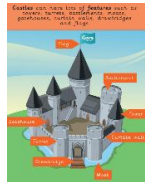


Enquiry Organiser LKS2 Year 4 Summer 2A



DT: Structures Constructing a Castle		
Knowledge I know... - How wide and flat based objects are more stable and reason why. - The importance of strength and stiffness in structures and can give an example. - All the features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose. - A façade is the front of a structure and can identify on designs. - A castle needed to be strong and stable to withstand enemy attack and explain why.	Skills I can... - Draw and label a simple castle that includes the most common features and talk about them. - Recognise that a castle is made up of multiple 3D shapes and name them independently. - Construct a wider range of 3D geometric shapes using nets with increased independence and talk using specific vocabulary. - Design a castle with key features which satisfy a given purpose. - Create special features for individual designs from own research. - Confidently score or cut along lines on the net of a 2D shape. - Use glue to securely assemble geometric shapes with increased accuracy. - Make facades from a range of recycled materials with support increased independence. - Evaluate my work by answering questions	Links back to I remember... [Y2 card Y2 & textiles] - Explore how my product can be made stronger, stiffer and more stable. - Explore and use mechanisms e.g. axels. - Design and make a template from an existing collar and apply an individual design criteria. - Follow design criteria to create an Egyptian collar. - the collar. - Evaluate an end product and think of other ways in which to create similar items.
Vocabulary: 2D: flat objects with 2 dimensions, e.g. square, rectangle and circle 3D: solid shapes with 3 dimensions e.g. cube, oblong and sphere Castle: a building from the past created to defend land and be the home of rich people like a king Evaluation: when you identify the poor/good points and then think about how to improve Facade: the front of a structure Stable: object that does not fall over Stiff: not flexible, doesn't bend easily Strong: it doesn't break easily Net: a 2d shape that can be made into a 3d shape Recyclable: something that can be used again Structure: something that stands on its own Design criteria: a set of rules to help designer focus on their ideas and test the success of them Scoring: scratching a line with a sharp object to make it easier to bend Tab: the small flaps on a net template that are bent and glued to hold the shape together Weak: it breaks easily		Images:  

Music: Body and Tuned Percussion (Theme: Rainforests)		
Knowledge I know... - Deciding the structure of music when composing can help create interesting music with contrasting sections. - Combining different instruments and different rhythms when composing can create layers of sound called 'texture'. - 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.	Knowledge I know... - Identify the structure of a piece of music. - Identify when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Play two contrasting rhythms being played together. - Play two different melodies being played together. - Play a complete piece of music with four different layers with an appropriate structure.	Knowledge I know... - How to sing a song, sing in time and in tune and follow the lyrics. - How to identify motifs aurally and play a repeated pattern on a tuned instrument. - Creating and performing a motif, notating it with reasonable accuracy. - Transposing a motif, using sharp or flat notes where necessary and change the rhythm. - Combining different versions of a musical motif and perform as a group using musical notation.
Vocabulary: Appraising: assessing and discussing a performance or piece of music Melody: notes of a different pitches played in a sequence to create a tune Contrast: an obvious difference Layers: the different instruments, rhythms, or melodies that build the overall texture Transition music that lines one section to a piece of music to another		Images:  

