



# Ridgeway Farm CE Academy - Knowledge Organiser

Topic	History - Egyptians	Theme	Leadership	Year Group	4
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**Key Question** Who were the leaders of this ancient civilization and what were their achievements?

### What should I already know?

- Egypt is a country in the continent of Africa.
- The climate of Egypt is different to that of the UK.
- Egypt is on the equator which affects the climate.
- How rivers influence and impact human geography.



### Learning outcomes

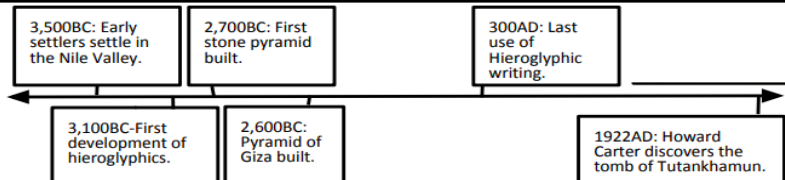
- To explore where Egypt is.
- To understand when ancient Egypt was and what was going on in the world at this time.
- To understand who the significant people in Egyptian times were.
- To explore ancient Egyptian life and how this was based around the Nile.
- To understand why pyramids were important and explore how they help us to find out about the Egyptians.
- To explore Howard Carter's discovery of Tutankhamun.
- To understand why the Nile was important to Ancient Egypt.



### Key Vocabulary

afterlife	a life that some people believe begins when you die
ancient	belonging to the distant past
archaeologist	someone who studies the past by exploring old remains
artefacts	the remains of things that were made
civilisation	a human society with its own social organisation and culture
fertile	rich nutrients to support the growth of plants and crops
hierarchy	a system of organising people into different ranks or level of importance e.g. in society
hieroglyphics	symbols in the form of pictures which are used in some writing systems
mummification	if a dead body is mummified, it is preserved, for example, by rubbing it with special oils and wrapping it in cloth
papyrus	a tall water plant that grows in Africa
pharaoh	a king of ancient Egypt
polytheists	belief in many different gods and goddesses
pyramid	a pyramid is a structure with four triangular sides
society	a large group of people who live together in an organised way
tombs	tombs of the ancient Egyptians were a place where people were buried when they died

### Timeline



### Key Information

- Ancient Egypt was one of the greatest civilisations in the history of the world, existing from around 3100 BCE to 30 BCE.
- Egypt is a country located on the continent of Africa. The climate in Egypt is usually very hot and often quite dry, with droughts occurring occasionally.
- While the Egyptians were developing civilisation and building the pyramids, Europe was going through its Stone Age. They were switching over from hunting and gathering to farming, eventually going through their Bronze Age and starting the Iron Age.
- Egyptian society was very hierarchical; this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society.
- Rulers of Ancient Egypt were called Pharaohs.
- Ancient Egyptians believed in the afterlife and that preserving the body allowed your soul to live on in the afterlife. When a Pharaoh died, their bodies were mummified, their organs removed and stored in canopic jars, and their wrapped bodies placed in a sarcophagus. This was then buried in a tomb.
- Most people in ancient Egypt were farmers. They lived with their families in houses made of mud bricks that were near the Nile River.
- They made paper and invented a writing system called hieroglyphs.
- In Ancient Egypt, the pyramids were impressive structures used as tombs for the burial of pharaohs, alongside their greatest treasures.
- In 1922, Howard Carter discovered Tutankhamun's tomb, which had not been raided by grave robbers and provided valuable information on the culture of ancient Egyptians.
- The River Nile is the world's longest river, which runs down the length of Egypt. It was essential for life in Ancient Egypt as the river was used for water supply, food supply, providing irrigation (water supply) for crops to grow, transportation, and trade.





Topic	RE	Theme	Leadership	Year Group	4
Key Question	Why do Christians call the day Jesus died 'Good Friday'?				

**What should I already know?**

- Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even putting himself on the cross.
- Christians believe Jesus builds a bridge between God and humans.
- Christians believe Jesus rose from the dead, giving people hope of a new life.

