Year 4: History Knowledge Organiser

Autumn 1: Why did Romans invade Britian?

Prior Learning

- Have you ever been to a town in England called Bath?
- What does BC stand for?
- What is the capital city of Italy?
- Why did villagers live near rivers during the stone age?
- During the stone age, people were craftsmen what does that mean?

Core learning/skills

- Explain why Romans invaded Britian.
- Develop an understanding of the Roman Army.
- Talk with confidence about Hadrian's wall.
- Learn about the impact significant people such as Julius Cesar and Septimius Severus had.

Did you know?

Dunstable began as a Roman town.

Long before the Romans came to Britain there was a track called the Icknield Way, which cross the middle of England. In the 2nd century, the Romans built a road called Watling Street, which crossed Icknield Way at the point where Dunstable stands today. The Romans built a posting station where travellers could change their horses.

A little market town grew up at the crossroads. The Romans called it Durocobrivis. However, the Romans left Britain in the 5th century and the roman Dunstable was abandoned. Soon the site was overgrown with trees and bushes.

Sticky Learning

Before the Romans invaded, there was no single king or queen ruling the nation. Britain was made up of different tribes.

Around 2000 years ago, Britain was ruled by the Celts. This changed when the Roman army began building their empire across Europe.

Rome was led by a number of different emperors. An emperor is a man who rules an empire or is the head of state in an empire.

Facts about the Roman Army

- They used clever tactics.
- They had great weapons.
- They wore effective armour.
- There was good morale.
- Soldiers were well trained.
- Soldiers were vey experiences.
- They built good road networks

Key Vocabulary-History


Roman


Invade


conquer


gladiator

latin


celtic


settlement


bathouses


banquet


empire


emperor

Julius Ceaser


Septimius Severus


republic

Number and Place Value — Knowledge Organiser

Key Vocabulary

- thousands
- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- round
- rounded to
- negative number
- partition
- digit
- Roman numeral

Counting

Counting in 6s

0	6	12	18	24	30	36	42	48	54	60

Counting in 7s

0	7	14	21	28	35	42	49	56	63	70

Counting in 9s

0	9	18	27	36	45	54	63	72	81	90

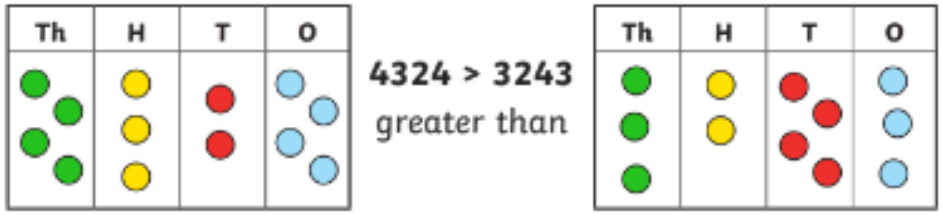
Counting in 25s

0	25	50	75	100	125	150	175	200	225	250

Counting in 1000s

0	1000	2000	3000	4000	5000	6000	7000	8000	9000	10 000

Compare and Order



2497	2508	3012	3521	3530	4002

smallest — greatest

1000 More or 1000 Less

Number and Place Value

Knowledge Organiser

Negative Numbers

-10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10

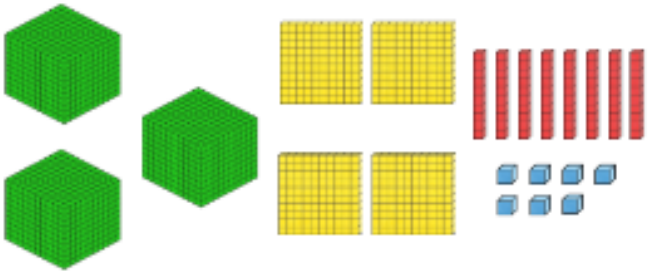
Represent 4-Digit Numbers

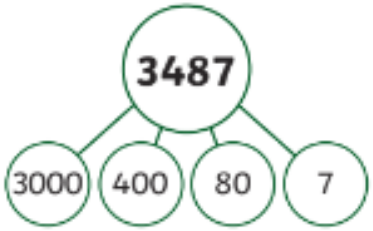
3487

three thousand, four hundred and eighty-seven

1000s	100s	10s	1s
III	IIII	HHH III	HHH II

Thousands	Hundreds	Tens	Ones
1000 1000 1000	100 100 100 100	10 10 10 10 10 10 10 10	1 1 1 1 1 1 1





