

Autumn Term 2025

Curriculum Knowledge Organiser

Year 4



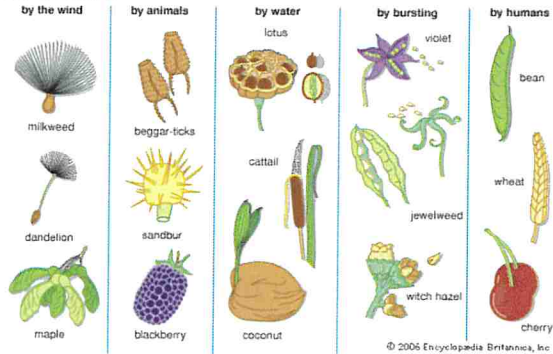
KNOWLEDGE ORGANISER - Year 4 Science

How plants reproduce – seed dispersal



IMAGES/DIAGRAMS/MAPS

How Seeds Travel



WHAT YOU SHOULD ALREADY KNOW

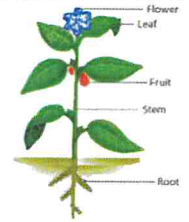
- A plant is a living thing.
- Plants start growing from a seed or a bulb.
- Flowering plants make seeds that can grow into a new plant.
- Some plants die after producing seeds and others live for many generations.

KEY KNOWLEDGE

- Plants have evolved many different ways to disperse their seeds (Wind, exploding seed pods, dropping seeds, hooking onto animals, water, animal digestion).
- Seed dispersal increases the chances of the seeds germinating and growing into mature plants.
- Seeds can be grouped according to how they are dispersed.
- Seeds can be used to identify which plant they are from.

KEY VOCABULARY

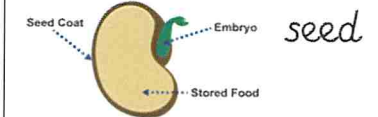
plant
root
stem



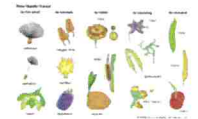
leaf/leaves
flower
germination
grow



Parts of a Seed



seed
reproduce
offspring
dispersal



KNOWLEDGE ORGANISER - Year 4 Science

Electricity - Making electrical circuits work



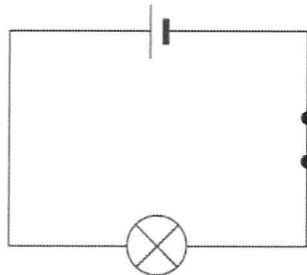
IMAGES/DIAGRAMS/MAPS



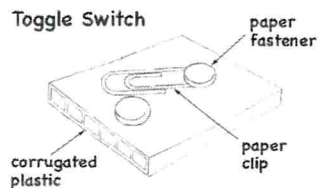
Electricity



with pictures



with symbols



WHAT YOU SHOULD ALREADY KNOW

- Bigger pushes have bigger effects.
- Different materials have different properties.
- A metal is a type of material. Some metals are magnetic.

KEY KNOWLEDGE

- Electricity is a form of energy that can easily be converted into other types of energy e.g. light, heat and movement.
- We have to be careful when using electricity because it can be dangerous.
- A complete circuit is needed for electricity to flow and devices to work.
- Electricity powers many appliances that we use everyday.
- A source of electricity (mains or battery) is needed for electrical devices to work.
- Some materials allow electricity to flow through them easily - these are called conductors.
- Materials that do not allow electricity to flow through them easily are called insulators.
- A switch can be used to control a circuit. When a is off there is a break in the circuit and electricity cannot flow.

KEY VOCABULARY

electricity



circuit

battery / cell



wire

bulb

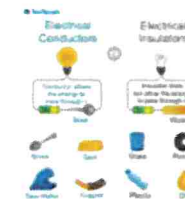
switch



conductor

insulator

metal



KNOWLEDGE ORGANISER - Year 4 Geography Rivers

Geography is learning about *people, places and processes* from across the world so that we understand where we live on a local, national and global scale.



I can use a map to locate the source, mouth and river course of the River Avon.



I can recognise river features (such as meanders) and locate examples on a map.



