

Hobbs Hill Wood Primary School

Knowledge Organiser for Year 4 – Summer 1, ART

Andy Warhol – Pop Art



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

Explore:

- Explore the role and impact of Andy Warhol
- Investigate Warhol's artwork, practising the patterns and features of his work
- To learn about the life and works of Warhol.
- To discuss likes and dislikes of various works of Warhol.
- To compare and contrast art work painted by Warhol

Create:

- practising the patterns and features of his work
- practise creating man-made & natural Patterns using colouring pencils.
- To improve skills of painting with a clear sense of mixing colours.
- To create a self-portrait using either chalk, oil pastels or paint in the style of Warhol.

Improvise:

- Develop techniques to produce patterns using leaves along with 'natural' background patterns
- To develop patterns using varying shades of colour and use of natural
- To compare the marks made by chalks, oil pastels and paints and apply their knowledge to choose an appropriate medium to create a self-portrait.

Present:

- An Andy Warhol inspired piece of art presented using different shades of pencil or colours
- To use a range of mediums to create Pop Art.

Evaluate:

- improve their mastery of art by focussing on further detail or a different style
- The child can use a sketchbook to show how ideas have been improved.
- layer colours to create depth of colour and tone.
- The child can use pens or the tip to create detail

Skills

- Use colouring pencils effectively to create tone and detail
- The child can use different types of lead pencil to create basic, scribble, shade and create hard and soft lines
- Use shading to add interesting effects to drawings, using different grades of pencil.
- Use a sketchbook to show how ideas have been improved; review and revisit.
- Choose a suitable format to work with: Portrait or Landscape.
- Improve their mastery of art and design techniques, including drawing.
- Painting and sculpture with a range of materials.
- Use hard and soft lines to record detail in the distance, foreground.
- Use blending and overlaying colours to create soft backgrounds.
- Use pens or their own choice of medium to record minute detail.
- Use blending and mixing to create various shades inspired by famous artists.
- Select appropriate size brushes to layer detail.
- Investigate the effect of wax with water colour paints.
- Evaluate and analyse creative works using the language of art, craft and design.

Key Vocabulary	Definition
silkscreen printing	the process of pressing ink through a stencilled mesh screen to create a printed design
lithography	the process of printing from a smooth surface, for example a metal plate
devout	believing strongly in a particular religion and obeying its laws and practices
commercial art	art used in advertising and selling.



Knowledge Organiser for computing

Knowledge

- become familiar with blogs as a medium and a genre of writing
- create a sequence of blog posts on a theme
- Incorporate additional media
- comment on the posts of others
- develop a critical, reflective view of a range of media, including text.

Overview

- **Session 1** they look at class blogs and identify features of good blogs
- **Session 2** they write and edit their own blog
- **Session 3** they comment on blogs
- **Session 4** they add images to blogs
- **Session 5** they add media to blogs

Key Vocabulary

Creative Commons: copyright licensing scheme in which content can be re-used without additional permission, subject to certain specified conditions

Hyperlinks: text or images that, when clicked, opens another page or moves to another part of the document

Hypertext mark-up language (HTML): the predominant language for web pages

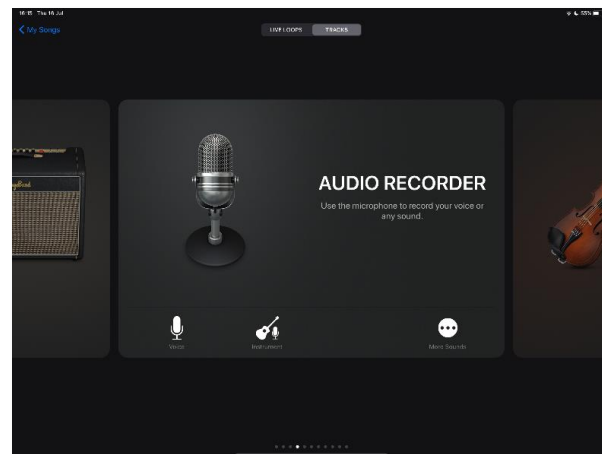
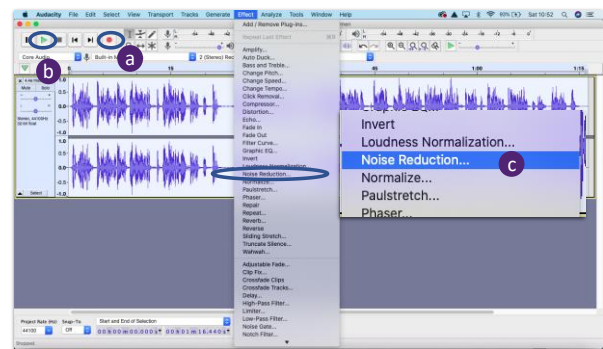
Internet: global network connecting computers and local networks using automated switches, routers and fibre optic, copper wire and radio connections

Uniform Resource Locator (URL): a standard for specifying the location on the Internet of certain data files. The URL includes the protocol used to transmit the data, the computer on which it is stored, the file path and the file name of the data

Web server: a service running on a computer (or sometimes the computer itself) that returns HTML data for a web page when it receives a request via the local network or the Internet

Skills

- look at class blogs and identify features of good blogs
- write and edit your own blog
- comment on blogs
- add images to blogs
- add media to blogs
- 'live blog' an event.



