Enquiry Organiser LKS2 **Year 4**
Spring 1A

Art and Design – Painting

Knowledge
I know...

- Georgia O'Keeffe was an artist.
- She was born in 1887 and was one of seven children.
- She began experimenting with painting close up views of flowers.
- She used oil paints in vibrant, bold colours.
- **A colour wheel is** a diagram used in the visual arts to represent the colours and their relationships to one another.
- Tertiary colours are the colours created when mixing a primary colour with a secondary colour.
- Different colours can have very different effects on our emotions.
- Complementary colours work in pairs and can be found directly opposite each other on the colour wheel, for example, purple and yellow.
- Few artists use only pure colours from around the colour wheel. Often artist will use tints, shades and tones when mixing colours.
- Monochromatic is where the artist uses tints, shades and tones of a single colour.

Skills
I can...

- Confidently make a range of marks using a paintbrush including single strokes, zig zags, umbrella handles, polos and a string of pearls.
- Experiment with mixing media e.g. wax crayon under/over paint.
- Understand the relationship between colours and have confident in mixing and using them.
- Show my explorations in my sketchbook.
- Evaluate and analyse creative works of my peers.
- Explore the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to my own work.
- Express my thoughts and feelings about a piece of art.
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Links back to
I remember... [Y3]

- Vary tone through blending using coloured pencils [Autumn].
- Mix a wider range of colours using pencil crayons [Autumn].
- Using complementary and harmonising colours [colour wheel]
- Using hard edged painting skills.
- Beginning to make a range of marks using a paintbrush including single strokes, zig zags, umbrella handles, polos and a string of pearls.
- Demonstrating my proficiency in water colour painting.
- Mixing and matching colour accurately.
- Georgia O'Keeffe was an artist.
- She painted Oriental Poppies in 1928.

Vocabulary:

Watercolour: a type of paint which is used with water to give transparent colour
Primary: colours used to create all other colours and cannot be made (red, yellow, blue)
Secondary: a colour created by mixing two primary colours e.g. orange and purple
Tertiary: are colours that are created by mixing equal parts of primary and secondary **col**our
Warm: are colours that envoke a feeling of warmth, such as red, orange and yellow
Cool: are hues that are often associated with water, grass and the sky
Complementary:work in pairs and contrast with each other, they can be found directly opposite each other on the colour wheel, for example, purple and yellow
Contrast: is the use of different elements to create visual interest and draw the viewer's eye to certain areas
Hue: a hue is the pure form of a colour that hasn't been changed in any way. It is not the tint, tone or shade of a colour
Monochromatic: where the artist uses tints, shades and tones of a single colour.
Shade: making a colour darker by adding black
Tint: making a colour lighter by adding white
Tone: the lightness or darkness of a colour

Images:




History – Stone Age

Knowledge
I know...

- Hundreds of thousands of years ago [approx.. 3000BC], the island of Great Britain was connected to Europe by a land-bridge
- The land bridge was called Doggerland.
- Hundreds of thousands of years ago, humans lived in caves.
- Humans learned to make fire in caves, they used it to cook food and keep warm and deter predators.
- Our human ancestors were nomadic.
- Our human ancestors walked to find food and gathered or hunted it.
- Our nomadic ancestors had to learn which foods they could eat, and which foods they could not eat.
- Our ancestors hunted animals and hunted fish using sharp tools.
- Tools were made from stone, or wood and or from a bone that was sharpened through grinding or polishing.
- Our human ancestors drew pictures in caves without any words.
- Stone Age peoples used earth ochres and manganese to make cave paintings.
- Skara Brae is a Stone Age village in the Orkney Islands.
- Stone Age homes were caves, huts or tepees and animal bone and skin structures to support Nomadic life.
- Stone Age homes had a hearth in the middle of the home where the fire was lit.
- Stonehenge is a prehistoric settlement of rock with mounds nearby.
- Stonehenge took over 800 years to put together.
- *Some* of our human ancestors believed that the Sun and the Moon had special powers.
- The longest day of the year is called Midsummer's Day.
- The shortest day of the year is called Midwinter's Day.
- How to transport large stones in a prehistoric way from one place to another.
- A mammoth was important Stone age people and why.
- The average life span of Stone Age people was about 35 years.

Skills
I can...

- Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms.
- Work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction.
- Comment on a range of possible reasons for differences in several accounts (e.g. explain how and why there were different viewpoints about X).
- Draw together information from sources about the complexity of life in the past.
- Begin to ask and answer their own questions on sources.
- Independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
- Produce structured narratives and descriptions.
- Describe links between different features in past situations.
- Explain why certain changes and developments were of particular significance within topics and across time periods
- Explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive).
- Comment on the usefulness and reliability of a range of sources for particular enquiries.

Links back to
I remember..[Y3]

- Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.
- 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.
- Drawing together information from sources about the complexity of life in the past.
- Beginning to ask and answer their own questions on sources.
- Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.

Vocabulary:

land-bridge: a piece of narrow land to connect separate areas
ancestors: someone who lived a long time ago
nomadic: people who move from place to place and do not stay in the same place
tools: a piece of equipment that you use to help you
hunter-gatherers: people who ate form wild fruits growing near to where they lived
Stone Age: a prehistoric period where stone was used in many ways to e.g tools
mammoths a large extinct woolly mammal like an elephant
pre-historic: means *before* history, *before* humans started to write things down
Skara Brae: is a Stone Age village in the Orkney Islands
mounds: built from soil and stone in the Stone Age
Stonehenge: prehistoric stone monument in Wiltshire
substantiated responses: a response linked to evidence
structured narrative: a written response with links to the historical knowledge learnt
Midsummer's Day: a day in the middle of the summer that is the longest day with most daylight
Midwinter's Day: a day in the middle of the winter that is the shortest day with least daylight

Images:



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

Enquiry Organiser LKS2 **Year 4**
Spring 1A

Computing Programming: Sequence in

Knowledge
I know...

- The internet is a global network of networks.
- The importance of keeping networks safe.
- The internet is used to provide many services.
- The World Wide Web is the part of the internet that contains websites and web pages.
- Routing is a way of getting from one place to another.
- The internet is connected by lots of routers.
- Files can be shared on the internet.
- The internet can be used to send emails.
- A web address is made up of WWW and a domain name.
- The end of a web address can tell you where it originates from.
- Most websites are hosted in large data centres.
- There are different types of web browsers.
- Websites and their content are created by people and can suggest who owns the content.
- There are rules to protect content.
- Not everything on the internet is true.
- I need to think carefully before I share or re-share content online.

Skills
I can..

- Demonstrate how information is shared across the internet.
- Discuss why a network needs protecting.
- Describe networked devices and how they connect.
- Explore a website and list what I find.
- Identify similarities and difference between web pages.
- Explain the types of media that can be shared on the World Wide Web [WWW].
- Describe where websites are stored when uploaded to the WWW.
- Describe how to access websites on the WWW.
- Recognise that I can add content to the World Wide Web.
- Explain that internet services can be used to create content online.
- Explain why some information I find online may not be honest, accurate or legal.

Links back to
I remember... [KS1]

- Digital devices must have an input, a process and an output.
- Digital devices accept inputs and produce outputs.
- The difference between an input and output device and can name examples.
- How digital devices can change the way we work.
- A computer network is a group of computing devices that exchange data and resources with each other.

Vocabulary:

Internet: a vast network that connects computers all over the world.
Router: enable messages to be passed between networks via switches.
Block: restricting access to information.
Allow: allow access to information.
Website: a collection of pages under one name,
Web page: a single page or document on the World Wide Web.
Domain name:
Data centre: large buildings full of powerful computers owned by companies such as Google, Amazon, Apple and Microsoft.
Web browser: software that allows us to see the eb pages that we are accessing e.g. Google Chrome, Firefox, Edge
WWW: World Wide Web

Images:

Geography – Earthquakes

Knowledge
I know...

