

## **Knowledge Organisers**

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

**Art/DT**

**French**

**Geography**

**History**

**Music**

**PE**

**PSHE**

**RE**

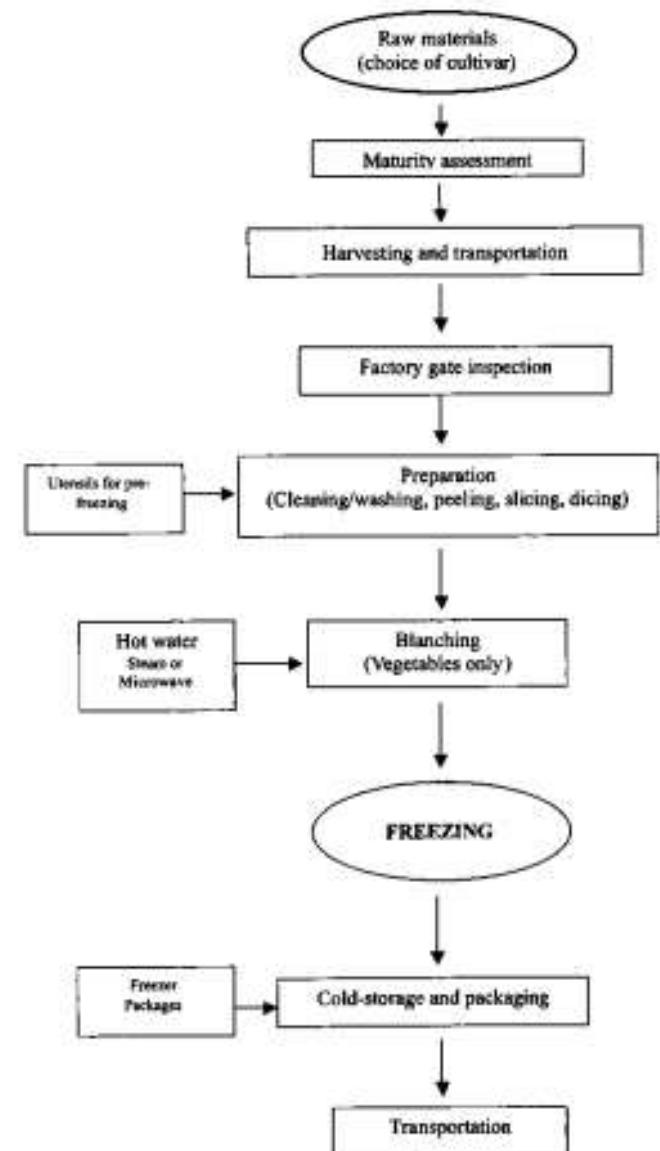
**Science**

**Avocets – Year 4**

## Knowledge Organiser – Food -DT - Year 4

Key Vocabulary	Definition
seasonality	times of year when the harvest or the flavour of food is at its best.
produce	to make or grow food to be usually sold.
savoury	food that is salty or spicy rather than sweet.
food production	manufacturing or growing something in large quantities.
ingredients	The parts of a recipe that are combined to make a dish
hygiene	actions and ideas that maintain health and prevent disease, especially through cleanliness.
rubbing in	To mix usually butter and flour together using finger tips to create a breadcrumb consistency.
designing	A plan to make a product
evaluating	To make a judgment about a product against success criteria

Key Knowledge
I know that food is seasonal
I know that food is processed and can give an example
I can follow a recipe
I can design a product for an audience
I can explain how to be safe in a kitchen
I know how to evaluate a product
I know what consumer feedback is



# Knowledge Organiser Year 4 French Unit 10: Où vas-tu?

Key Language	English
Où vas-tu?	<i>Where are you going</i>
Je vais à Paris/Bordeaux/Strasbourg Nice/Grenoble	<i>I'm going to ....</i>
en France	<i>to/in France</i>
Où habites-tu?	<i>Where do you live?</i>
J'habite à Snettisham. en Angleterre.	<i>I live in Snettisham. in England</i>
Tournez à droite	<i>Turn right</i>
Tournez à gauche	<i>Turn left</i>
Allez tout droit	<i>Go straight on</i>
arrêtez!	<i>Stop</i>
Quel temps fait-il?	<i>What is the weather like</i>
Il fait beau.	<i>It's fine weather.</i>
Il fait froid.	<i>It's cold.</i>
Il fait chaud.	<i>It's hot.</i>
Il pleut.	<i>It's raining.</i>
Il neige.	<i>It's snowing.</i>

J'habite à Snettisham en Angleterre.



À Snettisham il neige.



Je vais à Paris  
en France.

À Paris il pleut.