I know how The Water Cycle works and leads to the formation of river.



I can identify erosion, transportation and deposition in my river model.



I can compare the River Avon with the River Thames.

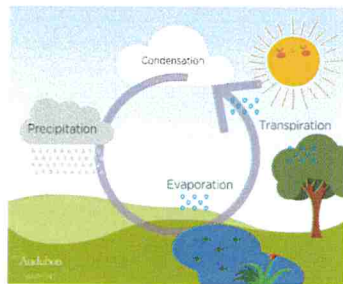


I can compare the River Avon with the River Rhone.



I can recognise how rivers follow the same patterns but can vary in source type, size and useage.

IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- The names of the **oceans and continents of the world**.
- How to locate The UK on a world map.
- The names of **the four main points of the compass**.
- The process of erosion shapes the coast line to form different features.
- How to read four figure grid references on a map.
- The name and location of the capital cities of the UK.

KEY KNOWLEDGE

- The name and location of cities along the course of the river Avon and Thames and understand some of their physical features.
- Physical processes (including the water cycle) lead to river formation and development.
- In some ways the river Avon and Thames are similar and in some ways they are different e.g. length, source, size, usage, river course.
- The River Rhone begins at a glacier and flows through France in to the Mediterranean Sea and it follows the same river patterns as the river Avon and Thames.
- How to read four figure grid references on a map.
- That collecting data from rivers and streams about width, depth, profile and flow rate helps us to understand way rivers develop.

KEY VOCABULARY

North, South, West and East
 River Avon
 River Thames
 River Rhône
 Glacier
 United Kingdom
 Erosion
 Evaporation
 Precipitation
 Condensation
 Meander
 Source
 Mouth
 Confluence
 Tributary
 Flooding
 Erosion
 Dam
 Valley
 Ocean

KNOWLEDGE ORGANISER - Year 4 French

Classroom Instructions



IMAGES/DIAGRAMS/MAPS



écoutez



répétez



regardez



levez la main



baissez la main



écrivez

WHAT YOU SHOULD ALREADY KNOW

- To recognise and understand classroom instructions in English or their native language.
- To know that when actions are put with new language, this helps us to remember new language.

KEY KNOWLEDGE

- To know that écoutez means 'to listen'; répétez means 'to repeat'; regardez means 'to look'; levez la main means 'put your hand up'; baissez la main means 'put your hand down'; écrivez means 'to write'; ouvrez means 'to open'; fermez means 'to close'; levez-vous means 'stand up'; asseyez-vous means 'sit down'.

KEY VOCABULARY

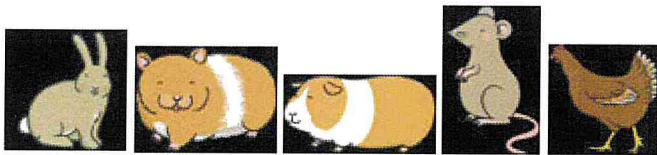
écoutez	listen
répétez	repeat
regardez	look
levez la main	put your
hand up	
baissez la main	put you
hand down	
écrivez	write
ouvrez	open
fermez	close
levez-vous	stand up
asseyez-vous	sit down

KNOWLEDGE ORGANISER - Year 4 French

Pets and Animals



IMAGES/DIAGRAMS/MAPS



Couleurs



WHAT YOU SHOULD ALREADY KNOW

- That we can ask people what pets they have at home.
- We can discuss the pets we have at home, how many and their names.
- That we can use a dictionary to help us spell unknown words.

KEY KNOWLEDGE

- To identify in French the names of pets and some animals.
- To ask if someone has a pet in French and to be able to offer own response.
- Able to describe the number or pets and their names.
- Able to describe their pet's personality and colour.
- Using the vocabulary, sentences can be constructed to have a conversation with a friend about pets they may have.

KEY VOCABULARY

Tu as un animal? Do you have a pet ?