**What I will know by the end of the unit.**

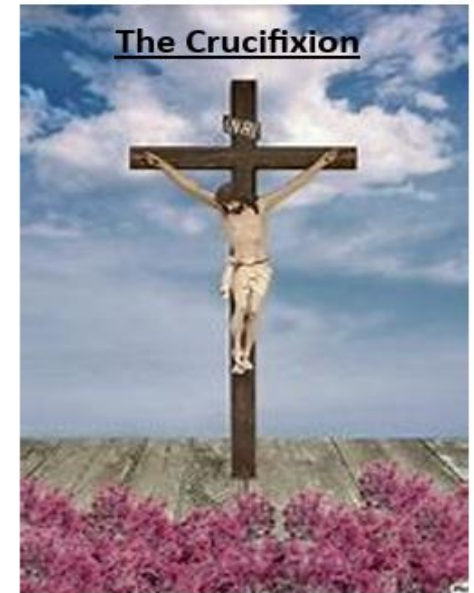
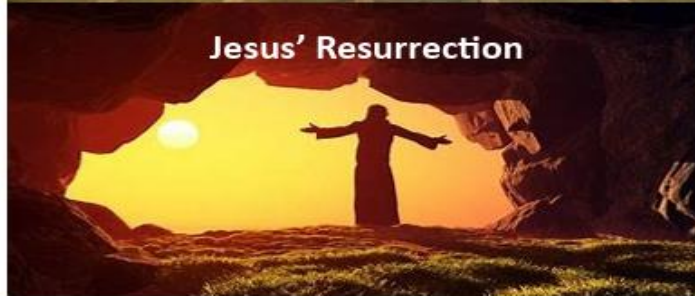
- To explore what Christians think salvation is.
- To understand what happened during Holy Week.
- To explain how Christians feel about Holy Week.
- To explain what different Christian groups do during Holy Week.
- To identify why the story provokes hope, sadness and joy.
- Why do Christians call the day Jesus died 'Good Friday'?

**Key vocabulary**

communion	a celebratory meal of bread and wine remembering Jesus' death. wine = blood, bread = body.
crucifixion	referring to the death of Jesus on a cross.
Golgotha	the place where Jesus was crucified
Passover	a Jewish celebration remembering when the Israelites were spared from the plagues
resurrection	Christians believe Jesus rose from the dead and became 'Christ', the risen one, the messiah.
sacrifice	the act of giving something up for something more important
salvation	the act of saving or being saved.
service	putting other people's needs before your own

**Key knowledge**

- Christians believe that the death of Jesus offers us the opportunity for salvation from original sin. In dying, he sacrificed himself for our sins.
- Holy Week includes Palm Sunday, where Jesus entered Jerusalem, Good Friday, where Jesus was crucified, and Easter Sunday, on which Jesus was resurrected. Christians see Holy Week as the culmination of Jesus' earthly life, leading to His death and resurrection.
- Christians feel a range of emotions during Holy Week. On Good Friday, Christians remember that Jesus dying was an act of salvation; salvation means saving us - Jesus saved us from sin.
- Christians try to follow the example set by Jesus by serving others. The bread and wine are important symbols from the Last Supper. Christians remember the events of the Last Supper through taking Holy Communion.
- The day Jesus died is called 'Good Friday' because Christians believe Jesus showed love for people by dying for their sins.



**Palm Sunday**

- The beginning of Holy Week, remembering Jesus' entry into Jerusalem on a donkey, welcomed by people throwing down cloaks and palm branches.
- In churches, palm crosses are often given out and kept by Christians in their homes to show their beliefs.

**Good Friday**

- After his crucifixion and death on Golgotha Hill, Jesus was placed in a tomb and a stone was rolled over the entrance to block the tomb.
- The origin of the name 'Good Friday' is in the fact that an alternative meaning for 'good is holy'. Christians remember it as the anniversary of Jesus dying for their sins.

