









Art and Design – Sculpture

Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> Augusta Savage is an American sculptor, fought against racism to create a place for Black women in the world of art. Augusta went on to have a very successful career. She set up the Savage Studio of Arts and Crafts in Harlem, New York City 'Harlem Renaissance' – a cultural movement of Black writers, artists and musicians, who believed that the power of art could bring positive change She created works such as The Harp [1939], Young Boy [1940] and Gamin [1928]. The Harp was made from plaster. She began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours. Clay is a natural resource made up of a combination of minerals. The main techniques used in sculpting are pinching, slabbing, wedging and coiling. 	<ul style="list-style-type: none"> Discuss Augusta Savages work. Discuss the impact she had on black women and people in the art world. Recreate a sculpture using Augusta Savage as inspiration. Join, decorate, coil, pinch and slab as necessary. Construct more complex assemblages, free standing or relief. Make my own sculpture with accuracy. Link my work to the work of Augusta Savage. Evaluate and analyse creative works of my peers. Use clay, soap or chalk. Experiment with a wider range of materials. Use artistic/visual vocabulary to discuss work. Present my work in a variety of ways. 	<ul style="list-style-type: none"> Using clay. Modelling from direct observation and imagination. Using pinching, slabbing, wedging and coiling. Augusta Savage is an American sculptor. She created the sculpture Gamin in 1929.
Vocabulary: Assemblage: a collection of objects. Free standing: a work of art that stands on its own and doesn't need an object to go along with it. Relief: a type of sculpture where the sculpted elements remain attached to a solid background. Sculpture: forming solid objects to make 3D models Sculptor: an artist who makes sculptures Clay: a malleable material used and moulded by sculptors Malleable: to be hammered or pressed into shape without breaking or cracking Pinching: using your finger and thumb to press and shape the clay Slabbing: rolling out slabs of clay and cutting out pieces and attaching them together Joining: scoring the edge and adding slip to join them together Wedging: is another way of removing all the air bubbles from the lump of clay Coiling: involves the rolling out of clay into a long thin sausage-like form that is wound round like a spring		Images:   

Enquiry Organiser LKS2 Year 4 Summer 1A



Geography - Norfolk and East Anglia [UK]