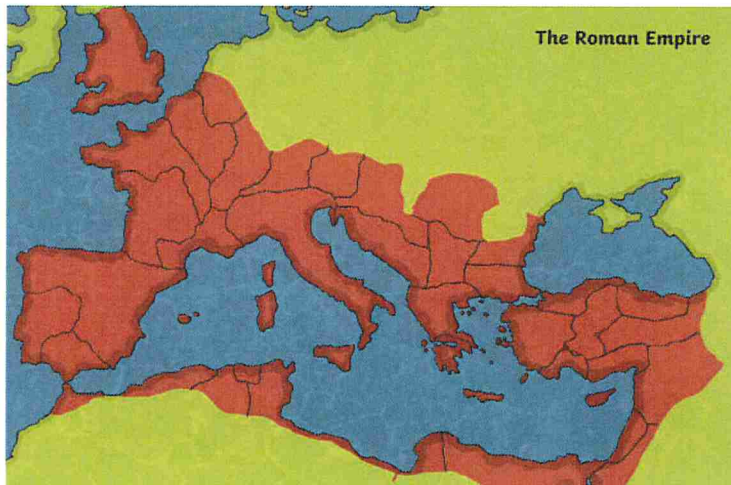
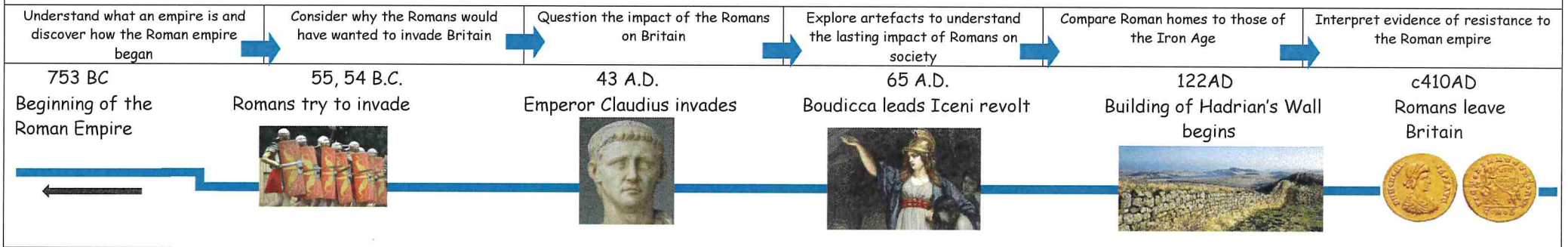
Oui, j'ai... Yes, I have...

Non, je n'ai pas d'animal No I do not have a pet

un chat/des chats	a cat
un chien/des chiens	a dog
un oiseau/des oiseaux	a bird
un cheval/des chevaux	a horse
un poisson/des poissons	a fish
un hamster	a hamster
un cochon d'inde	a guinea-pig
un lapin/des lapins	a rabbit
un serpent/des serpents	a snake
une tortue/des tortues	a tortoise
une souris/des souris	a mouse
une poule	a chicken
un/duex/trois/quatre/cinq/quatre/ six/sept/huit/neuf/dix	(1-10)
il est/elle est...	he is/she is
actif	active
amusant	funny
calme	quiet
intelligent	intelligent
joli	pretty
musclé	strong
timide	shy

KNOWLEDGE ORGANISER - Year 4 History

Impact of Roman Empire on Britain



WHAT YOU SHOULD ALREADY KNOW:

- Archaeologists work like detectives looking for evidence.
- Much of what we know of the past comes from studying artefacts.
- Prehistory happened a very long time ago before there were any written records of what life was like.
- The Stone Age to Iron Age is a very long time in history where very little change happens.
- The earliest civilisations share the same features - rules and laws, writing, education, food production and trade.

KEY VOCABULARY:

- ancient
- artefact
- Celt
- centurion
- civilisation
- evidence
- empire
- emperor
- hill fort
- invade
- legacy
- movement
- revolt
- Rome
- settlement
- trade
- tribe

KEY KNOWLEDGE:

- The Romans wanted the many natural resources to be found in Britain.
- In Britain at that time there were many different tribes. Some worked with the Romans and some resisted.
- Different sources of evidence give a different perspective of the same events in the past.
- Evidence of the diversity of the Roman empire can still be seen in Britain today