Hobbs Hill Wood Primary School

Knowledge Organiser for Year 4 – Summer 1, Subject, History – The Vikings



'Inspiring confident and independent learners'

Knowledge Organiser for

→ 43 43—410 410—1066 793—1066 1066—1485 1485—1603 1603—1714 1714—1837 1837—1901 1901 →

Pre-history

Roman

Anglo-Saxon

Viking

Medieval

Tudor

Stuart

Georgian

Victorian

Modern

Knowledge

Introduction to the Vikings in Britain

Who were the Vikings?

The Viking Age in Britain began about 1,200 years ago in the 9th Century AD and lasted for just over 200 years. About the year 800, bands of fierce raiders began to attack the British coasts. They were the Vikings.

In time, like the Anglo-Saxons, the Vikings made their home here. They drove the Saxons out of part of the country and took it for themselves. King Alfred, Saxon King of Wessex, fought them in a great battle.

Important People in Viking Period

King Alfred – King of Wessex from 871 to 899, defended Wessex from the Viking conquest
Athelstan – First King to unite English kingdoms, 927

Guthrum – King of the Vikings in Dane-law at the time of the treaty with the Saxons

King Cnut – King of England, Denmark and Norway between 1028 and 1035

Key questions

How did the relationship between the Anglo-saxons and the Vikings change over time?

Are all British people immigrants?

Were Vikings really brutal in-vaders?

Who were the Viking Gods?

Why was King Alfred the Great so Great?



Skills

- Know and understand the history of Britain as chronological narrative
- Investigation, pupils can find and use evidence to answer questions
- Review evidence, pupils can find and compare evidence from more than one source to find a definitive answer
- Use geographical maps skills, pupils can compare and contrast maps from the past and present
- Relate current studies to previous studies
- Realise there is often not a single answer to historical questions
- Understand how evidence is used to make historical claims
- Understand the connections between religious and social history
- Understand similarity and difference and use them to draw contrasts
- Know how people's lives have shaped Britain
- Use subject specific words, dates and vocabulary

Key Vocabulary

Chieftain – The leader of a village or small group of people

Danelaw – The area of England ruled by the Vikings

Freeman – A person who is not a slave and free to choose who he or she worked for

Longship – A Viking ship with a sail and oars, also called a dragon-ship

Monastery – The building where monks live

Pagan – A person who believed in many gods

Runes – The name given to the Viking alphabet

Thatched – A roof covered in straw

Trader – A person who sells goods



Hobbs Hill Wood Primary School

Knowledge Organiser for PSHE, Year 4, Relationships



'Inspiring confident and independent learners'

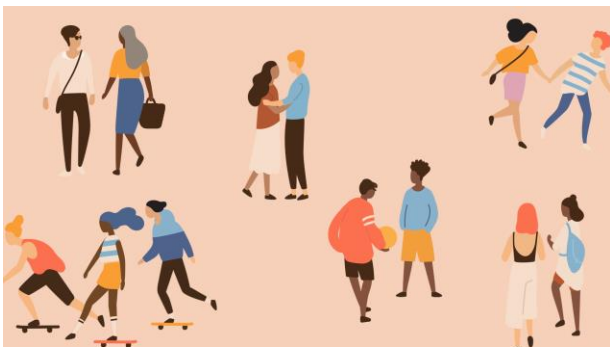
Knowledge Organiser for

Knowledge

- Know some reasons why people feel jealousy
- Know that jealousy can be damaging to relationships
- Know that loss is a normal part of relationships
- Know that negative feelings are a normal part of loss
- Know that memories can support us when we lose a special person or animal
- Know that change is a natural part of relationships/ friendship
- Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

Key Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.



Skills

- Can identify feelings and emotions that accompany jealousy
- Can suggest positive strategies for managing jealousy
- Can identify people who are special to them and express why
- Can identify the feelings and emotions that accompany loss
- Can suggest strategies for managing loss
- Can tell you about someone they no longer see
 - Can suggest ways to manage relationship changes including how to negotiate



Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 4 – Summer 1,
Science,
Power it up!



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

- To understand what electricity is and how it is made.
- To identify common appliances that run on electricity.
- To know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- To recognise some common conductors and insulators and associate metals with being good conductors.

Key Vocabulary:

Battery: a portable electricity supply

Bulb: part of a circuit that gives out light

Cell: the scientific name for a battery

Circuit: the path followed by an electric current (Electricity must flow in a circuit to do useful work.)

Components: the items that make up a circuit

Conductor: a material that transmits electricity in the wall and through wires

Insulator: a material through which electricity cannot flow

Mains: the electricity that comes from a socket

Rechargeable: a battery that we can put 'electricity' back into







Switch: a component that turns a circuit on and off

Terminals: the ends of the battery. One is negative and one is positive

Wires: used to connect components together

Skills

- Be able to ask relevant questions and using different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests.
- To be able to gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Ask appropriate questions before applying different forms of scientific enquiry to answer them.
- Observe systematically and carefully to accurately record measurements using standard units and a range of equipment.
- Explain findings both orally and in writing, identifying both their results and conclusion.
- Draw conclusions from results before evaluating learning.
- Identify similarities, differences and changes between scientific ideas.
- Use scientific findings to answer questions or support findings.

	Bulb		Glowes when a circuit is complete
	Cell		Transforms chemical energy into electrical energy
	Battery		Two or more cells in series