<div>Knowledge I know...</div> <div><ul style="list-style-type: none">Coastlines are shaped by the sea, the air and the land.The UK has lots of different coastlines.Different coastlines are beach, cliff, sand dunes, salt marshes and harbour.Waves are important in shaping the coastline.Coastal erosion is caused by waves and wind and freeze-thaw.Deposition is where wind and water lay down grains of material that have been eroded and transported from another place.Erosion is where rocks are moved from one location and transported to another.Eroded materials get moved by the sea.Groynes are walls built from the land into the sea to reduce the amount of transported material. This slows erosion but does not stop it.The sea loses energy and deposits materials it was carrying.Coastal landforms can be different. E.g bay and cliffsBeaches can be different e.g sand and shingleA seaside is a settlement beside the sea.A seaside may have a pier and other amusements and places to eat.Hunstanton is a popular seaside town in Norfolk in East Anglia.Hunstanton is a market town.The countryside around Hunstanton is hillier than most of Norfolk.The town once had a Victorian pleasure pier, with a pavilion and miniature steam railway.Hunstanton has a variety of facilities to encourage tourists e.g Sealife Centre, amusement arcade, hotels, golf course, theatre and a seal sanctuaryHunstanton has a lighthouse, which is now a hotel.A tourist is someone who visits an area which is not where they live.Tourism describes the things that tourists do.Tourists spend money to create an income for people who live in the area e.g eating at restaurants, visiting museums.Jobs in the tourist industry include hotel owner, coach driver, shop assistant.Income from tourism is very important to Hunstanton.Hunstanton coast is located on the Wash.Hunstanton cliffs are made from layers of chalk and limestone.Hunstanton has some coastal erosion.Hunstanton has groynes.Hunstanton has a variable climate with a warm summer season, usually from Late June to early September.</div>	<div>Skills I can...</div> <div><ul style="list-style-type: none">give my own views about locations and explain why with evidence. E.g why seaside's are ideal for touristscompare their views with others.understand geographical similarities and differences through the study of human and physical geography of a region of the UK [Hunstanton].use aerial photographs and plans to identify features e.g. Identify coastal regionsask and respond to geographical questions about their environment and the countries studied including how and why using evidence to support their answers. E.g. Can coastal areas be rural or urban?use Ordnance Survey maps to identify different towns and counties within each square about the UK.analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabularyidentify topographical features of the United Kingdom including coast, features of erosion, hills, cliffs, landmarks, tourism and land use patterns.</div>	<div>Links back to I remember...</div> <div><ul style="list-style-type: none">The capital cities of the UK [London, Edinburgh, Cardiff, and Belfast].Observing and collecting information and data from, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age-appropriate charts and graphs.Using aerial photographs and plans to identify several features e.g. rivers, lakes, mountains, hills.Communicating geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.Making observations using a range of sources to compare e.g. climate.Understand geographical similarities and differences through the study of human and physical geography of a region of the UK [Huntingdon].To ask and respond to geographical questions about their environment and the countries studied including how and why using evidence to support their answers. E.g. What is the difference between settlements?Gather data to find out about the local area.Towns are bigger than a village and will have more facilities, they usually have a market area dating back to Anglo Saxon times.Towns have more than 20,000 inhabitants.Market towns holds a weekly market.Huntingdon is located in an agricultural area and is a market town.There are different types of soil which include sandy soil, clay soil, chalky soil and peat.</div>
<div>Vocabulary:</div> <div><p>Coastline: narrow stretch of land between land and sea.</p><p>Erosion: wearing away of land and rock</p><p>Deposition: transporting particles by water and wind</p><p>Bay: a part of a sea or a lake that cuts into a coastline and partly surrounded by land</p><p>Freeze -thaw: a process of erosion where ice forms in a crack of rock and then thaws leaving a bigger gap</p><p>Cliff: a high steep face of rock or earth usually found on a coastline</p><p>Sand: tiny loose grains of ground rock found on beaches and deserts.</p><p>Deposits: to put down or place</p><p>Transported: to carry from one place to another</p><p>Shingle: a mass of small round pebbles on a sea shore</p><p>Tourist: a person who visits somewhere different to where they live</p><p>Groynes are walls built from the land into the sea</p><p>sand dunes: an build up of sand grains shaped into a mound by the wind</p><p>salt marshes: a costal area that is flooded and drained by the sea</p><p>tide: the flowing of water from and to the land</p><p>harbour: sheltered area of water when boats are anchored</p><p>lighthouse: a tower with a flashing light for warning ships about danger</p><p>pier: a long flat structure built from the land over the water</p><p>tourism: describes the things that tourists do.</p><p>Income: money received from work</p></div>	<div>Images:</div> <div><div></div><div></div><div></div></div>	




Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)