**Easter Sunday**

- Easter Sunday celebrates the resurrection of Jesus. When the women went to the empty tomb, they found that the body of Jesus had disappeared.
- Later that day, Jesus was seen by Mary and the disciples. Over the next 40 days, there were many sightings of Jesus.



<b>Topic</b>	Computing - Logo	<b>Theme</b>	Leadership	<b>Year Group</b>	4
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### Key Learning

- To learn the structure of the coding language of Logo.
- To input simple instructions in Logo.
- Using 2Logo to create letter shapes.
- To use the Repeat function in Logo to create shapes.
- To use and build procedures in Logo.

### Key Questions

**What is Logo?**

Logo is a text-based coding language used to control an on-screen turtle to create mathematical patterns.

### Key Images



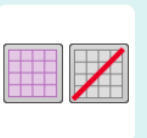
Open, close and share work



Choose the turtle style



Choose a background



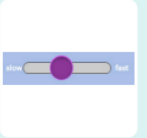
Switch the grid on and off



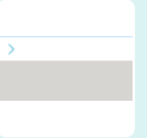
Press and the logo follows the instructions



Reset the mouse to the start position



Change the speed at which the mouse moves



Write the Logo instructions here

### Key Vocabulary

**Grid**  
The template around which the 2Logo turtle moves.

**Multi Line Mode**  
Type several lines of commands in the text area.

**Prediction**  
When you say what is going to happen when you run the instructions.

**LOGO**  
A text-based coding language used to control an on screen turtle to create mathematical patterns.

**Pen Down**  
Lowers the screen pen so the 2Logo turtle draws a line on the screen.

**Procedure**  
Pieces of Logo text with a procedure name that can be run by calling them by name. Saves time if you want to print to screen lots of the same shape.

**Repeat**  
A set of instructions that is run a specified number of times.

**Debugging**  
The process of identifying and removing errors from computer hardware or software.

**LOGO Commands (e.g FD, BK, RT, LT)**  
A list of commands inputted into 2Logo to move the turtle around the screen.

**Pen Up**  
Raises the screen pen so the 2Logo turtle doesn't draw on screen.

### Unit 4.5 - Logo: Prior and Future Learning Links

**Unit 1.4** **Logo Builders**

- Logical decision making
- Sequencing instructions
- Following instructions

**Unit 1.5** **Maze Explorers**

- Visual use of the Logo programming language.
- Program logic and structure

**Unit 1.7** **Coding**

- Familiarity with a code environment
- Logical planning of sequences
- Debugging skills

**Unit 2.1** **Coding**

- Familiarity with a code environment.
- Logical planning of sequences
- Debugging skills

**Unit 2.4** **Questioning**

- Logical decision processing
- Forward planning to achieve a solution

**All units**

- Use of 2Dos
- Saving, opening and editing work
- Sharing work
- Copying and pasting
- Mouse, keyboard and device skills

**Unit 3.1** **Coding**

- Flowcharts
- Timers
- Repeat
- Code, test, debug process

**Unit 3.6** **Branching Databases**

- Logical decision processing
- Modelling selection on a binary model.

**Unit 3.10** **External devices**

- Logical decision processing
- Repeat
- Code, test, debug process

**Unit 4.1** **Coding**

- Familiarity with code environment
- Logical planning of sequences and repetition
- Debugging skills

**Unit 4.5** **Logo**

**Unit 4.6** **Animation**

- Sequencing and animation in logical steps.

**Unit 4.11** **External devices**

- Logical decision processing
- Repeat, selection, variables
- Code, test, debug process

**Run Speed**  
The speed at which the 2Logo turtle moves around the screen.

**SETPC**  
Set pen colour to a given colour.

**SETPS**  
Set the thickness of the pen's line.



### Key Learning

- To discuss what makes a good animated film or cartoon.
- To learn how animations are created by hand.
- To find out how animation can be created in a similar way using the computer.
- To learn about onion skinning in animation.
- To add backgrounds and sounds to animations.
- To be introduced to 'stop motion' animation.
- To share animation on the class display board and by blogging.