KNOWLEDGE ORGANISER - Year 4 D&T

Light It Up! – Make a Nightlight



IMAGES/DIAGRAMS/MAPS

SWITCHES/CIRCUIT



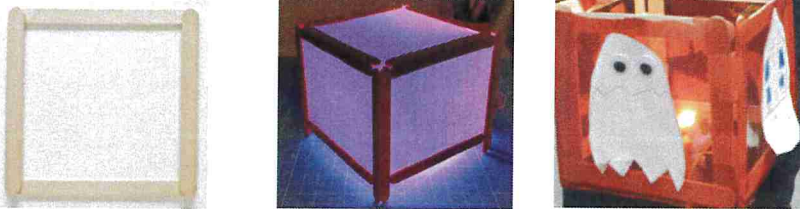
WHAT YOU SHOULD ALREADY KNOW

- How to cut and join a variety of construction materials, such as card, plastic, reclaimed materials and glue.
- How to construct a simple series electrical circuit in Science using bulbs and switches.

KEY VOCABULARY

base
cellophane
components
crocodile clips
cube
short-circuit
silhouette
structure
switch
transparent

NIGHTLIGHT MAKING



KEY KNOWLEDGE

- Giovanni Alessi was an Italian designer who designed unique and unusual homeware.
- Nightlights can vary greatly in design, but they must suit the intended user and purpose.
- Making 2D and 3D sketches help us to develop a more accurate idea of the final outcome.
- Cube lights are created from 2D shapes.
- If the 'lollipop stick' squares do not have right angles, the strength of the final cube can be affected.
- Coloured tissue paper or cellophane creates a semi-transparent effect suited to low, night time lighting.
- The user can only control the light if the switch is accessible.
- The electrical circuit must be attached carefully to the base so that it is secure yet hidden.
- For electrical learning, see Science Knowledge sheet.

DESIGN CONSIDERATIONS

PURPOSE

To create a night light to help a child to get to sleep.

USER

Yourself, younger children, a friend, family member.

INNOVATION AND CHALLENGE

Change or develop the basic 3D shape or add to the cube (e.g. a triangular prism or add a roof to create a house)



Please note that electrical vocabulary is covered in more detail under the Science bookmark and list.



Knowledge Organiser

Concept – Community and Neighbour in Christianity

Lead Subject - RE

What You Should Already Know

- People who follow the Christian faith are called Christians.
- The Christian holy book is called the Bible.
- Jesus is the son of God.
- Christians can pray and worship in a Church.
- Christian stories can be found in the Bible.

Key Knowledge - Neighbour

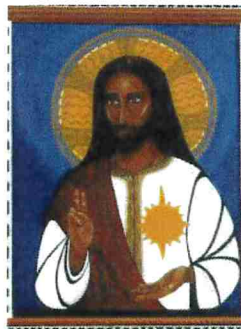
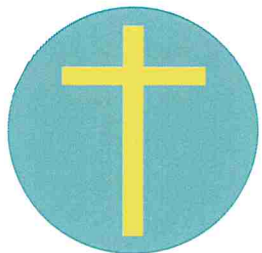
- A neighbour can be someone that we live next door to or near, someone in our community or even someone we sit next to at school.
- Neighbours can help us in times of need.
- Being a good neighbour is often seen as important in religious and non-religious communities.

Key Knowledge – Neighbour in Christianity

- The Good Samaritan is a story found in the New Testament of the bible. Bible Reference: Luke 10:25-37.
- The main message or moral from The Good Samaritan is to show kindness and love to everyone, even those who may be different from you.
- Jesus told this story to show that we should love and care for everyone, even those who may seem different from us.
- The Samaritan helped the injured man even though others might have judged him because of his background.
- The Samaritan showed kindness through his actions, not just by talking about helping.
- Christians use this story today to remember the importance of being a good neighbour. E.g. food banks, homeless shelters, toddler groups at churches.
- This story links to the ‘Golden Rule’ – Treat others how you wish to be treated, which can be found in many religions and cultures around the world.