Computing – Online Safety		
Knowledge I know...	Skills I can...	Links back to I remember... [Y3]
<ul style="list-style-type: none"> That there is a difference between an 'online identity' and a 'real life identity'. A number of things I can do to make sure I have a positive and safe experience online. That others may search my name online to find information about me. Know that not all information about me online may have been posted about me. That people may alter information or put untrue information about me online with or without my knowledge. Know what criteria have to be met before something is a 'fact'. How to get help from a trusted adult if needed. Know how to identify times or situations when someone may need to limit the amount of time they use technology e.g I can suggest strategies to help with limiting this time. Examples of tech/online activities that I engage with for extended periods of time. Examples of what happens when I have been online for too long. Know how to respond appropriately and who I can ask if I am not sure. Know what the digital age of consent is. Know how to get help if I am unsure about consenting to an online service. 	<ul style="list-style-type: none"> Explain how my online identity can be different to the identity I present in 'real life' Explain reasons for and against changing your identity online and explain how someone might do so. Describe the right decisions about how I interact with others online and how this will impact on how others perceive me. Describe what it feels like to be safe online. Give examples of when I have used strategies to help stay safe online or when I may have to use these strategies. Explain ways that some of the information about anyone online could have been created, copied or shared by others. Explain the difference between a 'belief', an 'opinion' and a 'fact'. Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Explain how to evaluate evidence to determine its credibility. Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work. Identify times when someone might need to limit the amount of time they use technology. Recognise and explain the range of strategies to limit time spent online/using tech (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) Begin to evaluate the effectiveness of these strategies on their own use of technology. Describe how some online services may seek consent to store information about me. 	<ul style="list-style-type: none"> Explaining what is meant by the term 'identity'[Y3]. Explaining ways in which and why I might change my identity depending on what I am doing online [Y3]. Explaining the importance of giving permission before sharing things online [Y3]. Explaining the importance of gaining permission before sharing things online [Y3]. Naming three different places of people that I can go to if I am unsure if information is safe to share [Y3]. Explaining the difference between a 'belief', an 'opinion' and a 'fact' [Y3]. Analysing information and differentiate between 'opinions', 'beliefs' and 'facts' [Y3]. Explaining how to evaluate evidence to determine its credibility [Y3]. Identifying how to get help from a trusted adult if needed [Y3]. Explaining why some online activities have age restrictions [Y3]. Explaining how children can be pressured into watching or doing something online [Y3].
Vocabulary: Identity: Who a person is, or the qualities of a person or group that make them different from [or similar to] others Online: connected to the internet using a digital device. Online Profile: A collection of personal information that you use to describe yourself online. Information: data put into a context that provides meaning. Data: A letter, word, number etc. that has been collected for a purpose, but stored without context. Personal information/data: information about an individual. This may include age, gender, address, location, photos and videos. Internet: the global system of interconnected computers. Permission: the act of allowing or authorising someone to do something. Sharing: the process of uploading, storing, and accessing files through the internet, enabling users to share or view information with others regardless of their physical location. Fact: something that is true, backed up by evidence or proof. Belief: what someone believes or an acceptance that something exists or is true, without proof		Images:



History – Anglo Saxons & Scots & Vikings – Life in Britain

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none">• Romans left Briton in 410AD• Once the Romans left, Britons were unable able to fend off any invaders.• The Scots were a constant threat and invaded Britian because they wanted more farming land and Britain had fertile land for growing food.• Anglo Saxon, Vikings, and Scots invaded Britain because the Romans left.• The Anglo Saxons invaded Britain because they lived in a place that was cold and often flooded.• The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat.• Some Historians suggest that the Anglo Saxons were invited to Britain.• The Anglo-Saxons only invaded Britain.• In 600AD after many battles there were seven Anglo Saxon kingdoms [Northumbria, Mercia, Essex ,Sussex East Anglia, Wessex and Kent]• The Kings of Anglo-Saxon Britain each ruled their own kingdom and the people within.• Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land.• The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons.• The Anglo Saxons were good farmers and craftspeople.• The Vikings invaded Britian because they didn't have enough wealth in Scandinavia to share with their sons.• The Vikings invaded Britian because it was warmer and had better land.• The Vikings travelled and invaded lots of places.• The Vikings were one tribe and came from Scandinavia.• The Vikings travelled in longboats and first arrived in Britain around AD 787.• The Vikings were very good seamen, and were skilled at farming, fishing, craft work and hunting.• The Vikings raided and invaded Britain repeatedly, setting up bases taking land and riches, mainly from monasteries [rich/poorly defended]• The Vikings and Anglo Saxons fought many battles in Britain.• By 878AD there was just one Anglo Saxon kingdom left [Wessex] as the others had been overrun by the Vikings.• The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different.• Anglo Saxon punishments included paying a fine called wergild.• Anglo Saxon punishments were brutal stoning, whipping, and exile, carried out in public to discourage others from committing such crimes.• Viking laws were not written down but passed on by word of mouth.• Viking punishments could include fines, being outlawed, fighting to the death, or revenge on someone who has killed a family member.	<ul style="list-style-type: none">• Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms.• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).• Explain historical situations, events, developments and individuals from more than 1 viewpoint.• Draw together information from sources about the complexity of life in the past.• Begin to ask and answer their own questions on sources.• Produce structured narratives and descriptions.• Explain with confidence the significance of particular causes and effects for many of the key events and developments.• Describe links between different features in past situations.• Describe links between different features in past situations. Can explain why they were certain differences and similarities across time periods.• Comment on the usefulness and reliability of a range of sources for particular enquiries	<ul style="list-style-type: none">• Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.• The Stone Age was approx. 3000BC.• The Iron age was 800 to 43AD in Britain.• Anglo Saxons and Danes conquered Huntingdon between 900-1000AD.• Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms.
<p>Vocabulary:</p> <p>Conquered: To take control of an area or country by force.</p> <p>Settlement: A place where people make their homes</p> <p>Archaeologist: A person who studies places and objects from the past</p> <p>Raid: A surprise attack</p> <p>Monastery: A place where monks live.</p> <p>Runes: Scripture or writing carved using tools, into stone, bone, wood and metal.</p> <p>Scandinavia: An area in northern Europe that includes countries such as Norway, Sweden, Denmark.</p> <p>Longboats: A type of Viking warship</p> <p>Exile: To be sent away.</p> <p>Invade: To enter and occupy land.</p> <p>Kingdom: An area ruled by a king..</p> <p>Outlawed: Having all property taken away and no longer being able to live in the community.</p> <p>Pagans: A religion where many gods and goddesses are worshipped.</p> <p>Pillaged: To violently steal something.</p> <p>Wergild: A payment system used to settle disputes between a criminal and the victim or their family.</p> <p>outlawed: a terrible punishment that might mean the Viking is banished from society and his property confiscated</p> <p>Wealth: amount of money and possessions someone has.</p> <p>Trade: buying and selling things.</p> <p>Migration: movement of people from one place to another.</p> <p>Fines: a punishment in which a person is ordered to pav a sum of money because they have done something wrong.</p>	<p>Images:</p> <div></div> <div><p>The Picts and Scots were a constant threat without Roman support.</p></div>	