### Animation

The process of adding movement to still objects.

### Onion Skinning

A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly.

### Key Vocabulary

#### FPS (Frames Per Second)

The number of frames played per second.

#### Pause

To temporarily stop the animation.

#### Frame

A single image in an animation.

#### Stop motion

A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.

### Key Images



Open, close or share animation.



Add or delete a frame from the animation.



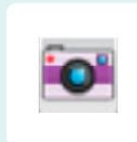
Play the animation.



Switch onion skinning on or off.



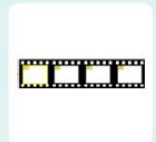
Add a background picture to the animation.



Insert a photograph from a webcam into the animation.



Insert a sound file into the animation.



Number of frames in the animation.

### Key Questions

#### What is an animation?

Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects. Animated motion pictures and television shows are highly popular forms of entertainment.

#### What is meant by onion skinning?

Onion skinning is a 2D computer graphics term for a technique used in creating animated cartoons and editing movies to see several frames at once.

#### What is meant by stop motion animation?

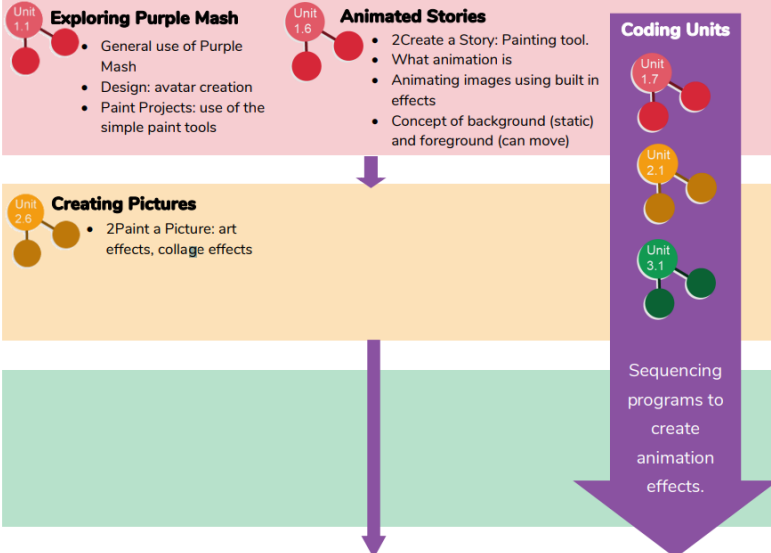
Stop motion animation is a filming technique in which objects (such as clay models) are photographed in a series of slightly different positions so that the objects seem to move.

### Key Resources



2Animate

## Unit 4.6 - Animation: Prior and Future Learning Links





Topic	Spanish - Do I have a pet?	Theme	Leadership	Year Group	4
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# ¿Tienes una mascota?

**phonics**

sound in:

- gato 
- tortuga 

**ga**

**stress placement**

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.

**accents**

Accents indicate the vowel is stressed. As seen in the word rat-ón.

**vocabulary**

8 common pets & their determiners.



Key questions:

 **¿Tienes una mascota?**  
*Do you have a pet?*

A wider range of conjunctions:

**pero** *but*

**grammar**

To understand the role of gender in the choice of determiners.

**un** **una**

*Singular determiner 'a' for masculine nouns*     *Singular determiner 'a' for feminine nouns*

1st person conjugation of high frequency verbs.

**tengo** *I have*

How to use the negative form in Spanish.

**no tengo**  
*I do not have...*

## What I will learn:

- Objective 1: I will learn how to say 8 common pet nouns in Spanish with their determiners.
- Objective 2: I will learn how to say I have a pet in Spanish.
- Objective 3: I will also learn how to say what my pet is called in Spanish.
- Objective 4: I will learn how to say what pet I do not have in Spanish.
- Objective 5: I will learn how to integrate the conjunction 'y' (and) and 'pero' (but) accurately into my work.

