

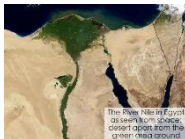
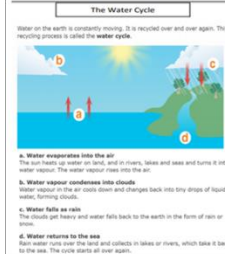


Design technology – Textiles [cushion]			History – Ancient Egypt		
Knowledge I know...	Skills I can...	Links back to I remember...	Knowledge I know...	Skills I can...	Links back to I remember...[Y3]
- Applique is a way of mending or decorating a textile by applying smaller pieces of fabric to large pieces. - When two edges of fabric have been joined together it is called a seam. - It is important to leave space on fabric for the seam. - That some products are turned inside out after sewing so that the stitching is hidden. - To know that a fastening is something which holds two pieces of material together, e.g. zipper, toggle, button, press stud and velcro. - To know that different fastening types are useful for different purposes. - To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.	- Design with key features to appeal to a specific person/purpose with increased independence. - Follow design criteria to create a cushion. - Select and cut fabrics with confidence using fabric scissors. - Thread needles with greater independence. - Tie knots with greater independence. - Sew cross-stitch to join fabric. - Confidently decorate fabric using applique independently. - Complete design ideas and stuffing and sewing the edges. - To evaluate own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design with developed vocabulary and independence.	- Denim, fleece, cotton, felt, hessian, wool and leather are types of fabric. - A running stitch or over stitch can be used to join fabric. - A seam is the line where pieces of fabric are joined together. - Identifying a simple design criteria. - Designing a bag using my ideas and experiences and make a mock-up. - Cutting, shaping and joining fabric to make a simple bag. - Use a running stitch or an over stitch. - Measuring and cutting with some accuracy. - Using scissors safely and appropriately. - Evaluating my bag against my design criteria. - Identifying the strengths of my bag and talking about possible changes I might make. - Talking about my ideas.	- The difference between BC and AD. - Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. - Egyptians lived around the River Nile because it provided fertile soil [Black Land] for farming and it was safe to live as they were protected from enemies due to the desert. - The Ancient Egyptians built pyramids around 3000BC. - The ruler of Ancient Egypt was called a Pharaoh. - Egyptians believed Pharaoh was a God. - An Archaeologist investigates and excavates archaeological sites. - Howard Carter was a British Archaeologist who discovered the remains of Tutankhamun in a tomb in 1922. - Egyptians wrapped each limb of a dead body in white cloth because they wanted to stop it from decaying and preserve the body. - The Egyptians worked out a way to remove all the moisture from the body. This was called embalming. Another word for embalming is mummification. - Egyptians put organs into canopic jars. - The ankh was an ancient Egyptian symbol of life. - Pharaohs were buried in the Valley of the Kings. - Amun was the king of the gods of Ancient Egypt. - Ra was the god of the sun. - Amun-Ra was the most important of all the Egyptian Gods. - Egyptians believed ba returned to the body each night. - Rosetta stone was discovered with three types of writing on it and was used to decipher meaning. - The writing of the Ancient Egyptians is called Hieroglyphics. - Some hieroglyphics are carved into a cartouche.	- Can 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) and the difference. - Can comment on the usefulness and reliability of a range of sources for particular enquiries - Draw together information from sources about the complexity of life in the past. - 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. - Describe links between different features in past situations. Can explain why they were certain differences and similarities across time periods. - Can explain with confidence the significance of particular causes and effects for many of the key events and developments.	- Sequencing events/objects on a timeline with dates. - Dividing a timeline into BC (Before Christ) and AD (Anno Domini). - Seeing how gaps in evidence can influence interpretations. - providing a reason why two accounts of the same event might - commenting on a range of possible reasons for differences in a number of accounts. - Drawing together information from a range of sources. - Asking valid questions for enquiries and answer using several sources. - Using sources of information to make statements or judgements. - Showing awareness and understanding visually, orally and in writing. - Using a wider range of vocabulary when showing awareness. - Demonstrating knowledge of causes for events - Recognising differences between ways of life in the past. - Making valid statements about the main things that stayed the same and the changes occurring within topics. - Making valid statements about the main similarities, differences and changes within topics. - describing and making valid statements about some similarities, differences and changes occurring within KS1 & LKS2 topics. - Selecting what is most significant in a historical account - Beginning to explain why. - Understanding how sources can be used to answer a range of historical questions.
Vocabulary: Applique: a form of textile work where small pieces of cloth are sewn or stuck onto a larger piece. Cushion: a bag of cloth stuffed with a mass of soft material Running stitch: a line of small even stitches which run back and forth through the cloth without overlapping Embellish: to add decoration Cross-stitch: a two stitch style of sewing that forms a cross pattern. Template: a stencil made used to make many copies of a shape or help cut material accurately. Polyester felt: a fabric made from synthetic plastic fibres. Water-resistant: doesn't allow water to go through. Fabric: made from fibres spun and woven together Cotton: a fabric made from cotton plant fibres. Seam: a line where two pieces of fabric are sewn together i Stuffing: padding used to stuff cushions Thread: a long, thin strand of cotton, nylon, or other fibres used in sewing		Images: 	Vocabulary: Archaeologist: somebody who looks at ancient sites and objects to learn about the past. Canopic jars: containers used by Ancient Egyptians. Chronology: putting events or dates in order Civilisation: a large group of people who share certain ways of living and working. Cartouche: an oval with a line at one end. Era: a period in history. Excavate: to uncover something by digging away and removing the earth. BC: before Christ. AD: Anno Domini meaning "in the year of our Lord" referring to Jesus Christ. Tomb: a hole in which a dead body is buried. Source: a place, person or thing that you can find information from Hieroglyphics: writing system used in Ancient Egypt. Valley of the Kings: contains tombs or graves of dozens of the royal rulers of Ancient Egypt. Pharaoh: Ancient Egyptians rulers [like a king or queen] Pyramid: a large structure with four sides that usually slope upward and meet at a point. Decay: to rot and break down. Preserve: to keep intact and free from decay. Embalming: to treat a dead body so as to protect from decay. Mummification: preserving a body after a person has died.		Images:   

Year 4 Enquiry Organiser LKS2

Autumn 2 A



Geography – Egypt & Rivers			Science – States of matter [Y4] <i>solids, liquids, gases & water cycle – evaporation & condensation</i>		
Knowledge I know...	Skills I can...	Links back to I remember...	Knowledge I know...	Skills I can...	Links back to I remember...
- Egypt is a country. - Egypt is in the continent of Africa. - Cairo is the capital city of Egypt. - Egypt borders The Red Sea and The Mediterranean Sea. - The river that flows through Egypt is called the River Nile. - The River Nile is a river that runs through 11 different countries. - More than 85 million people in Egypt rely on the water of the River Nile to survive. - The River Nile is the longest river in the world at 6695km. - The source of a river is where the river starts. - The mouth of the river is where the river ends. - The River Nile flows northwards from the South to the North and out to the Mediterranean Sea. - The White Nile and the Blue Nile are tributaries that flow into the River Nile. - The River Nile splits into smaller rivers and streams that flow away from the main river channel these are called distributaries [at Giza]. - The main source of the River Nile is Burundi feeding into Lake Victoria, with Lake Tana as a secondary source. - All rivers start at higher ground e.g. in a mountain or hill. - Rivers get slower as they flow towards flatter ground. - Fast-flowing rivers carry sediment. - The sediment settles on the river bed and forms a landform called delta. - The V-shaped landform at the mouth of the River Nile is the Nile Delta. - Towns and cities in Egypt have developed on the delta because of its fertile land. - The Aswan High Dam was built so that the water flowing into the River Nile could be controlled. - Dams work by blocking the path of the river creating a reservoir. - Dams are controlled using sluice gates. - Dams are used to create hydroelectric power.	- Observe and collect information and data from, photos and aerial images, diagrams, globes, atlases and maps, GIS and a range of age-appropriate charts and graphs. [Egypt]. - Use aerial photographs and plans to identify several features [e.g rivers]. - Identify the position of the equator, and the northern and southern hemisphere. - Communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary. - Explain the journey of a river using appropriate geographical vocabulary in my written work. - Understand how rivers and land use patterns have changed over time. - Make observations using a range of sources to compare e.g. climate.	- There are seven continents in the world. - There are five oceans in the world. - Simple compass directions [North, South, East, West]. - Using a map, globe or atlas to locate hot and cold areas of the world. - Asking and answering simple geographical questions. - Making observations about where things are. - Comparing human and physical features of different places. - Using a map, atlas and globe to locate countries, continents and oceans.	- Solids stay in one place and can be held. - Most solids keep their shape and do not flow like liquids. Some like sand and salt can be poured as they are made up of lots of solid particles. - Solids always take up the same amount of space (fixed volume). - Liquids can flow or be poured easily and are not easy to hold. - Liquids change shape depending on the container they are in but have a fixed volume. - Gases are often invisible. - Gases do not keep their shape – changing this and their volume to fill up whatever container they are in. - When a material changes from one material type to another, we refer to it as 'having changed state of matter'. - Water evaporates into the air. - The sun heats up water on land, and in rivers, lakes and seas and it turns it into water vapour. The water vapour rises into the air. - Water vapour condenses into clouds. - Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds. - Clouds get heavy and water falls back to the earth in the form of rain or snow. - Rain water runs over the land and collects in lakes or rivers, which take it back to the sea. - Water can evaporate and condense at any temperature but the warmer it is the faster the evaporation takes place.	- Name examples of solids, liquids and gases and sort these, giving reasons why. - Compare and group according to properties, based on testing. - Make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers. - Explore the properties of liquids. - Identify viscous liquids and order from most to least. - Investigate the viscosity of liquids. - Recognise when a simple fair test is necessary and help to decide how to set it up. - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Represent solids, liquids and gases using images and drawings. - Set up simple practical enquiries, comparative and fair tests. - Explain my findings. - See a pattern in my results and record what I found out, linking cause and effect. - Use scientific language, drawings and labelled diagrams when explaining the water cycle.	- Observing that some materials change state when they are heated or cooled, - Measuring and researching the temperature at which this happens in degrees Celsius (°C)
Vocabulary:		Images:	Vocabulary:		Images:
River bank: the land at the side of a river. Continent: a large land mass, typically a group of countries Dam: a structure that holds back water. Equator: an imaginary circle around the earth dividing the earth into two equal part Elevation: the raising of something Reservoir: a large, man-made body of water. Sluice: a passage that carries water and has a barrier. Sluice gate: a barrier which can be opened and closed to control the flow of water. Source: where the river begins. Mouth: the pace where a river enters another river, sea, ocean or lake, Tributary: a small stream that connects a water source to a large body of water. Delta: a wetland area that forms as rivers empty their water and sediment into another body of water. Sediment: small bits of eroded rock. Landform: a naturally formed feature on land. Fertile: soil which is good for plant and crop growth. Hydroelectric power: type of energy that uses the power of moving water.		  	Viscous: a liquid is thick and sticky and does not flow easily. Solid: has a defined shape and volume. Liquid: has an almost-fixed volume, but no set shape. Gas: has neither a definite volume or definite shape. Particles: an extremely tiny piece of matter. Properties: what a material is like and how it behaves (soft, stretchy). Variables: factors that can change. Fair test: a way of finding out something by changing only one thing at a time. Method: how an experiment is carried out. Evaporate: when a liquid becomes a gas. Water vapour: water in its gas state. Condensation: a process by which a substance changes from a gas to a liquid. Compressed: the squashing of particles. Water Cycle: the journey water takes as it moves from the land to the sky and back again. Compressed: the squashing of particles. Water Cycle: the journey water takes as it moves from the land to the sky and back again. Precipitation: Water falling back to the earth in the form of rain/snow/hail. Run off: water running over land back to lakes, rivers and the sea.		 

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



Music – Changes in pitch, tempo and dynamics (Rivers)		
Knowledge I know...	Skills I can...	Links back to I remember...
- When you sing without accompaniment it is called 'A Capella' - Expressive language (like a poem) can be used as inspiration for composing music. - Both instruments and voices can create audio effects that describe something you can see. - Grouping instruments according to their timbre can create contrasting 'textures' in music.	- Sing in tune and in harmony with others, with developing breath control. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform. - Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos.	- Duration means how long or short a note or piece of music is. - Pitch means how high or low a note or sound is. - A tuned instrument is an instrument that can produce a specific pitch. A glockenspiel and a xylophone are tuned instruments. - Chime bars are a tuned instrument.
Vocabulary:		Images:
Acappella: without instrumental accompaniment Breath control: practice of breathing gently and using minimal effort Cue: a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance. Diction: the choice and use of words and phrases in speech or writing. Expression: playing or singing with a personal response to the music. Harmony line: the simultaneous sounding of multiple notes, or chords, to support a melody and create a pleasing effect. Layer: combining multiple individual sounds to create a single, more complete sound. Notation: a system used to visually represent music.		