel. | and can |
| I know that the Buddha says people must accept change you treat others with kindness, they will be happy. | and that if |
| I know that the Buddha told people to live a good life wiselfish or greedy and that it would make the world a bet | |
| I can explain what I would do to try and make the world place. | a better |







The Buddha taught us to accept that everything changes.

If we are kind and loving to others, this will make others happy.



KNOWLEDGE ORGANISER MUSIC

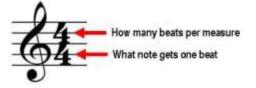
COMPOSE WITH YOUR FREENDS

YEAR 4 UNIT 3

| Key Vocabulary | Definition |
|-----------------|---|
| Key signature | The key of a piece of music depends on the flats and sharps in the music. |
| Minim | |
| Crotchet | |
| Dotted crotchet | <u></u> |
| Quaver |)]] |
| Melody | A succession of musical tones |
| Dynamics | Levels of sound in music (soft to loud) |
| Disco | A genre of dance music |
| Folk | Music that originates from traditional cultures |
| Orchestral | Music created by an ensemble of instruments |
| Home note | Where the music feels like it finishes |
| Tonic | The key note of the music |







Time Signature: 3/4 — there are three crotchet beats in a bar

Time Signature: 4/4 — there are four crotchet beats in a bar

Songs covered

- · Bringing us together
- Old Joe Clark
- · Dance with me









Knowledge Organiser - PE - Basketball - Year 4

| Key Vocabulary | Definition |
|----------------|--|
| Dribble | Moving with the ball by bouncing it with one hand. |
| Double Dribble | THIS IS NOT ALLOWED! – Dribbling the ball with 2 hands at once. Possession is given back to the opposing team. |
| Travelling | THIS IS NOT ALLOWED! – Moving with the ball without dribbling it. Possession is given back to the opposing team. |
| Chest pass | When someone passes the ball from chest height with no bounce. |
| Bounce pass | When someone passes a ball with a bounce. |

Skill Development

To develop the attacking skills of dribbling.

To protect the ball when dribbling against an opponent.

To develop passing skills.

To use defending skills to delay an opponent.

To develop a shooting technique.

To apply rules and tactics in game situations.

| Skills | | |
|-----------|--|--|
| Dribbling | | |
| Passing | | |
| Shooting | | |