Enquiry Organiser LKS2 Year 4 Summer 2A



Geography: Scandinavia

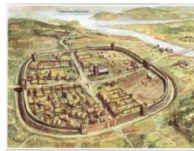
Knowledge I know...	Skills I can...	Links back to I remember...
- Sweden is a country in Scandinavia and the capital city is Stockholm and the population is 1 million. - Norway is a country in Scandinavia and the capital city is Oslo and the population is 700,000 - Denmark is a country in Scandinavia and the capital city is Copenhagen and the population is 650,000 - The most northern areas of Norway, Sweden and Finland experience a 'dark season'. - Parts of Scandinavia have no sunlight during parts of winter and no darkness during parts of summer. - Northern Lights or the Aurora Borealis happen every year around the Arctic Circle. - Northern lights happen when solar dust from the sun blows into the earth's atmosphere and causes a chemical reaction. - Summer seasons are generally quite mild in Scandinavia depending on the area. - Countries in Scandinavia have varied weather, and the climate can change. - Danish winters are much milder than those in Norway and Sweden. - The countries of Scandinavia share a wild and varied landscape. - Scandinavian countries have lakes, fjords, waterfalls, volcanoes, forests, glaciers, coastline, islands. - Scandinavia is in 2 main regions: Western Uplands and North European Lowlands. - Norway and Sweden are very mountainous countries. - The Scandinavian mountains run from the bottom of Norway all the way into Sweden. - The tallest mountain is Galdhøpiggen. - Norway is home to a very special physical feature called a glacier. - A glacier forms when fallen snow builds up over many years and compresses to form thick ice that moves incredibly slowly over time. - Norway has fjords. - Sweden has Lake Vanern. It's one of the largest lakes in Europe. - Denmark is flat. There are no mountains or cliffs. - Different parts of Scandinavia are utilised differently because of the climate and physical features of the region/ country. - Norway is the least inhabited as it is so mountainous, cold and far away from mainland Europe. - Most cities in Scandinavia are built by the coast and lakes so they often need lots of bridges. - Rivers and streams often feed into lakes and the sea, therefore there are a lot of bridges. - Stockholm is a city made up of 14 islands and 57 bridges. - Oslo is situated near the coast and has important trade and transport links. - Copenhagen is flat and many [45%] people cycle. - Many Scandinavian coastal towns, including all the capital cities, are important ports for trade. - Scandinavia has so many lakes and rivers that boats are a vital form of transportation for people and their goods.	- Describe and understand some key aspects of physical geography, including climate zones, rivers and mountains. - Name and locate countries in Northern Europe, Northern Hemisphere, Arctic and Antarctic and describe the difference between them. - Ask and respond to geographical questions about my environment and the countries studied including how and why using evidence to support my answers. - Use geographical vocabulary confidently and appropriately. - Choose an appropriate method to record evidence. - Understand that some knowledge about the world can be revised as we collect new data and information. - Use maps, atlases, globes to locate countries and continents and describe features.	- 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. - 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 with greater sophistication. - 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. - The Vikings came from Denmark to settle in the UK because of the UK's climate and agricultural advantages. - Settlements are built around rivers because of water, fertile lands for agriculture, transportation routes and defence benefits. - 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.

Vocabulary:	Images:
Northern Lights an aurora, sometimes referred to as northern lights, is a natural light display in the Earth's sky seen in the high sustainability to maintain at a steady level without exhausting natural resources or causing severe environmental damage Trade route a route, often covering long distances, that is used by traders Northern hemisphere the half of the Earth that is north of the Equator glacier a huge icy, snow river! They form when snow is packed down tightly to make sheets of ice. Fjords are long, narrow inlets along the coast, formed by ancient glaciers Arctic Circle is a line of latitude that runs around the globe north of the equator. The regions within the Arctic Circle experience extreme weather conditions and freezing temperatures. Archipelagos- a group of islands Compresses flatten or squeeze by pressure. Lakes a large body of water that is surrounded by land. waterfalls a place in a river where water spills suddenly downward. Forests piece of land with many trees. Glaciers large area of thick ice that remains frozen from one year to the next. coastline the area where land meets the sea or ocean islands area of land that is surrounded by water.	  