Roman Numerals

one	1	I
five	5	V
ten	10	X
fifty	50	L
one hundred	100	C

XVIII = 18

XXIX = 29

LXXXIV = 84

Rounding

Look at the place value column to the right of the value you are rounding to. If this digit is a 4 or less, round down. If the digit is a 5 or more, round up.

Rounding to nearest 10

20	21	22	23	24	25	26	27	28	29	30

round down ← → round up

Rounding to the nearest 100

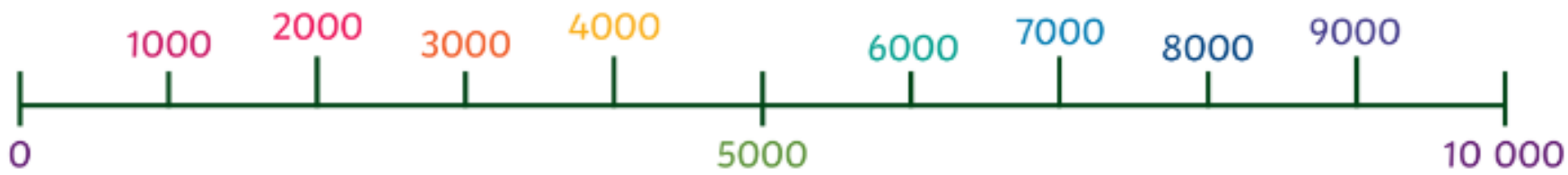
200	249	250	300

round down ← → round up

Rounding to the nearest 1000

2000	2499	2500	3000

round down ← → round up



Knowledge Organiser

Year 4 Newspaper report – Autumn 2

Include language techniques:

Similes	Fronted adverbials
Metaphors	Prepositional phrases
Adverbs	Short sentences for effect
Conjunctions	Direct speech
Personification	Repetition
Alliteration	Emotive language
Rhetorical questions	

Features and organisation for your writing:

Feature	Tick
Headline	
Date and by line (reporter's name)	
Introduction – What? Where? Who? When?	
Pictures and captions	
Paragraphs	
Conclusion	
Quotes from witnesses in direct or reported speech	
Concise detail	
Emotive language	

Example text:

Giant Whale – or Giant Hoax?

Tuesday, August 28th by Melissa Young

Yesterday, two youngsters out on a day's fishing trip claimed to have seen the mythical, magnificent Great Spotted Whale swimming in the waters of this little island of ours. Whilst specialists fervently scoff at these recurring speculations, the boat people make a telling case.

Bloated Truth

Passengers on the whale-spotting boat, 'The Big Blue', claim to have seen what was described as a huge spotted creature leap from the depths. They believe that sketches, grainy photos and sightings pulled together, provide an unequivocal amount of evidence.

"It even swallowed our fishing line – hook, line and sinker!" they said.

A Fishy Tail

Not everyone swallows their story. One fuzzy picture was the only hard 'proof' that this mystical creature was real. Marine biologists and historians alike concur that this fiction is just full of blubber.

Professor Dorsal, Head of Marine Biology claims, "I disagree. Whilst sightings of such a creature have been documented in the past, none of these are in these seas, nor in this region. Beyond this, it is inconclusive as to whether such a species even exists."

Take to the Waves

But still the legend of the Great Spotted Whale continues. Now, on this 50th anniversary, it's time to prove once and for all that this creature really does exist.

I invite all serious whale researchers and marine theorists to come out of their labs and studies, to abandon books and microscopes and take to the waves in the name of truth and science.

Truth of bust? Is this grainy picture really the Great Spotted Whale?