## KEY QUESTIONS

Où vas-tu?	<i>Where are you going?</i>
Où habites-tu?	<i>Where do you live?</i>
Quel temps fait-il?	<i>What's the weather like?</i>

## Knowledge Organiser – Northern Ireland – Geography - Year 4

Key Vocabulary	Definition
Ulster	A province in the north of Ireland; made up of nine counties, six are in Northern Ireland.
Belfast	The capital city of Northern Ireland on the east coast.
Londonderry	The second-largest city in Northern Ireland.
Republic	A state in which supreme power is held by the people who have an elected president rather than a monarch.
Partition	The dividing of a country into separate areas of government
Lough Neagh	A lake in Northern Ireland and the largest lake in the British Isles
Giant's Causeway	An area of basalt columns, the result of an ancient volcanic eruption.
Unionists	People who are in favour of the union of Northern Ireland with Great Britain.
Nationalists	A person who wants political independence for a country

Key Knowledge
I know that Northern Ireland is part of the United Kingdom and is sometimes referred to as Ulster.
I know that important industries are in Belfast such as engineering and electronics.
I understand that The Republic of Ireland was partitioned from Northern Ireland in 1922.
I know that the Giant's Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption.
I know that the Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away.



### Giant's Causeway



### Lough Neagh



### Marble Arch Caves



### Ring of Gullion



**Finn MacCool**  
Legend says that Finn MacCool made Lough Neagh as well as the Giant's Causeway.



**Name:** Unionist

**Wants:** to remain part of Britain

**Location:** Ulster (mainly)

**Religion:** Protestant (mainly)

**View:** Opposed to Ireland having its own parliament



**Name:** Nationalist

**Wants:** Ireland to be independent

**Location:** All over Ireland

**Religion:** Catholic (mainly)



**View:** Want Ireland to have its own parliament and eventually be independent of Britain



## Knowledge Organiser- History- The English Civil War - Year 4

Key Vocabulary	Definition
Civil war	A war between people from the same country
Grand Remonstrance	The list of all of the things that parliament felt Charles I had done wrong
Rebellion	When a group of people are angry about something, usually something done by the people in power, and rise up and fight them
Lord Protector	The title given to Oliver Cromwell when he was in charge of the country during the Commonwealth
Commonwealth	A Commonwealth is an old word for a government created for the good of the people.
Tax	Money paid by the people to the government or King to pay for things the country needs

Key Knowledge
I know that Charles I was an unpopular king whose decisions led to the Civil War
I know that the war was fought between the Royalists (Cavaliers) who fought for the king, and the Parliamentarians (Roundheads) who fought for parliament
I know that the round heads were strict and disciplined
I know that the cavaliers were flamboyant and fun
I know that the Royalists were defeated and Charles I was executed for treason
I know that Oliver Cromwell ruled the English Commonwealth as 'Lord Protector' for nine years.

 <b>Royalists</b> (also known as <b>Cavaliers</b> )	 <b>Parliamentarians</b> (also known as <b>Roundheads</b> )
<ul style="list-style-type: none"> <li>• Fought for King Charles I</li> <li>• Some were Catholic</li> <li>• Often had long hair</li> <li>• Often wore fancy clothes and hats with feathers in them</li> <li>• They surrendered and were defeated</li> </ul>	<ul style="list-style-type: none"> <li>• Fought for parliament</li> <li>• Oliver Cromwell was an officer</li> <li>• Most were Protestant</li> <li>• Often had their hair cut short, which gave them the name Roundheads</li> <li>• Often wore round helmets</li> </ul>



Key Vocabulary	Definition
lyrics	The words of a song.
harmony	Different notes sung or played at the same time, to produce chords.
call and response	A sung or played musical phrase (the call or 'question') followed by a different musical phrase (the response or 'answer')
Gospel music	Religious/Christian music where people sing about God in many different styles; it is the original form of American Folk music and has a history that can be traced back to the 18th century.



Lean on me, when you're not strong, and I'll be your friend. I'll help you carry on.  
For it won't be long 'til I'm gonna need Somebody to lean on.



### 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...

- What can you tell me about gospel music?
- Can you sing a harmony part?

## Knowledge Organiser – PE – Basketball/Netball - Year Four

Key Vocabulary	Definition
<b>Shoulder pass</b>	A fast and long pass that begins from above the shoulder.
<b>Intercept</b>	To obstruct the ball to prevent it from getting to its destination (an opponent or goal).
<b>Identify space</b>	To see an area to move into that is free from other players.
<b>Position</b>	In a game of netball, each player has a position to play. Their position determines whereabouts they are allowed to go on the court.

Rules	
<b>Footwork (netball)</b>	This rule applies when a player is stepping, landing and pivoting while in possession of the ball. The footwork rule states a player must release the ball before putting their pivoting leg down once it is raised.
<b>Obstruction (netball)</b>	Players are not allowed closer than 1m to the player in possession of the ball.
<b>Contact</b>	Netball and basketball are non-contact sports. This means that players must avoid making contact with other players. A penalty pass may be awarded if the rule is broken.