## It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.



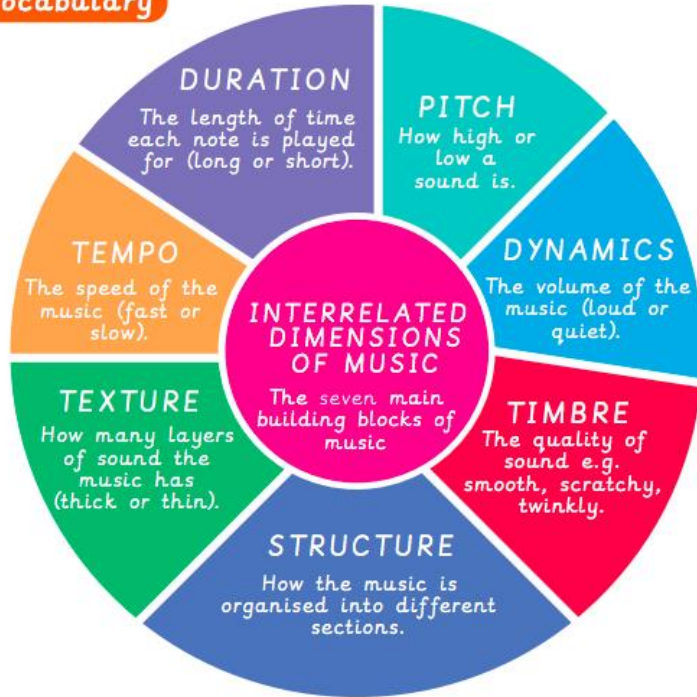


## Musical style: Classical

Exploring music inspired by trees, including the cherry blossom festival, Hanami. Learning how each composer uses different timbres in their pieces to describe the movements of trees in the wind and using this as inspiration for musical haiku compositions.



## Vocabulary



### Col legno

A way of playing a stringed instrument by striking the string with the wooden part of the bow.



### Pizzicato

Staccato sounds played by plucking the strings.



### Haiku

A Japanese three line poem which has a strict syllable structure of 5,7,5.

A Winter's Night ❄️

It is cold outside,  
So we will stay warm indoors  
Next to the log fire.

### Glissando

A continuous slide upwards or downwards between notes.



### Staccato

A musical term to describe short sounds.



### Improvising

Making up music as it is played or performed.

### Melody

Notes of different pitches played in a sequence to create a tune.

### Inspiration

Something that encourages you to be creative.

## Learning Outcomes:

- ❑ Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- ❑ Recognise, name and describe the effect of the interrelated dimensions of music.
- ❑ Select instruments and sounds which match their vocabulary.
- ❑ Work as a group to create a piece of music.
- ❑ Perform a piece of music as part of a group.

## What I should already know:

- Harmony means playing two notes at the same time that usually sound good together.
- An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- 'Syncopation' means a rhythm that is played off the natural beat.
- The word 'crescendo' means a sound getting gradually louder.
- That playing in time means all performers playing together at the same speed.
- That combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- Changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
- Many types of music from around the world consist of more than one layer of sound.



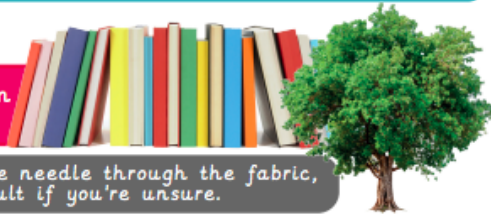
Topic	Design Technology - Textiles	Theme	Leadership	Year Group	4
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## Textiles - Fastenings

Aesthetic	How an object or product looks.
Assemble	To put parts together.
Book sleeve	A protective cover for a book to keep it from getting damaged.
Design criteria	To help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	Something that holds two pieces of material together securely or shuts something, such as buttons, zips and press-studs.
Prototype	A simple model that lets you test out your idea, how it will look and work.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Stencil	A shape that you can draw around.
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Template	A stencil you use to help you draw the same shape more easily on to different materials.