Let's solve this tale of a whale!

Key vocabulary from the example text:

Words:

hoax	exits	inconclusive
legend	concur	region
mythical	abandon	

Phrases:

claimed to have seen	specialists fervently scoff	a telling case
recurring speculations	in the name of truth and science	unequivocal amount of evidence

Sentence accuracy focus:

- Understanding of the difference between plural and possessive. Indicating possession using the possessive apostrophe with plural nouns
- Commas after fronted adverbials.
- Inverted commas to indicate direct speech.
- Use of comma after a reporting clause and use of end punctuation within inverted commas
- Cohesion (avoiding repetition, and using appropriate choice of nouns)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Punctuation:

Inverted commas "speech"	Used to punctuation direct speech / indicate a character is talking. "It even swallowed our fishing line – hook, line and sinker!" they said.
Rhetorical question ?	A question that doesn't require an answer as the person asking either already knows the answer or isn't expecting one in return. Truth of bust? Is this grainy picture really the Great Spotted Whale?

Knowledge Organiser

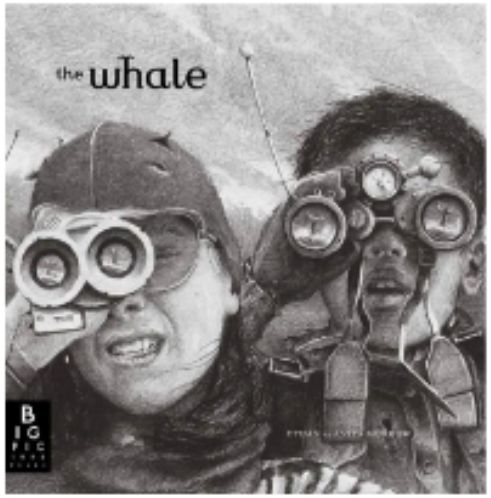
Year 4 Narrative – Autumn 2

Include language techniques:

Similes	Fronted adverbials
Metaphors	Prepositional phrases
Adverbs	Short sentences for effect
Conjunctions	Direct speech
Personification	Repetition
Alliteration	Emotive language
Rhetorical questions	Cliff hanger

Features and organisation for your writing:

Feature	Tick
Paragraphs	
Chronological order	
Tension built through varied pace	
Cliff hanger – no actual ending	
Plot moving along at an exciting pace	
Effective verbs and adjectives	
Figurative language	
Fronted adverbials	



Example text:

Storm Spotting

Under his feet, the rickety boat disturbed as the blanket of once white clouds gathered to an ominous grey. This mirrored the tone of the darkening sea. He cautiously glanced to the distance. He cautiously glanced above. The only sounds were the rhythmic breaking of waters against his unkempt vessel.

Rocking towards the elusive whale, he clutched his jacket whilst the sea-spray stung his eyes. The voyager journeyed on, contemplating his fate. Would he be safe? Would the looming storm subside? He pressed on.

The winds increased and the temperature dropped. The sailboat billowed and the boat bounced, as the waters flexed like an angry guard. The sailor *knew* that this quest for truth would be long and tense. He pressed on.

In front of him, the sky darkened more, becoming a threatening blackness. Above, bitter torrents of spear-like rain began to sweep across the now fragile boat. The storm was a menacing machine, striking those that dared to invade. It roared over the boy and beat its fist like a tormented soul. Without hesitation, he pressed on...

Key vocabulary from the example & vehicle text:

Words:

rickety	ominous	unkempt
billowed	quest	elusive
torrents	tormented	

Phrases:

clouds gathered to an ominous grey	sea-spray stung his eyes	the temperature dropped
pressed on	now fragile boat	tormented soul
screamed over him	menacing machine	

Sentence accuracy focus:

- Understanding of the difference between plural and possessive. Indicating possession using the possessive apostrophe with plural nouns
- Commas after fronted adverbials.
- Inverted commas to indicate direct speech.
- Use of comma after a reporting clause and use of end punctuation within inverted commas
- Cohesion (avoiding repetition, and using appropriate choice of nouns)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Punctuation:

Commas ,	Used to separate items in a list, separates a subordinate clause from a main clause at the start of a sentence, follows a fronted adverbial, and marks out a relative clause. Under his feet, the rickety boat disturbed as the blanket of once white clouds gathered to an ominous grey.
Rhetorical question ?	A question that doesn't require an answer as the person asking either already knows the answer or isn't expecting one in return. Would he be safe? Would the looming storm subside?
Ellipses marks	Used to show the trailing off of thoughts or to create suspense. Without hesitation, he pressed on...