Skills	
<b>Shoulder pass</b>	
<b>Chest pass</b>	
<b>Intercept</b>	



## Knowledge Organiser – PSHE – Healthy Me - Year Four

Key Vocabulary	
<b>Relationships</b>	The way in which two or more people feel and behave towards each other.
<b>Emotions</b>	A feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with.
<b>Assertive</b>	Having or showing a confident and forceful personality.
<b>Peer</b>	A person who is the same age or has the same abilities as other people in a group.
<b>Pressure</b>	The act of trying to make someone else do something by arguing or persuading them.
<b>Belief</b>	The feeling of being certain that something exists or is true.
<b>Opinion</b>	A thought or belief about something or someone.

Key Knowledge
I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations.
I understand the facts about smoking and alcohol, including their effects on health.
I know myself well enough to have a clear picture of what I believe is right and wrong.

Reflective questions
Ask me this...
How do your friends take on different roles in a group?
What does being assertive look like?
How does age affect how we act in certain situations?





**R.E. Year 4 Spring 2 Knowledge Organiser**  
**Enquiry: Is forgiveness always possible for Christians?**

Key vocabulary	Definition
<b>Forgiveness</b>	Making a decision to not hold grudges or feelings of resentment or revenge toward someone who hurt you. Releasing others from blame.
<b>Sins / trespasses</b>	Doing the wrong thing
<b>Disciple</b>	Follower of Jesus
<b>Jesus Christ</b>	God's only Son
<b>The Last Supper</b>	The Last Supper is the final meal that, in the Gospel accounts, Jesus shared with his apostles in Jerusalem before his crucifixion.
<b>The Lord's Prayer</b>	A special prayer that Jesus taught his followers to say.
<b>Revenge / retaliate</b>	Hurting someone because they have hurt you.
<b>Salvation</b>	Saving people from evil / sin

Key Knowledge
I can give examples of when it is easy or hard to forgive someone.
I know that Jesus forgave even those that were responsible for his death.
I know that Jesus taught Christians to always forgive others, no matter how hurt or angry they are.
I know that sometimes it is very difficult to forgive people, but we must try.
I can give examples of how the world might be a better place if we all forgave each other

Judas betrays Jesus with a kiss...




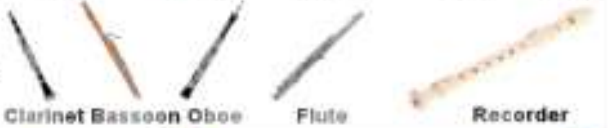


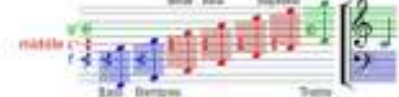
**The Lord's Prayer**

Our Father who art in heaven,  
 hallowed be your name. Your  
 kingdom come, your will be done, on  
 earth as it is in heaven. Give us this  
 day our daily bread, and forgive us  
 our trespasses, as we forgive those  
 who trespass against us. And lead us  
 not into temptation, but deliver us  
 from evil.  
 Amen.

## Knowledge Organiser – Sound - Science – Year 4

Vocabulary	
<b>Vibration</b>	A back and forth movement
<b>Compress</b>	Pushing
<b>Decompress</b>	Relaxing/ releasing
<b>Ear Drum</b>	The membrane of the middle ear which vibrates in response to sound waves
<b>Pitch</b>	How high or low a sound is
<b>Volume</b>	How loud or quiet a sound is
<b>Sound wave</b>	How sound moves through the air
<b>Sound barrier</b>	When an object goes faster than the speed of sound
<b>Sound proofing</b>	Reduce how loud sound can be heard
<b>Larynx</b>	Voice box

Key Knowledge
I know that sound is caused by back and forth movement called vibrations
I know that sound can travel through solid, liquid and gas (all states of matter)
I know we can adjust the volume of some sounds.
I know the speed of sound is slower than the speed of light
I know the faster the vibrations create a higher pitch and slower vibrations make a lower pitch.
I know the difference between a high and low pitch.
I know that the outer ear is made up of cartilage which catch and direct sound waves and that inside the eardrum are three tiny bones – hammer, anvil and stirrup.
I can reflect on the needs of people with hearing difficulties and make a connection to how the ear works.

Strings	 Piano    Violin    Guitar    Erhu    Banjo
Woodwinds	 Clarinet    Bassoon    Oboe    Flute    Recorder
Brass	 French Horn    Saxophone    Trumpet    Trombone    Tuba
Percussion	 Snare Drum    Chimes    Xylophone    Tambourine    Marimba
Vocal	 Bass : E2 - E4 Baritone : F2 - F4 Tenor : C3 - C5 Alto : G3 - F5 Soprano : C4 - C6 Treble : > C7