- New Zealand is a country in the South Pacific Ocean.
- New Zealand is bordered by Tasman Sea and the south of the Pacific Ocean.
- New Zealand is south of the Equator and in the southern hemisphere.
- Wellington is the capital of New Zealand.
- Christchurch is a city in New Zealand.
- California is a state of the United States, not a country.
- California is located on the Western coast of the continent North America.
- California is bordered by the Pacific Ocean.
- California is north of the Equator and in the northern hemisphere.
- Sacramento is the capital city of California.
- The Earth is composed of four layers: the crust, mantle, outer core and inner core.
- Some of the Earth's crust we can see, it is the land which we build out houses/flats on.
- Some of the Earth's curst we can not see because it is under the ocean.
- The Earth's crust is very thin and made up of large sections of rock called tectonic plates.
- When the molten rock in the mantle moves, this sometimes makes the tectonic plates in the thin Earth's crust move too.
- Movement in the tectonic plates that form Earth's crust causes earthquakes.
- Earthquakes occur under water or on land at plate boundaries.
- The shaking and swaying caused by an earthquake are called tremors.
- Earthquakes are not random events, but are a consequence of tectonic plate movement.
- If tectonic plates move away from each other it can form a ridge.
- If tectonic plates move towards each other it can form mountains or sometimes an earthquake.
- If tectonic plates slide past each other, sometimes the plates stick, pressure builds up and the plates slip. This friction can cause an earthquake.
- A fault line is where the plates slide and friction occurs.
- The fault line in California is called the San Andreas fault.
- In 2004 there was an earthquake in the Indican ocean, off the coast of Indonesia and this caused a huge wave.
- Where the earthquake occurred is called the epicentre and this is on the surface of the earth.
- Where an earthquake starts is called the focus.
- A huge wave caused by an earthquake is called a tsunami.
- The effects of an earthquake travel in seismic waves.
- The larger the earthquake, the *more* seismic waves that are produced.
- The larger the earthquake, the *further* the seismic waves can travel.
- Charles Richter built the first seismograph to measure the magnitude of earthquakes.
- An earthquake can have effect on people and the environment.
- In some countries [Japan] buildings have been adapted e.g. rubber foundations absorb the shock of an earthquake.

Skills
I can..

- Describe and understand the relevant key aspects of physical geography, including earthquakes.
- Use maps, atlases, globes to locate countries and continents and describe features e.g. plate boundaries.
- Name and locate New Zealand and California on a world map.
- Find the UK, New Zealand and California on a map of tectonic pates.
- Use a world map to find the seven major plates: African, South American, North American, Eurasian, Indian and Pacific plates.
- Use a Richter Scale graph to compare the earthquakes in New Zealand and Indian Ocean.
- Observe and collect information and data from a range of age appropriate charts and graphs e.g. plot earthquakes on a graph.
- Ask and respond to geographical questions about the countries studied including how and why using evidence to support their answers e.g. about the magnitude of earthquakes.
- Understand that geographers learn about the world by observing and collecting data and information.
- Analyse and communicate geographical information by constructing labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.

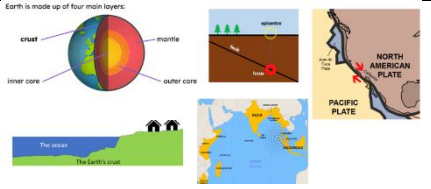
Links back to
I remember... [KS1]

- The seven continents of the world are: North America, South America, Antarctica, Europe, Asia, Africa, and Australia.
- The five oceans of the world are: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.
- Egypt is in the continent of Africa.
- 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.
- Identifying the position of the equator, and the northern and southern hemisphere.
- The equator is an imaginary circle around the earth dividing the earth into two equal parts.
- 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.

Vocabulary:

Earthquake: movement in the tectonic plates that form Earth's crust.
Tremors: shaking a swaying caused by an earthquake
Aftershocks: smaller tremors
Tectonic plates: sections of rock that make up the Earth's crust
Plate boundary: the point where two tectonic plates meet is known as a plate boundary
Earth's crust: the outermost layer of the Earth
Mantle: lies between the outer core and crust and is the largest layer, it is mostly semi-molten lava
Inner core: the layer in the centre of the earth that is mostly made from iron and nickel
Outer core: surrounds the inner core and is also mostly made from iron and nickel
Friction: when tectonic plates slide past each other, sometimes the plates stick, pressure builds up and the plates slip.
Fault line: where the plates slide and friction occurs.
San Andreas fault: the fault line in California
Epicentre: where an earthquake occurs
Tsunami: a huge wave caused by an earthquake
Seismic waves: how the effects of an earthquake travel
Focus: where an earthquake starts
Seismograph: a machine that measures seismic waves
Seismogram: produced by a seismograph
Magnitude: the power of an earthquake
Richter scale: a scale of numbers used to tell the size of earthquakes.
Landslide: land changing shape
Subsidence: broken and uneven ground
Liquid mud: water deep inside mud

Images:



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