Year 4: PSHE Knowledge Organiser

Autumn 1: What strengths, skills and interests do we have?

Prior Learning

Pupils will be able to use their knowledge from summer 2 in Year 3 to answer the following questions:

- How can you make sure you make time to be active every day?
- If you don't get enough sleep it can affect your body. Give an example.
- Lack of physical activity can affect health and well-being. Give an example of this.

Core learning/skills

- how to recognise personal qualities and individuality
- how their personal attributes, strengths, skills and interests contribute to their self-esteem
- how to set goals for themselves

Did you know?

Every single person is a unique puzzle composed of pieces of personality, life experiences, knowledge, and emotions.

Sticky Learning

It is important to develop self-worth by identifying positive things about yourself and your achievements. You can write a list or create a scrapbook to help with this.

In life there will always be setbacks, it is important to find ways to deal with this. Remember:

- mistakes provide us a learning opportunity to get better and improve

-Reframe unhelpful thinking so that you keep a positive mindset.

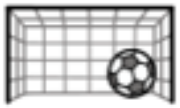
Key Vocabulary-PSHE

personal

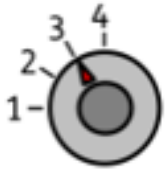
qualities

individuality

self-esteem



goal



setting

reframe

setbacks

self-worth

Year 4: PE Knowledge Organiser

Autumn 1: Netball

Prior Learning

Pupils were taught Netball last year. They will be able to use this knowledge to answer the following questions:

- What are the rules of netball?
- Name 3 different ways of throwing the ball.
- How do you work as a team in netball?

Core learning/skills

The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.

Sticky Learning

To score points against another team you need to be able to pass, move and shoot.

There is a clear difference between attack and defence and the decisions and simple tactics change depending on whether you are defending or attacking.

Netball helps develop life skills such as:

- Trust
- Cooperation
- Resilience
- Self-motivation

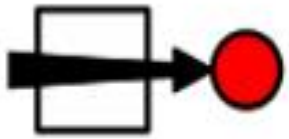
Think of a netball example for each life skill above.

Did you know?

Geva Kate Mentor, CBE is an English International netball player. Mentor was selected for the England national team in 2000, debuting the following year against New Zealand, at age 16.

Key Vocabulary-PE

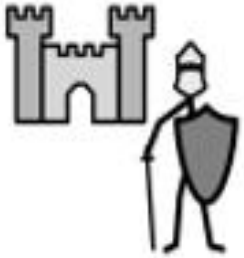
chest



pass

footwork

attacker



defender

possession

Year 4: Computing Knowledge Organiser

Autumn 1: The Internet

Prior Learning

- What do all digital devices have? (3 things)
- Name an example of an input device.
- Name an example of an output device.
- How does a computer network share information?
- Name 3 physical components that make up a network.

Core learning/skills

- To describe how networks physically connect to other networks.
- To recognise how networked devices make up the internet.
- To understand how websites can be shared via the World Wide Web.
- To describe how content can be added and accessed on the World Wide Web.
- To evaluate the consequences of unreliable content.

E-Safety

It is very important for your safety and others to use the internet responsibly. Explain what each word means and why it is important:

Copyright

Reliability

Fake news

Verify information

Sticky Learning

The World Wide Web

-The World Wide Web is the part of the internet where we can visit web pages and websites.

-Information can be shared in the form of things we can see or hear (e.g. things we can read, music, sounds, or videos, etc.).