Enquiry Organiser LKS2 Year 4 Summer 2A



History: Anglo Saxons & Scots & Vikings [Alfred the Great]

Knowledge I know...	Skills I can...	Links back to I remember...
- Alfred the Great was the King of Wessex. - Alfred the Great was one of the most famous Anglo Saxon Kings and one of the only kings in British history to be called 'Great'. - His father was king of Wessex, but by the end of Alfred's reign his coins referred to him as 'King of the English'. - Alfred the Great encouraged people to learn and he tried to govern fairly. - Alfred the Great was born in 849AD and took the throne in 871AD. - To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'. - He also built warships to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings. - Alfred the Great immediately had to defend his throne from Guthrum, a Viking warlord. - Alfred raised an Anglo-Saxon army that defeated the Vikings at the Battle of Edington after many battles. - Alfred the Great made peace so that English and Vikings settled down to live together. - Alfred and Guthrum agreed to peace with a treaty and to divide up the country into parts ruled by the Saxons and by the Vikings. - Alfred kept Wessex in the southwest, Guthrum took the Viking lands in the North East, known as the Danelaw. - Alfred the Great translated books from Latin, which only a few people could understand, into English, so more people could read them. - Alfred the Great encouraged people to learn and he tried to govern fairly. - Alfred's coins name him as the 'King of the English'. - During his reign he was advised by a council of nobles and church leaders. - This council was called the Witan. - Christianity slowly became the main religion in Britain. - Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. - Alfred died in AD899 and was buried at his capital city of Winchester.	- Can sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. - Can explain historical situations, events, developments and individuals from more than 1 viewpoint. - Begin to ask and answer their own questions on sources. - Can 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. - Can 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. - Can explain why certain changes and developments were of particular significance within topics and across time periods - Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the X period distinctive). - Can comment on the usefulness and reliability of a range of sources for particular enquiries.	- 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. - Romans left Briton in 410AD - In 600AD after many battles there were seven Anglo Saxon kingdoms [Northumbria, Mercia, Essex ,Sussex East Anglia, Wessex and Kent] - The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat. - The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons. - The Anglo-Saxons only invaded Britain. - 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 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. - Sequence several of the most significant events, objects, societies, periods and people using some dates, period labels and terms. - Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. - Understand how sources can be used to answer a range of historical questions.
Vocabulary:	Images:	
Anglo-Saxons Main group of people living in Britain when the Vikings arrived Chieftain The leader of a village or small group of people Realm Space or area Treaty Written agreement between to different groups of people Massacre A killing of many people at once Invader People who invade another country or place by force. Anglo-Saxons: main group of people living in Britain when the Vikings arrived. Fought: take part in a violent struggle Govern: system of rules and the people who make and administer them. Christianity: focussed on the life and teachings of Jesus Christ who Christians believe to be the Son of God. Burhs: forts and walled towns in Wessex. Warships: ship equipped with weapons and designed to take part in warfare at sea. Nobles: a group of rich people Church leaders: minsters and others who govern the church Witan: the council of nobles and church leaders that advised Alfred the Great	 They fought against the Vikings. They were English (Anglo-Saxon) and fought against the Vikings. They were the first to use the word 'burh' to describe the fortified towns they built. They were the first to use the word 'burh' to describe the fortified towns they built.  What the coin says: King Alfred of the English, AD 871-899	



