

Year 4 Knowledge Organiser

Marvellous Mexico

Cross-curricular subject links: Maths and PSHE

Subject/Conceptual knowledge/skills:

Geography - locational knowledge, place knowledge, geographical skills and fieldwork

Leaps (Geography):

- I can use a map to name and locate the countries in **North and South America**.
- I can locate areas of similar environmental regions on a map (climate zones and vegetation belts).
- I can identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a **region within North or South America**.
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- I can use four-figure grid references, symbols and keys (including OS maps) to build knowledge.

Key Visuals



Curriculum Driver: Discovery and Inspiration

Trips/Enrichment: Mexican art workshop - painting is among the oldest art forms in Mexico, found in ancient cave paintings in Baja California along the Pacific coast. People like the Maya and Aztecs also created painted images, including murals on buildings.
GARP/GASP: Book - *Where are you from?* By Yamile Saied Mendez. When a girl is asked where she's from—where she's really from—none of her answers seems to be the right one. When you're making friends does it matter where they are from?

Core knowledge and Key facts:

North America is a continent made up of 24 countries including USA, Canada, Mexico and Cuba. The largest country in North America is Canada.

South America is a continent made up of 12 countries including Brazil, Argentina and Chile. South America is home to the Amazon forest and river.

Rainforests are vast forests that only exist near the equator. The air is very warm and humid, resulting in lots of rain. Thousands of species only exist in the rain forests. Deserts are barren pieces of land where little or no amount of rain falls. Deserts do not have to be warm, they can exist in places in the North and South poles.

Mexico is a land of extremes, with high mountains and deep canyons in the centre of the country, sweeping deserts in the north and dense rainforests in the south and east. The capital of Mexico is Mexico City and the overall population of the country is around 126 million people. Local people speak Spanish and their money (currency) is called Peso.

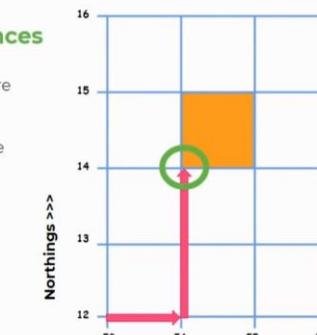
Countries closer to the equator tend to be warmer than countries that are further away from it. This is because the equator is closer to the sun than places near the poles. The northern hemisphere and southern hemisphere have opposite seasons. At the moment, we are in Autumn in the North. However in the South, they are approaching spring.

Four-figure grid references

The orange square is in grid square 5414

You always take the grid reference at the bottom left corner of the grid square (green circle)

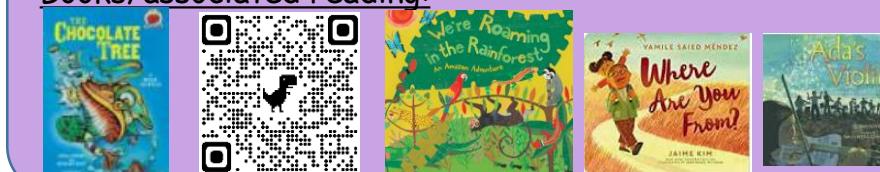
- It is the meeting point of the Easting and Northing at the bottom left.



Vocabulary

Words	Meaning
North America	A continent of 24 countries in the Northern Hemisphere. Countries in North America: Bahamas, Barbados, Canada, Costa Rica, Cuba, Dominican Republic, Haiti, Jamaica, Mexico, Panama, Saint Vincent and the Grenadines, Trinidad and Tobago, USA
South America	A continent in the Southern Hemisphere. Countries in South America: Argentina, Bolivia, Brazil, Chile, Colombia, Paraguay, Peru, Uruguay, Venezuela, Mexico,
Mexico	A country south of USA.
Mexico City	The capital city of Mexico
The Lacandon Jungle	A rainforest in southern Mexico.
The Chihuahuan Desert	A desert in the north of Mexico that extends into the south of the US.
Equator	A line between the northern and southern hemispheres that divides the earth around its circumference.
Continent	A continent is a large solid area of land. Earth has seven continents.
Compass Points	North, South, East, West, NE, SE, NW, SW.
Coordinates	A series of numbers on a map to label the location of places.
Desert	An area of land with little or no precipitation.
Rainforest	Areas with vast forests and heavy rainfall. Located in the tropics.

Books/associated reading:



Subject/Conceptual knowledge/skills: SCARF PSHE -

Valuing Difference, British Values, Bullying, Caring, Racism, Respect, Tolerance, Communication, Relationships

LEAPS:

I can...

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- Understand that they have the right to protect their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions.
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.
- List some of the ways that people are different to each other (race, gender, religion);
- Recognise consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
- List ways people are different to each other (ethnicity, gender, religious beliefs, customs and festivals);
- Define the word respect and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.

Core Knowledge

Respect is showing admiration and consideration for someone or a belief.