-When we use the world wide web, routers help us to journey to different networks in different parts of the world.

-Web browsers, e.g. Google Chrome and Internet Explorer, let us look at different pages on the internet.

Key vocabulary-Computing

router

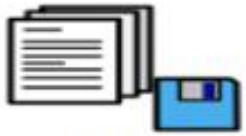
security

browser

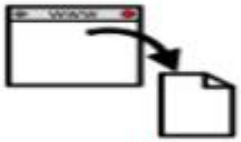
web content

links

adverts



file



download

ownership

permission

World Wide web

Year 4: RE Knowledge Organiser

Autumn 1: Why do some people think life is like a journey?

Prior Learning

- Tell your partner two facts about Judaism, it could be about the religion itself or how Jews choose to live their lives.
- Have you ever been to a wedding before? How did you know if it was religious or non-religious?
- Tell your partner two facts about Hinduism, it could be about the religion itself or how Hindus choose to live their lives.

Core learning/skills

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- Make simple links between beliefs about love and commitment and how people in religious traditions live.
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)

Did you know?

Interesting facts about weddings:

1. The largest wedding attendance was a Jewish wedding in Jerusalem in 1993 where 30,000 people attended.

2. The most expensive wedding was the one held in a purpose-built stadium in Dubai for a Shiek's son. The wedding cost over £22 million.

3. The longest wedding dress train was found in Germany, it measured over 515 feet.!

Sticky Learning

If you are religious, there are certain milestones that you will reach as you grow. You should be able to talk about each of the following:

Hindus: a sacred thread ceremony marks the start of adult life and responsibilities for some Hindus, involving a time of learning, new responsibilities, and acceptance of adulthood.

Christians: Baptists/Pentecostals celebrate 'believers' baptism' or adult baptism. Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation.

Jews: Bar/Bat Mitzvah for boys and girls aged 12 or 13 to become 'son/daughter of the Commandments'.

Key Vocabulary-RE

journey

metaphor

ceremonies

faith

milestones

communion

confession

marriage

commitments

map

of

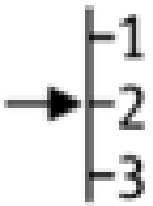
life

Key Vocabulary-Mrs Kenneford

extension

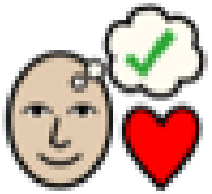
flow

control



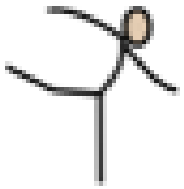
levels

bridge



interesting

Excellent



Gymnastics

Year 4: DT Knowledge Organiser

Autumn 1: Simple Circuits and Switches

Prior Learning

Science this term will ensure that pupils have prior knowledge of these questions:

What have we been learning about in science this half term?

Name the different parts used to make a simple series electrical circuit.

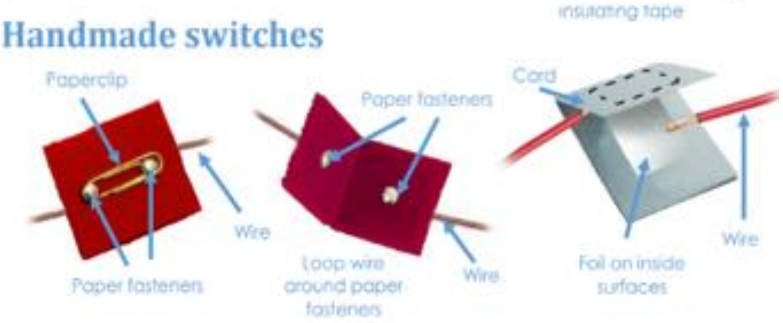
Think about your DT lesson in year 3. Give an example where you have cut and joined a variety of construction materials.

