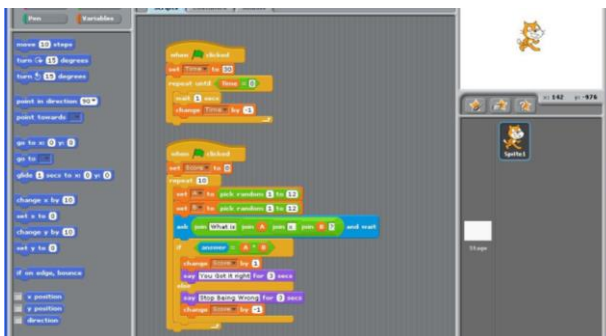


Knowledge Organiser for

Knowledge

- Design a times table game
- How to create a sprite on scratch
- How to edit a background on Scratch
- What is an algorithm?
- Understand and apply different variables to a game to create variations in the game
- Begin to debug computer programs
- Recognise the importance of user interface design, including consideration of input and output



Key Vocabulary:

Algorithms – an unambiguous set of rules or a precise step-by-step guide to solve a problem or achieve a specific objective.

Debug – to fix errors in a program

Skills

- Design, write and debug programs that accomplish specific goals
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Hobbs Hill Wood Primary School

Knowledge Organiser for History, Year 4

The Romans



'Inspiring confident and independent learners'

Knowledge Organiser for the Romans

→ 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

793 BC Building of Rome begins	510 BC Rome becomes a republic	130 BC Conquer Greece and most of Spain	43 AD Romans invade Britain	61 AD Boudica's rebellion	71 AD Romans conquer northern England	122 AD Begin building Hadrian's wall	200 AD Barbarians attack the Roman Empire	235-285 AD Over 20 Roman emperors killed	410 AD Roman rule in Britain ends	455 AD Vandals destroy Rome	1453 AD Eastern empire falls to the Turks

Knowledge

Who were the Romans?

Roman Britain was a province of the Roman Empire from 43 to 409 AD. Before the invasions the tribes of Britain had already established cultural and economic links with continental Europe, but the Roman invaders introduced new developments in agriculture, urbanisation, industry, and architecture. After the initial rebellions of Caratacus and Boudicca, the Romans controlled the lands south of Hadrian's Wall in relative peace.

What is the importance of the Roman Empire?

The Romans left many things behind for us, which we still use today; the roads, clean water, the calendars, firemen, policeman, laws, coins, public heated baths.

Key Vocab

Barbarian – A term used by the Romans to refer to people who lived outside the Roman Empire

Century – A division of the Roman army made up of 80 soldiers and led by a centurion

Consul – The highest position in the Roman government

Emperor – The leader of an empire

Gladiator – A person who fought for the entertainment of Roman audiences

Legion – The main unit of the Roman army

Senate – A group of prestigious men who advised the consuls.

Skills

- Chronology, pupils can place key figures on a timeline using dates
- Know the History of Britain as a chronological narrative
- Know and understand how Britain has influenced and has been influenced by the wider world.
- To understand the expansion of the Roman Empire and how the Empire dissolved
- Investigation, pupils can find and use evidence to answer questions
- To understand the cause and consequences of the Roman Empire
- Understand the connection between military and cultural History.
- Review evidence, pupils can find and compare evidence from more than one source to find a definitive answer
- Understand similarity and difference and use them to draw contrast
- Understand why there are different interpretations of the past
- Know how people's lives have shaped Britain
- Use geographical maps skills, pupils can compare and contrast maps from the past and present

Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE, Year 4, Being Me in My World



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

- Know that sometimes people make assumptions about a person because of the way they look or act.
- Know there are influences that can affect how we judge a person or situation
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know what to do if they think bullying is, or might be taking place.
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Know that first impressions can change.

Key Vocabulary

Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).

Skills

- Try to accept people for who they are
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Be comfortable with the way they look
- Identify when a first impression they had was right or wrong
- Be non-judgemental about others who are different



Knowledge Organiser for

Knowledge

- Children can identify how sounds are made.
- Children can associate sound with something vibrating.
- Children can recognise that sound vibrations travel through a medium to the ear.
- Children can identify patterns between the pitch of a sound and features of the object that produced, and between the volume of a sound and the strength of the vibrations which produced it.
- Children can recognise that sounds get fainter the further away from the source of the sound you get.

Key vocabulary:

Pitch: how high or low a note is

Sound source: something that makes a sound

Vibration: when something moves up or down, backwards

And forwards or from side to side quickly

Volume: how loud a sound is



Skills

- Ask appropriate questions before applying different forms of scientific enquiry to answer them.
- Set up basic practical enquiries, comparatives and fair tests.
- Observe systematically and carefully to accurately record measurements using standard units and a range of equipment.
- Collect, record, classify and present data to answer questions.
- Record findings using appropriate scientific language, diagrams, charts and tables.
- 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.