Bullying is hurting someone's feelings deliberately several times on purpose.

If pupils are uncomfortable or have concerns, you can tell a trusted adult in your life, a teacher, a Safeguarding Lead or call Childline.

Key Vocabulary

Negotiation, compromise, personal, actions, consequences, race, gender, stereotypes.

Subject/Conceptual knowledge/skills: RE

Christianity (Symbols)

LEAPS:

I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.

I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.

Core Knowledge

Understanding the importance of Christmas to yourself, the family and the Christian community. Christmas is important to Christians because it marks the birth of the son of God coming to Earth in the form of man, Jesus Christ.

**Subject Key Vocabulary**

Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Symbolism, Significance, Christingle (God's Light), Incarnation Christingle

Subject/Conceptual knowledge/skills:

Knowledge and Understanding, Making. Frida Kahlo- Portraits

LEAPS:

I can describe some of the key ideas of great artists/crafts people that I have studied. I can describe some of the key ideas and techniques used by great artists/crafts people that I have studied (e.g. the type of brush strokes used).

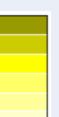
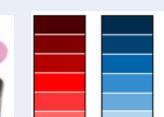
I can apply colour mixing/matching to achieve a variety of tint, tone and shade.

Core Knowledge

Painting is among the oldest art forms in Mexico. Frida Kahlo's use of colour has inspired Mexican Art. Frida Kahlo used bright shades of red, green, yellow, orange and blue to create her paintings. Frida Kahlo's self-portraits are known worldwide.

Subject Key Vocabulary

Colour mixing, colour matching, tone, tint, shade, brush strokes, technique



Frida Kahlo

Subject/Conceptual knowledge/skills:

PE - Gymnastics and Netball

LEAPS

Gymnastics -

- I can perform a range of jumps e.g. star jump, straddle jump, pike jump and straight
- I am beginning to use equipment to vault
- I can perform a range of rolls e.g crouched forward roll, forward roll from standing and backward roll
- I am beginning to show flexibility in movements (performing a range of stretches including splits)
- I can link combinations of actions with increasing confidence, including changes of direction, speed or level.
- I can plan, perform and repeat a simple sequence of movement showing increasing tension, extension and control.
- I am beginning to notice similarities and differences between sequences.
- I am beginning to develop good technique when travelling, balancing, using equipment.

Netball -

- I understand game tactics and can vary how I should respond.
- I can vary skills, actions and ideas and link these in ways that suit the games activity.
- I can begin to communicate with others and take part in invasion games.
- I can use skills with co-ordination and control.
- I can develop rules for new games.
- I can identify what works well in a group to develop various games.
- I can begin to select resources independently to carry out different skills.
- I can develop simple tactics and use them appropriately.
- I understand and can identify attacking/defending.

Core Knowledge

Gymnastics



Netball



Key Vocabulary

Gymnastics:

star jump, straddle jump, pike jump and straight , stretch, control, tension, balance

Netball:

Defending, Attacking, footwork, dodging, goal, defence, attack, blocking, 7 - positions: Goal Keeper (GK), Goal Defence (GD), Wing Defence (WD), Centre (C), Wing Attack (WA), Goal Attack (GA), Goal Shooter (GS)

Subject/Conceptual knowledge/skills:

DT - Cooking and Nutrition

LEAPS:

I can select a range of tools, materials, components and equipment suitable for the task.

I can explain my choice of materials and components according to function and aesthetics, using a range of technical vocabulary.

I understand and can identify which food is grown (vegetables, grains, grain and crops) reared (pigs, chickens) and caught (fish) in the UK, Europe and the wider world.

I understand that a healthy diet is made up from a variety and balance of different food and drink (The Eat Well Plate).

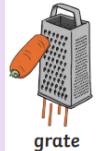
I can prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source (supported by an adult).

I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

I know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

I can demonstrate and follow procedures for safety and hygiene purposes.

Core Knowledge



Subject Key Vocabulary

Food preparation cooking and nutrition, key events and individuals, practical skills and techniques, meat, fish, carbohydrates, savoury, sweet.

Subject/Conceptual knowledge/skills:

Computing

LEAPS:

I can understand that a program is a sequence of statements written in a programming language.

I can program a turtle to execute a sequence of statements.

I know that statements can be altered.

I can amend an algorithm to change the size of a shape.

I can program a virtual robot to move and draw.

I can design a program to make choices using commands and actions.

I can develop algorithms using repetition.

Core Knowledge

A program is a sequence that performs a task. Programs can be writing in a programming language, such as scratch or TurtleArt. Statements in a sequence tell a computer what to do and when to do it. These are often written in blocks that can be joined together using the programming language.

You can change a sequence of statements through debugging a program.

Repetition is when a block or statement is written again and again.

Subject Key Vocabulary

Binary, series, base, on, off, data, digital.
Record, field, file, database, search, chart.