Images/diagrams/maps

Christianity



Key Vocabulary

- | | | |
|-------------|-------------|----------|
| • Community | • Samaritan | • Priest |
| • Neighbour | • Parable | • moral |
| • Jesus | • Bible | |



Knowledge Organiser

Concept - Hanukkah Symbols in Judaism

Lead Subject - RE

What You Should Already Know

- Understanding of belonging in Judaism.
- Torah is the holy text in Judaism.
- Jews worship at a Synagogue.
- Jews celebrate the Sabbath

Key Knowledge – Light as a Symbol

- Light is used as a symbol in many different religions and cultures around the world.
- In Christianity, lights are used at Christmas.
- In Hindu traditions, candles and lanterns are lit during Diwali.
- We use light to celebrate birthdays.
- Fireworks on bonfire night and New Year's Eve are examples of using light as symbol.

Key Knowledge - Hanukkah

- Hanukkah is also known as the Festival of Lights.
- The central message of Hanukkah is the triumph of light over darkness and good over evil.
- Judah stood up for his right to worship and believe in the Jewish tradition.
- The Jews cleaned the temple and lit an oil lamp to symbolise their victory.
- The miracle of Hanukkah is said to be the oil in the menorah lasting for eight days instead of one.
- In some Jewish communities, it is traditional to eat foods cooked in oil during Hanukkah, such as latkes (potato pancakes).
- Dreidel is a Yiddish word that means "to turn." The letters on the dreidel form an acronym for the Hebrew phrase "Nes Gadol Hayah Sham," which means "A great miracle happened there."

Images/diagrams/maps



Key Knowledge - Judaism

- A menorah is used to help Jews remember and worship.
- Jewish teachings are written in the Torah and the Talmud.

Key Vocabulary

- | | | |
|------------|------------|------------|
| • Hanukkah | • Miracle | • Dedicate |
| • Menorah | • Oil | • Latke |
| • Dreidel | • Temple | • Yiddish |
| • Maccabee | • Hanukkah | |

KNOWLEDGE ORGANISER - Year 4 Art: Movements in the Water



WHAT YOU SHOULD ALREADY KNOW:

- The key forms of art are **drawing, painting, sculpting, collage, printing, textiles** and **photography**.
- There are many different mediums for drawing: **pencils, pens, charcoal, paint** and **pastels**.
- A sketchbook is used to record, reflect, evaluate and develop on our own and others' artwork.
- Art is about being creative and expressing ourselves

ARTIST STUDIES:

Claude Monet

- Talented French artist
- Born in 1840
- Impressionist Artist



David Wisemen

- Living, American artist
- Known for his abstract water art
- Also a designer and sculptor



Hokusai

- Japanese painter and printmaker
- Known for his block print of 'The Great Wave'



KEY KNOWLEDGE AND SKILLS:

Drawing:

-An art form where the artist uses a pencil, pen or another instrument to mark on a **flat surface**.

Key Skills/Techniques:



Pastel Drawing:

-A form of drawing where you use either chalk or oil pastels to produce art.
- Pastels provide vibrant colours (offering the colour of paint without the drying time)

Keys skills/Techniques: blending, blocking, hatching, scratching

Painting:

-An art form where you apply paint, colour or other medium to a solid surface. The medium is commonly applied to the base with a brush, but can be applied using other items.

Keys skills/Techniques: brush strokes, sponging, stippling, blending, impasto.

Collage:

-An art form where small bits of paper, newspaper, cloth, pressed flowers ect are glued together on a surface to create an impact or to represent something else.

-The word 'collage' comes from the French word 'Coller' which means 'to glue'.

Key Skills/Techniques: cutting, ripping, gluing, layering, scrunching.

KNOWLEDGE ORGANISER – Year 4 PSHE

Me and My Relationships



WHAT YOU SHOULD ALREADY KNOW

- I can usually accept the views of others and understand that we don't always agree with each other.
- I can give you lots of ideas about what I do to be a good friend.
- I can tell you some different ideas for how I make up with a friend if we've fallen out.

KEY KNOWLEDGE

Sometimes when you have a disagreement with a friend you will have to say 'no' them.

Being assertive when you speak to a friend does not mean you are being rude.

When someone is assertive they are confidently and calmly saying something to others so they understand their point of view.

It is important to understand that people experience lots of different feelings.