### Did you know?

Up to fifty books can be made from the pulp harvested from one tree!

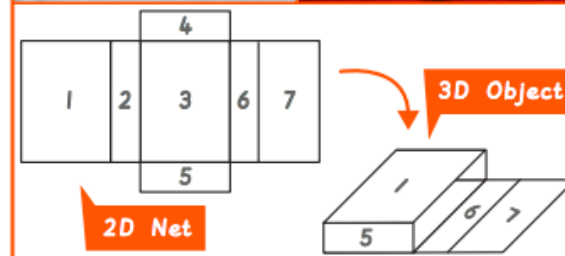


**!** Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

### Key facts



There are a number of **fastenings** that you can use to bring two pieces of **fabric** together.



A **2D net** made from card can be created to check the size for the book sleeve, before using **fabric**.  
When folded into a **3D shape**, we can test if it needs to be made bigger or smaller.  
This **2D net** has seven faces.

### Learning Outcomes:

- Identify the features, benefits and disadvantages of a range of fastening types.
- Write design criteria and design a sleeve that satisfies the criteria.
- Make a template for their book sleeve.
- Assemble their case using any stitch they are comfortable with.

### What I should already know:

- Use a cross-stitch to join two pieces of fabric together.
- Design and cut the template for a cushion.
- Use cross-stitch and appliqué to decorate a cushion face.
- Make a cushion that includes appliqué and cross-stitch.
- Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.
- Prepare and cut fabric to make a pouch from a template.
- Use a running stitch to join two pieces of fabric together.
- Decorate a pouch using the materials provided.



Topic

Art and Design: Fabric of nature

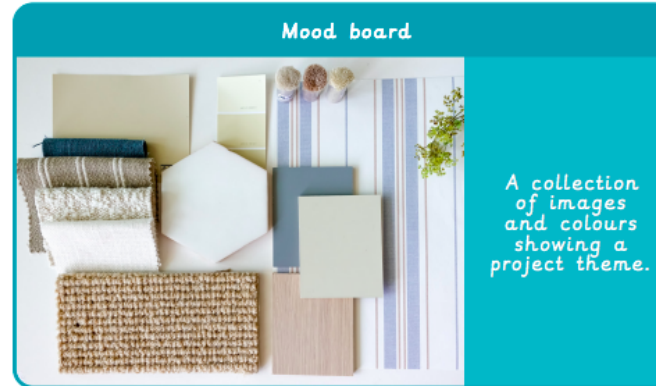
Theme

Leadership

Year Group

4

batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.



### Learning Outcomes:

- Describe objects, images and sounds with relevant subject vocabulary.
- Create drawings that replicate a selected image.
- Select imagery and colours to create a mood board with a defined theme and colour palette.
- Complete four drawings, created with confident use of materials and tools to add colour.
- Understand the work of William Morris, using subject vocabulary to describe his work and style.
- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.
- Identify and explain where a pattern repeats.
- Follow instructions to create a repeating pattern, adding extra detail.
- Understand different methods of creating printed fabric in creative industries.
- Use sketchbooks to evaluate patterns.
- Produce ideas to illustrate products using their designs.

### What I should already know:

- That 'composition' means how things are arranged on the page.
- Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
- Artists can use the same material (felt) to make 2D or 3D artworks.
- Artists can make their own tools.
- Artists can work in more than one medium.
- Art can be figurative or abstract.
- Art can be purely decorative or it can have a purpose.
- How to use a sketchbook to research a subject using different techniques and materials to present ideas.

### Artists

Ruth Daniels

Senaka Senanayake

William Morris

Megan Carter

### Glue batik

#### Step 1



Paint the design onto fabric with PVA glue. Then allow it to dry completely.

#### Step 2



Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

#### Step 3



Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.