Science – Electricity

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none">Electricity is a form of energy that can be carried by wires.Electricity can be used for heating, lighting and to provide power for devices.Appliances get electricity from mains supply, batteries or both.Know what different types of cells look like.Know the dangers of electricity.Know the electrical symbols for: bulb, battery, cell, switch, buzzer, motor and wire.Know the difference between conductors and insulators.Know how to test whether a material is a conductor or an insulator.Know an independent variable is what changesKnow a dependent variable is what we are measuringKnow the control variables are what we should keep the sameKnow what a switch might look likeKnow what materials to use to make a switch	<ul style="list-style-type: none">Explain the dangers of electricity.Identify common appliances that run on electricityIdentifying and name the basic parts, including cells, wires, bulbs, switches and buzzersRecognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuitrecognise some common conductors and insulators, and associate metals with being good conductorsDraw a circuit using the correct symbols.Record results in a tableMake a switch using the correct materialsApply knowledge about electrical circuits to make a toy	<ul style="list-style-type: none">That materials are suitable or unsuitable for purposes.Making observations.Setting up some simple practical enquiries.Using results to draw simple conclusions.Using straightforward scientific evidence to answer questions or to support their findings.Beginning to see a pattern in my results.Using simple scientific language, drawings and labelled diagrams when talking about the water cycle.
Vocabulary: Appliances - a device, machine or piece of equipment that uses electricity to perform a specific function Cell – electrical power supply Component – a basic, discrete device used in electrical circuits to perform specific functions, such as controlling or manipulating electricity. Circuit – a closed loop or pathway that allows electric current to flow from a power source, through components, and back to the source, enabling devices to function. Bulb – an electrical device that produces light when electricity passes through it, typically via a heated filament or gas Battery – Source of electric power consisting of one or more electrochemical cells with external connections for powering electrical devices. Switch – a device that manually opens or closes an electrical circuit Buzzer – a device that produces a buzzing sound when an electrical signal is applied Motor – A device that converts electrical energy into mechanical energy. Wire – Metal drawn out into the form of a thin flexible thread or rod. Conductor – a material that allows electricity to pass through it Insulator – a material in which electric current does not flow freely Independent variable – something that is changed Dependent variable – something that is being measured Control variable – something that is being kept the same	Images: 