Core learning/skills

- Gather information about needs and wants and develop design criteria to inform the design of products that are fit for purpose.
- Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

Sticky Learning

Handmade switches

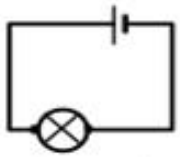


Making secure connections

Commercial switches

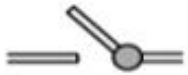
Key Vocabulary-DT


series


circuit,


fault

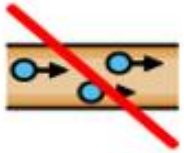

connection


toggle switch


wire


crocodile clip


bulb holder


insulator


conductor


input device


output device

Electricity – Year 4

Prior Learning

This is the first time pupils will have learnt about electricity. They may be able to draw on their own personal experiences to answer the following questions:

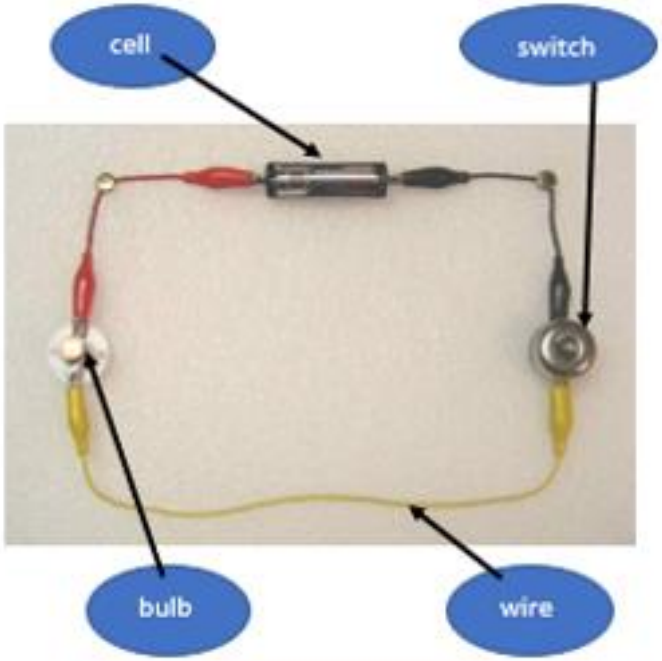
- *What do you know about electricity?*
- *Can you think of 3 things that use electricity at home?*
- *Can you think of 3 things outside of the home that use electricity?*
- *How does electricity get into our home?*

Appliances that run on electricity

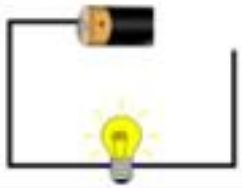
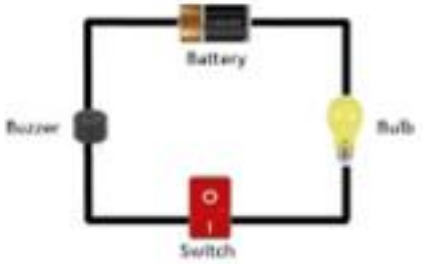
Some plug into the mains and others run on batteries.

Significant scientist	
Thomas Edison *(1847-1931)* 	Thomas Edison was an American inventor. He is sometimes described as America's greatest inventor. He invented the first practical incandescent light bulb.

Electrical circuit with a bulb



The switch opens and closes the circuit. The bulb lights in this circuit because the switch is on.

This circuit will not work as it is not complete.	
This circuit is complete so the buzzer will sound and the bulb will light.	

Conductors and insulators

Conductors

Some materials let electricity pass through them easily. These are known as electrical conductors. Many metals are good electrical conductors, such as iron, copper and steel.


Insulators

Some materials do not allow electricity to pass through them. They are known as insulators. Plastic, wood, rubber and glass are good electrical insulators.


Information relating to 'famous scientists' adapted from work by Alex Sinclair & Amy Strachan of St Mary's University

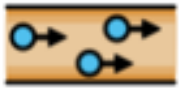
Key Vocabulary-Science

electrical

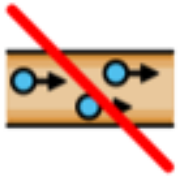
appliance

electrical

component



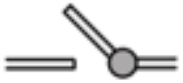
conductor



insulator

mains

electricity



switch

cell

battery

electrical circuit