Feelings can impact our mental and physical state for example, we might become worried, anxious or happy and excited.

Body language and facial expressions can sometimes show the emotions of people depending on the situation.

Being bullied or feeling you are being bullied is not okay. You must always talk to someone about how you are feeling if this is happening.

KEY VOCABULARY

Ignored, delighted, teasing, calm, confident, feelings, compromise, body language, emotions, frightened, excluded, collaborate, pressure, bullying, joyful, excited, respectful, scared, alone, worried, lonely.

KEY QUESTIONS

Recognising Feelings

Can you tell how someone is feeling by looking at them? How?

What is body language?

What body language tells you that a person is worried? How?

Are all feelings shown by body language?

Bullying

What is the difference between bullying and teasing?

What can someone do to help themselves if someone upsets them or is bullying them?

How can you help someone else who is upset?

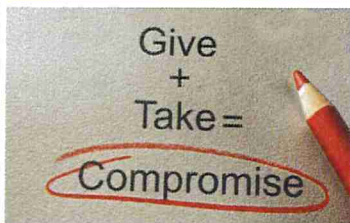
Can you help someone who is being bullied? How?

Assertive Skills

What is being assertive?

Are there different ways to be assertive? How?

When would someone need to be assertive? Why?

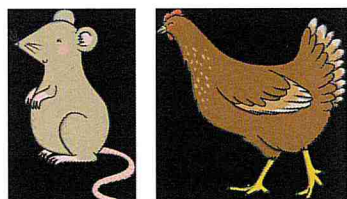
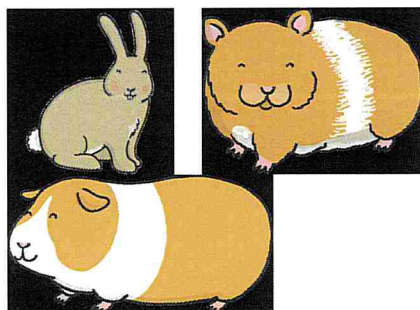
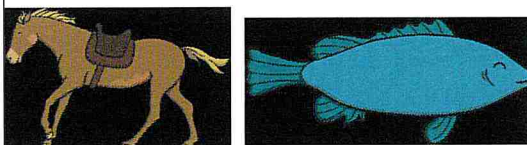
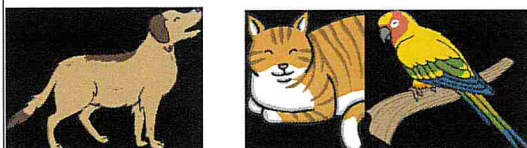


KNOWLEDGE ORGANISER - Year 4 French

Pets/Animals



IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- That we can ask people what pets they have at home.
- We can discuss the pets we have at home, how many and their names.
- That we can use a dictionary to help us spell unknown words.

KEY KNOWLEDGE

- To identify in French the names of pets and some animals.
- To ask if someone has a pet in French and to be able to offer own response.
- Able to describe the number or pets and their names.
- Able to describe their pet's personality and colour.
- Using the vocabulary, sentences can be constructed to have a conversation with a friend about pets they may have.

bleu	blue	violet	purple
blanc	white	marron	brown
rouge	red	rose	pink
noir	black	gris	grey
jaune	yellow	orange	orange
vert	green		

KEY VOCABULARY

Tu as un animal? Do you have a pet ?

Oui, j'ai... Yes, I have...

Non, je n'ai pas d'animal No I do not

have a pet

un chat/des chats	a cat
un chien/des chiens	a dog
un oiseau/des oiseaux	a bird
un cheval/des chevaux	a horse
un poisson/des poissons	a fish
un hamster	a hamster
un cochon d'inde	a guinea-pig
un lapin/des lapins	a rabbit
un serpent/des serpents	a snake
une tortue/des tortues	a tortoise
une souris/des souris	a mouse
une poule	a chicken
un/duex/trois/quatre/cinq/quatre/ six/sept/huit/neuf/dix	(1-10)
il est/elle est...	he is/she is
actif	active
amusant	funny
calme	quiet
intelligent	intelligent
joli	pretty
musclé	strong