Science: Animals inc. humans: Digestive System & Food Chains

Knowledge I <i>know</i> ...	Skills I <i>can</i> ...	Links back to I <i>remember</i> ...
- Teeth are used for cutting and chewing food. The start the digestive process. - Humans look after their teeth by brushing and flossing and ensuring that they do not eat foods high in sugar. - Not looking after teeth can lead to plaque and tooth decay. - Canines are pointed for tearing and ripping food. - Incisors are shovel shaped and help bite lumps out of and cutting food. - Premolars and molars are flat and they grind and crush food. - How the Digestive System works: - The smell of food triggers saliva to be produced. - Food is ingested and chewed in the mouth. - Saliva is mixed with the food which helps to break it up. - When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach. - In the stomach, food is mixed further. - The mixed food is sent to the small intestine which absorbs nutrients from the food. - Any leftover broken down food then moves on to the large intestine. - The food, minus the nutrients, arrives in the rectum where muscles turn it into faeces. It is stored here until it is pushed out by the anus. This is called excretion. - A food chain is a simple way to show the direction in which energy moves from the producer to the tertiary consumer. - The producer (a plant) gets its energy from the Sun. - A primary consumer gets its energy from a produced e.g. a mouse gets it's energy from wheat. - A secondary consumer gets its energy from a primary consumer e.g. an owl is the predator and a mouse is the prey. - A tertiary consumer gets its energy from a secondary consumer e.g. a wolf gets its energy from an owl. - The arrows in a food chain show the direction in which the energy travels. - A food web shows the direction in which energy travels when animals and producers (plants) are eaten by more than one thing. - A food web shows multiple food chains where there are multiple feeding relationships. - When part of the food chain is removed, this has an impact on the other parts of the food chain. The number of some species will increase, while the population of others will decrease. This can have a direct impact on the survival of the species. - The population of tertiary consumers depends on healthy populations of producers, primary and secondary consumers	- Match predators and their prey depending on their habitats. - Create food chains for different habitats and compare them. How do the producers, predators and prey compare? What are their teeth like? - Compare animal populations and explain why some populations (e.g. insects) might be higher than others (e.g. wolves) - Dissect owl pellets and investigate and identify the contents - Explore what happens when part of a food chain is removed. - Create food webs. - Explore how the changing environment is having an impact on feeding relationships and food chains/webs.	- Humans cannot make their own food like plants do - we need to eat plants and animals to get our energy. - Healthy, balanced diets lead to healthy, active people. - Humans and some other animals have skeletons and muscles for support, protection and movement. - The life processes (MRS GREN): Movement, Respiration, Sensitivity, Growth. Reproduction, Excretion, Nutrition. - Animals can be grouped into carnivores, herbivores and omnivores and other ways in which to classify animals. - Most animals live in habitats to which they are suited. - Animals and plants depend on each other. - How animals obtain their food and an example of a food chain.

Vocabulary:

Absorb: soak up or take in
Canine: pointed teeth near the front of the mouth of humans and of some animals
Carnivore: an animal that eats meat
Decay: gradually destroyed by a natural process
Digestion: breaking down ingested food material
Enamel: the hard white substance that forms the outer part of a tooth
Excretion: the process of eliminating faeces, urine, or sweat from the body
Faeces: the solid waste substance that people and animals get rid of from their body by passing it through the anus
Herbivore: an animal that only eats plants
Incisor: the teeth at the front of your mouth which you use for biting into food
Ingested: When animals or plants ingest a substance, they take it into themselves, for example by eating or absorbing it.
Intestines: the tubes in your body through which food passes when it has left your stomach
Molar: the large, flat teeth towards the back of your mouth that you use for chewing food
Nutrition: the process of taking food into the body and absorbing the nutrients in those foods
Oesophagus: the part of your body that carries the food from the throat to the stomach
Omnivore: person or animal eats all kinds of food, including both meat and plants
Organ: a part of your body that has a particular purpose
Plaque: a substance containing bacteria that forms on the surface of your teeth
Premolar: two situated on each side of both jaws between the first molar and the canine
Saliva: the watery liquid that forms in your mouth and helps you to chew and digest food
Stomach: the organ inside your body where food is digested before it moves into the intestines
Classification key: a system which divides things into groups or types
Energy: the ability and strength to do physical things
Environment: all the circumstances, people, things, and events around them that influence their life
Food chain: a series of living things which are linked to each other because each thing feeds on the one next to it in the series
Food web: a combination of food chains that integrate to form a network
Habitat: the natural environment in which an animal or plant normally lives or grows
Organism: a living thing
Predator: an animal that kills and eats other animals
Prey: an animal hunted or captured by another for food
Primary consumer: an organism that feeds on producers. They are always herbivores.
Producer: organisms that make their own food using energy from the Sun.
Secondary consumer: organisms that eat primary consumers for energy.
Tertiary consumer: eat primary and secondary consumers as their main source of food.

Images:

