
















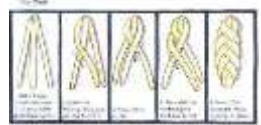




# Knowledge Organiser – Art ‘Terrible Tudors’ Year 4

I have the right to an education which develops my personality,

| Key Knowledge and Skills  | Key vocabulary   |   | Cultural Heritage   |
|---|--|---|---|
| <p><b>PORTRAIT ART</b></p>  <p>To use art vocabulary and sentence stems to discuss likes and dislikes about different famous portrait paintings.</p> <ul style="list-style-type: none"> <li>Know names such as Van Gogh, Da Vinci and Picasso</li> </ul> <p>and be able to describe their style.</p> <p>To use COMPOSITION vocabulary to explore the painting of the Ambassadors by the Tudor artist Hans Holbein.</p>  | <p><b>montage</b></p> <p>a gathering together of different images and text, displayed artistically</p>   | <p><b>composition</b></p> <p>How a picture is made up (background/foreground, detailed, simple/complex, centred, focus)</p>   | <p>Black American artist</p>  <p>Kehinde Wiley – famous for the portrait of Barack Obama</p>  |
| <p><b>HOW TO USE A SKETCHBOOK</b></p>  <p>Know how to create a <b>montage</b> of ideas, sketches, drawings and photos that express something about themselves.</p> <p>How to create a self-portrait from a photo, using different style and <b>media</b>.</p>   | <p><b>media</b></p> <p>The different equipment used to produce a piece of art (paste, charcoal, paint etc.)</p>  | <p><b>Water-colour paints</b></p> <p>A paint that dissolves when water is added so the colour can be spread with a brush.</p>  | <p>British artist</p>     |
| <p><b>TUDOR MINIATURES</b></p> <ul style="list-style-type: none"> <li>* How to use water-colour paints</li> <li>* How to use <b>watercolour paints</b> to create a <b>Tudor miniature portrait</b>.</li> </ul>   | <p><b>Tudor miniature portrait</b></p> <p>A tiny water-colour painting, traditionally painted on vellum.</p>  | <p><b>vellum</b></p> <p>Calf-skin</p>   | <p>Rashid Rana – Pakistani portrait artist</p>    |
| <p><b>USING I.T.</b></p> <p>How to create a Pablo Picasso style portrait using IT.</p>  <ul style="list-style-type: none"> <li>* Using the snipping tool</li> <li>* Creating shapes and using fill tools.</li> <li>* Layering images</li> <li>* Removing backgrounds</li> <li>* How to flip images</li> </ul>  |  |   |   |

# Knowledge Organiser – D and T ‘Precious Pouches’ Year 4

Article 29 I have the right to an education which develops my personality, talents and abilities

| Key Knowledge and Skills  | Key vocabulary  |   | Cultural Heritage                                 |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
|---|---|---|---|-------------------|--|-----------------|------------------------------------|---------------|----------------------------------|-------------|-------------|--------------|--|--------------|---|----------------------|---|--|
| <p><u>What you need to know:</u></p> <p><u>What you are designing and making:</u><br/>A drawstring pouch</p> <p><u>Purpose(why you are making it):</u> To keep important items safe eg fidget spinners</p> <p><u>What your pouch must include:</u></p> <ul style="list-style-type: none"><li>• It must have a draw string</li><li>• The design must reflect its use.</li><li>• A template must be drawn and used</li></ul>   | <table><tr><td><b>pouch</b></td><td>A small flexible bag sometimes attached to a belt</td></tr><tr><td><b>drawstring</b></td><td>A string that can be threaded into a bag which can pulled to open and close it</td></tr><tr><td><b>template</b></td><td>A rigid shape that is drawn around</td></tr><tr><td><b>fabric</b></td><td>A type of material that is woven</td></tr><tr><td><b>slit</b></td><td>A small cut</td></tr><tr><td><b>plait</b></td><td>A string that is made up of three interwoven threads</td></tr><tr><td><b>braid</b></td><td>Threads of cotton that are woven into a decorative band</td></tr><tr><td><b>Rotary cutter</b></td><td></td></tr></table> | <b>pouch</b>  | A small flexible bag sometimes attached to a belt | <b>drawstring</b> | A string that can be threaded into a bag which can pulled to open and close it | <b>template</b> | A rigid shape that is drawn around | <b>fabric</b> | A type of material that is woven | <b>slit</b> | A small cut | <b>plait</b> | A string that is made up of three interwoven threads | <b>braid</b> | Threads of cotton that are woven into a decorative band | <b>Rotary cutter</b> |  | <p><u>Eid gift favour bags</u></p>  |
| <b>pouch</b>  | A small flexible bag sometimes attached to a belt   |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>drawstring</b>   | A string that can be threaded into a bag which can pulled to open and close it  |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>template</b>   | A rigid shape that is drawn around  |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>fabric</b>   | A type of material that is woven  |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>slit</b>   | A small cut   |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>plait</b>  | A string that is made up of three interwoven threads  |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>braid</b>  | Threads of cotton that are woven into a decorative band   |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <b>Rotary cutter</b>  |    |   |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |
| <p><u>Designing</u><br/>How to draw and label a diagram and create resource list.</p> <p><u>Making</u><br/>How to draw around a template</p>  <p>Smooth out the fabric. Keep the fabric flat with your hand and across your template. Draw around the template carefully.</p> <p><u>Version 1: How to create a drawstring</u></p>  <p>Measure down from the edge and draw a line. Cut some evenly spaces slits the same size. Thread through your braid and pull.</p> <p><u>How to plait or make a 2-loop braid.</u></p>   | <p><b>Evaluating</b></p> <p>-How does your textile look? Would your user like it? Why or why not? How could you improve the way it looks?</p> <p>-Which materials did you choose? Why? Does your product perform its purpose well? Why or why not?</p> <p>What do you like about your product?<br/>How could you improve your product?</p>   | <p><u>Traditional Romanian drawstring bags</u></p>  <p><u>Wedding favour bags in African design</u></p>  |   |                   |  |                 |                                    |               |                                  |             |             |              |  |              |   |                      |   |  |



# Knowledge Organiser – History: Terrible Tudors Y4

## Key Knowledge

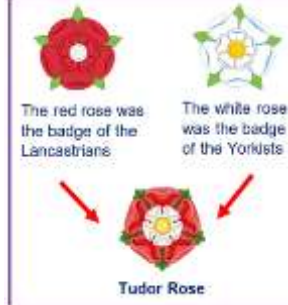
|   |  |
|---|--|
| <b>How long did the War of the Roses last for?</b>  | <b>Civil war</b> had been raging through England for 30 years during the mid 15 <sup>th</sup> Century. This became known as The War of Roses because each side of the battle were represented by a rose. The red rose was the badge of Lancastrians and the white rose was the badge of the Yorkists.  |
| <b>Who won the fight at the Battle of Bosworth?</b> | The final battle of the War of the Roses was at Bosworth in Leicestershire. This battle saw Richard III killed by Henry Tudor. With the death of Richard III, Henry became Henry VII, passing the crown from York to Lancaster.  |
| <b>What is a Tudor Rose?</b>                        | With the battle won and Richard III slain, Henry Tudor became Henry VII of England. He decided to end the War of Roses by marrying Edward IV's daughter, Elizabeth. Now Lancaster and York were one family and the wars could end. To mark the significance of this event, Henry created a new symbol for his house which shows a red and white rose joined together. This became known as the Tudor Rose. |
| <b>How long did the Tudor dynasty last for?</b>     | The Tudor <b>Dynasty</b> lasted for approximately 118 years from 1485 (when Henry VII defeated Richard III at the Battle of Bosworth) until 1603 when Henry's grand daughter Elizabeth I died childless.   |



Henry Tudor was not destined to be King because he had an older brother, Arthur, who should have been the next king. Unfortunately, Arthur died so this meant Prince Henry would be the next king of England, Henry VIII.

When he was young, Henry VIII was considered very handsome with his short auburn hair and

Beard. He was tall with an athletic figure. He could speak many languages such as French and Latin. Henry loved sport especially horse riding, archery and jousting. He was an accomplished player of the lute and harpsichord. Henry was also very religious.



Henry VIII's 6 Wives



## Key vocabulary

|                  |  |
|------------------|--|
| <b>Civil war</b> | A Civil war is a war between opposing groups of citizens of the same country.                        |
| <b>dynasty</b>   | A dynasty is a series of rulers of a country (or a business) who all belong to the same family.      |
| <b>New World</b> | The name given to North and South America, especially after the early voyages of European explorers. |

## Cultural Heritage

### Church of England



Henry applied to the Pope to give him a divorce from Catherine of Aragon. When the Pope refused, Henry broke away from the Catholic Church and set up his own church.

Henry became the head of the Church of England. Today the Queen is still the head of the Church of England, which is the official religion of England.

### Food in Tudor Times

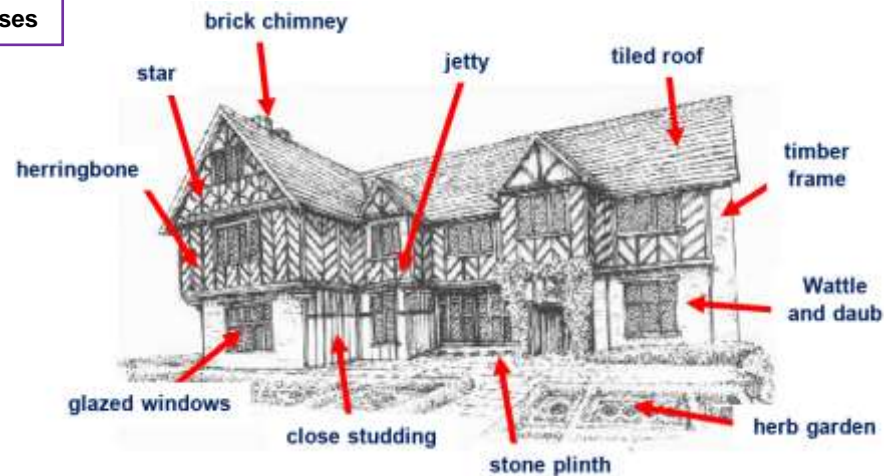


Tudors used herbs for medicine and to enhance their food. Tudor food, especially at Court, was influenced by people who settled in England, by those who travelled abroad to different European courts and discoveries from the **New World** such as sugar and potatoes.

People who settle in Britain bring their own style of cooking and ingredients. Birmingham is famous for its "Balti Triangle" and Chinese Quarter.

## Key Knowledge

### Tudor Houses



In Tudor times, affluent people demonstrated how rich they were by the houses they owned. Richard Smallbroke was a merchant and gentleman farmer. In 1590 he had Blakesley Hall built so that it would reflect his status in the community of Yardley. When Blakesley Hall was built it was modern and fashionable. It had fireplaces with brick chimneys, glazed windows and an upper floor with rooms opening off a gallery.

### Crime and Punishment



In Tudor times there was no police. Crime was widespread, especially stealing, as many poor people could not afford to pay for increasingly expensive food. Punishments were harsh, in the belief that it would stop others from committing the same crime. The following are examples of some of the punishments in Tudor times:



ducking stool



hanging



burnt at the stake



flogging

## Cultural Heritage

### Mary Rose



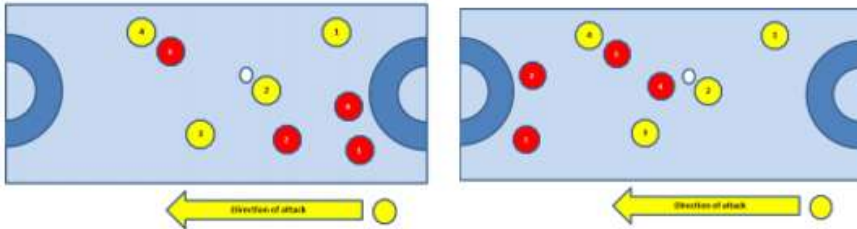
The Mary Rose was a successful warship for Henry 8<sup>th</sup>. Henry 8<sup>th</sup> built his Navy because of the threat of Scotland and France. On 19<sup>th</sup> July 1545 Mary Rose sank in the Solent. On 11<sup>th</sup> October 1982 Historians raised the Mary Rose along with 30,000 artefacts and approx. 179 skeletons. Dr Alex Hildred investigated some of the skeletons and took DNA samples. They found some of the crew originated in Spain, another from Italy and another from North Africa. Historians are now beginning to realise that Tudor society was made up of a variety of people from different countries and cultures.

# P.E Knowledge Organiser – Invasion Games – Year 4

## Key Knowledge

### Goal Side

When your team does not have possession of the ball all players should try and get back closer to their own goal than the ball. On the left diagram 3 Reds are in the incorrect place as they are ahead of the ball. On the right the Red have all **moved back and are in between the ball and their own goal**—this will make it harder for the Yellow team to score.



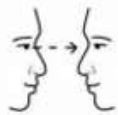
### Marking

You need to be goal side of your opponent—**keep low** and **focus** on the ball



### Communication

To show that you would like the ball you need to communicate with your teammates—you could **call their name**, **make eye contact** or **show target / W hands**.



## Key vocabulary

|             |   |
|-------------|---|
| attack      | To try and score a point/goal in the opponents area.                        |
| communicate | Talking and letting you know what your teammate are doing.                  |
| defend      | Protect your goal area, stop the other team from scoring.                   |
| goalside    | You need to be between the goal and the attacking team.                     |
| intercept   | To gain possession of the ball after the opposition tries to pass the ball. |
| marking     | Be close to a member of the opposite team to stop them receiving the ball.  |
| pass        | To give the ball to a teammate.   |
| receive     | To get the ball from a teammate.  |

## Cultural Heritage

### Netball

Serena Guthrie—England captain. Plays as a centre or wing defence.

Won a gold medal at the Commonwealth Games with the Roses in 2018.



### Rugby

Owen Farrell is the England Captain for the Rugby Union Team.

Plays fly half (10) or centre (12) for England.

Played over 80 times for his country.



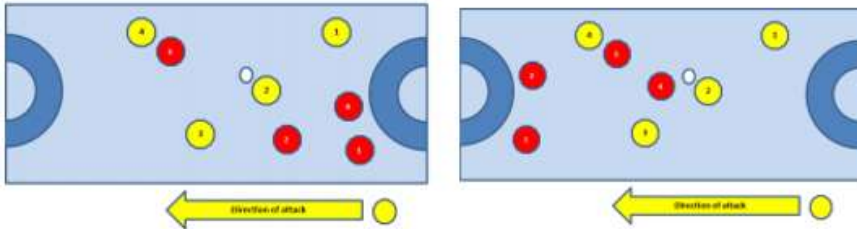


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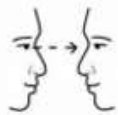
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## Key vocabulary

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# Knowledge Organiser – R.E Year 4 – 1.1

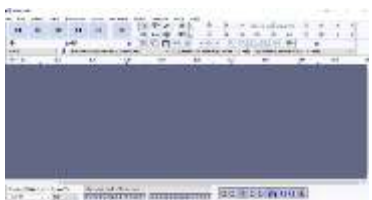














| Key Knowledge   |   | Key Vocabulary   |  | Cultural Heritage   |
|---|---|--|--|---|
| <b>Unit 1 - Disposition: Expressing Joy</b>   |   | <b>Word:</b><br><b>circumstance</b><br><b>Diwali</b><br><b>express</b><br><b>freedom</b><br><b>Goshalas</b><br><b>guidance</b><br><b>Guru Hargobind</b><br><b>happiness</b><br><b>joy</b><br><b>Lakshmi</b><br><b>Lord Krishna</b>   | <b>Meaning:</b><br>a condition or fact connected with or having an effect on a situation<br>the festival of light, celebrated by Hindus and Sikhs<br>to show or tell the thoughts or feelings of oneself<br>the state of being free to act or move as one wishes<br>a shelter for homeless or unwanted cattle<br>advice<br>the sixth of ten Gurus of the Sikh religion<br>the fact or condition of being happy or glad<br>a great feeling of happiness or pleasure; delight<br>the goddess of wealth, fortune, love, beauty, joy and prosperity<br>the god of protection, compassion, tenderness, and love; and is one of the most popular and widely worshipped among Hinduism divinities | <b>Unit 1</b><br><b>In which festivals do you, your family and friends express joy?</b><br><b>Eid</b><br><br><b>Christmas around the world</b><br> |
| <b>1. Are happiness and joy the same thing? When and where can people of faith show joy/happiness?</b> <ul style="list-style-type: none"> <li>What made you happy during the summer? What made you happy last year? What are you looking forward to this year?</li> <li><b>Happiness</b> depends on external events, whereas <b>joy</b> is something that people of faith feel inside, regardless of <b>circumstances</b>.</li> <li>The African children's choir is drawn from orphans in Uganda, Kenya and surrounding countries. The children live with exceptionally difficult circumstances but <b>express</b> the joy of their relationship with God in their singing. The music is very joyful.</li> <li>Al-Furqan Primary School in Birmingham has an Islamic ethos. Their choir sing for joy that Allah created the world.</li> </ul> | <br><br><br><br><br> | <b>2. When and where can people from Hindu families find joy?</b> <ul style="list-style-type: none"> <li>The festival of light comes from the fact that it was good triumphing over evil and also because Diya lamps were used to welcome Rama and Sita back home.</li> <li>Hindus light Diya lamp and create Rangoli patterns out of coloured sand, rice, petals and lentils. The traditional patterns include the Hindu <b>Om symbol</b>, the <b>Swastika</b> and flowers.</li> <li>This is a time of New Year and <b>renewal</b> for Hindus. Hindus will settle their accounts and look forward to a prosperous New Year. The goddess <b>Lakshmi</b> is associated with wealth and prosperity.</li> </ul> | <br><br>  | <ul style="list-style-type: none"> <li><b>Why do many people in the UK celebrate Diwali? Is it a religious festival?</b></li> <li><b>Do some people who are not religious celebrate Diwali? Is that ok?</b></li> </ul>  |

| Key Knowledge  |   | Key Vocabulary   | Cultural Heritage |                                |           |   |       |                |        |                     |          |   |  |
|--|---|--|-------------------|--------------------------------|-----------|---|-------|----------------|--------|---------------------|----------|---|--|
| Unit 2 - Disposition: Being Thankful   |   |  |                   |                                |           |   |       |                |        |                     |          |   |  |
| <div>1. When and why do believers say “thank you” to God for food? How and why do other traditions say thank you?</div> <div><div><div>Where does our food, such as milk and bread, come from?</div><div>For many Hindus, cows are very special or sacred animals. Because a cow provides milk, it is viewed as one of the earth’s mothers.</div></div><div><div></div><div><div><p>Early in his life, Lord Krishna was a cow herder. Today, Hindus protect cows to continue this work. Some Hindu farmers still look after cows when they no longer can provide milk. These older cows are taken to special farms or sanctuaries. They are called Goshalas. These also exist in the UK.</p></div><div><div></div><div><div>Freedom is very important to Humanists. Humanists raise their children to be free to decide what to believe and how to live in their future life. Family and friends of the Humanists’ family may attend to support the baby and make promises to support them in their life.</div><div><div></div><div><div></div></div></div></div></div></div></div></div> | <div>2 and 3. When and why do followers of Islam say ‘thank you’? Explore the concept of parents in Islam as gifts from Allah (swt) across two lessons.</div> <div><div>Prophet Mohammad (pbuh) said:</div><div><div><div>Caring for your mother is three times more important than caring for your father because the mother has to go through pregnancy, birth and generally caring for the child in the early years of the child’s life.</div><div>Looking after your parents in their time of need is the best thing that you can ever do if you wish to please Allah (swt).</div><div>You can show love and care for your parents at your current age by being obedient and responsive to their guidance; taking personal responsibility (e.g. for your own mess/room) and being helpful (e.g. doing chores).</div><div>Muslims are thankful towards their parents and show their thanks to Allah (God) for giving them loving parents, by looking after their parents in their life time and praying for them when they die. Prophet Ibrahim (AS) said a beautiful Du’a (prayer):<br/>‘Lord forgive me and my parents and the believers on the day of Judgment’<br/>(Qur’an 14:41)</div></div><div><div></div><div><div></div></div></div><div>Do you think that you are thankful?</div><div><div>1. Is thanking others simply polite or more important than that?</div><div>2. How does being thankful affect them?</div><div>3. How does being thankful affect others?</div></div></div></div> | <table><tr><td>obedience</td><td>the act or practice of obeying</td></tr><tr><td>Om symbol</td><td>sacred spiritual symbol in Indian religions</td></tr><tr><td>renew</td><td>to begin again</td></tr><tr><td>sacred</td><td>shown great respect</td></tr><tr><td>Swastika</td><td>a symbol of good luck and prosperity in Hindu, Buddhist and Jain religions (not to be confused with the symbol of Nazism)</td></tr></table> | obedience         | the act or practice of obeying | Om symbol | sacred spiritual symbol in Indian religions | renew | to begin again | sacred | shown great respect | Swastika | a symbol of good luck and prosperity in Hindu, Buddhist and Jain religions (not to be confused with the symbol of Nazism) |  |
| obedience  | the act or practice of obeying  |  |                   |                                |           |   |       |                |        |                     |          |   |  |
| Om symbol  | sacred spiritual symbol in Indian religions   |  |                   |                                |           |   |       |                |        |                     |          |   |  |
| renew  | to begin again  |  |                   |                                |           |   |       |                |        |                     |          |   |  |
| sacred   | shown great respect   |  |                   |                                |           |   |       |                |        |                     |          |   |  |
| Swastika   | a symbol of good luck and prosperity in Hindu, Buddhist and Jain religions (not to be confused with the symbol of Nazism)   |  |                   |                                |           |   |       |                |        |                     |          |   |  |



# Knowledge Organiser – Art ‘Sound’ Year 4

I have the right to an education article 28

| Key Knowledge and Skills  | Key vocabulary  |   | Cultural Heritage   |
|---|---|---|---|
| <p><u>You need to know:</u><br/> <u>How to use AUDACITY to record a sound.</u><br/>           When you open AUDACITY, it looks like this.</p>  <p>Press the red button to record your sounds. It will make a sound wave.<br/>           Press the red button again to stop it.</p> <p>Use the snipping tool and save to your folder on the common area (don't forget to name it.)</p>  <p><u>Know how the artist Tim Wakefield creates art using sound waves.</u></p> <p>Open sketchbook.<br/>           Open file and add an image. Search for your image in the common drive and put it in sketchbook. Use the tools to create a piece of sound wave art.<br/> <u>Know how to create other sound wave art</u><br/>           Using straws or corrugated card.<br/>           Using combs and thick paint.<br/>           Using paper or fabric collage.</p>    <p>Using string printing.</p>  | <p><b>audacity</b></p> <p>A computer programme that creates sound and music</p>                                   | <p><b>Snipping tool</b></p>    | <p><u>Traditional instruments of Pakistan</u></p>   <p><u>Art and sound</u></p>    |
|   | <p><b>PrtSc</b></p> <p>Print screen – a button on your keyboard</p>   | <p><b>Sound waves</b></p> <p>A visual pattern made by sound on a recording device.</p>   |   |
|   | <p><b>Tim Wakefield</b></p>  |   |   |