Year 4 Knowledge Organiser: Coast to Coast

Cross-curricular subject links: Maths (statistics)

Curriculum Driver: **Discovery**
Trips/Enrichment: Dovedale (fieldwork)
GARP/GASP: Design a greenhouse suited to the Inuit lifestyle (STEM week)

Subject/Conceptual knowledge/skills: Human and Physical Geography and Geographical Skills and Fieldwork

Leaps:
- I can describe and understand key aspects of physical geography such as coasts and erosion.
- I can describe and understand key aspects of human geography such as types of settlements, and land use.
- I can use maps, atlases, globes and digital/computer mapping to describe features studied.
- I can use the eight points of a compass.
- I can use four-figure grid references and begin to use symbols and keys (including OS maps).
- I can use fieldwork to observe, measure and record human and physical features using a range of methods including sketch maps and graphs (frequency tables, bar charts).

Core Knowledge

The coast is where the land meets the sea. Over time, coast lines change as a result of coastal erosion.

Waves are created by the movement of air across the sea. The sea's waves lead to erosion of the land (the wearing away and breaking up of rock along the coast). This results in bays and headlands forming. Further erosion leads to cracks, caves, arches, stacks and stumps.

The coast looks different everywhere because the waves crash against the edge of the land in different directions, some rock in the land is soft and some is hard and some places have more strong and forceful storms than others.

Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are. Facilities are places where certain things happen. For example, schools for education, parks for playing or shops for selling things. A hamlet is the smallest settlement and a city is the largest. Some settlements also have a special use or function such as ports, market towns and resorts.

Coastal areas are popular for tourism (people visiting for holidays) and residential areas (where people live) but land use is being threatened by coastal erosion. There is a daily ferry crossing to the Netherlands and Belgium from the East coast of England. Despite this, there are low numbers of Europeans settling in these coastal areas.

Vocabulary

Topic

| Words	Meaning
Coast	Where the land meets the sea.
Shoreline	The edge of a sea, lake or river.
Cliff	A high area of rock with a very steep side.
Beach	A flat area of sand or small stones near the sea.
Bay	A part of the coast where the land curves in so that the sea is surrounded by land on three sides.
Headland	A piece of land that sticks out from the coast into the sea.
Dune	A hill of sand near a beach.
Spit	A long, thin, flat beach that goes out into the sea.
Stack	A tall piece of rock sticking out of the sea near the coast, formed by waves crashing against the rock on the coast.
Stump	This is what is left when a stack collapses. It is a shorter piece of rock which sticks out of the sea.
Erosion	When land is worn away by waves, wind or rain.
Hamlet	A very small settlement with just a group of houses. Usually without a church.
Village	A group of houses and other buildings. They are usually found in the countryside and are smaller than towns.
Town	A place where people live and work, containing many houses, shops and other buildings. Usually larger than a village but smaller than a city.
City	A large town. In the UK, any town which has a cathedral is considered to be a city.
Map	A drawing that gives you information about a particular area.
Grid Reference	A number which gives a specific location on a map.
Symbol	A sign, shape or object that is used to represent something else.

Key Visuals

The 4 main **compass points** are North, South, East and West. Halfway between each of these is North-East, South-East, South-West and North-West.
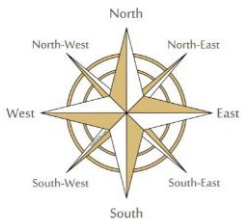
Ordnance Survey map
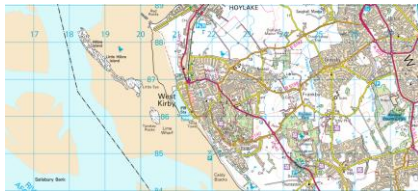
Symbols are used to replace the name of things on a map. You can use the map's key to work out what symbols mean.
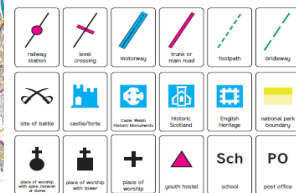
Books/associated reading:
Flotsam – David Wiesner
Why Water's Worth It – Lori Harrison

Coastal Erosion   Grid References

Subject/Conceptual knowledge/skills: Science - Animals including humans, Working Scientifically

LEAPS:
I can describe the simple functions of the basic parts of the digestive system in humans.
I can identify the different types of teeth in humans and their simple functions.
I can construct and interpret a variety of food chains, identifying producers, predators and prey.
I can compare teeth of carnivores and herbivores and suggest why they are different.
I can find out what damages teeth and how to look after them.
I can compare teeth of carnivores and herbivores and suggesting why they are different.
I can find out what damages teeth and how to look after them.

Core Knowledge
Digestion is the break down of foods that is then converted to energy for the body to function.

Teeth
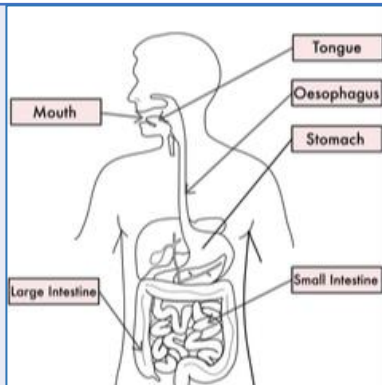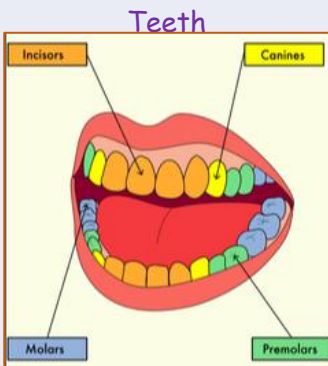
Incisor	Used to cut food into small bits
Canine	Used to pierce and tear food (like meat from a bone)
Premolar	Used to crush food
Molar	Used grind and crush food

Food chains show the flow of energy through different living beings. The food chain starts with the producer which is often a plant. It then follows with predators and prey.

Subject Key Vocabulary: Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain

Subject/Conceptual knowledge/skills: RE
Christianity; Forgiveness and Salvation.
Big Question:
'Is forgiveness always possible for Christians?'
LEAPS:
I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text.
I can show an understanding of how Christians believe God can help them show forgiveness.

Core Knowledge

Forgiveness is releasing feelings of resentment or hate towards someone for a particular reason.
God forgave humans so that they could forgive each other. Jesus, in The Last Supper, forgave Judas for betraying him even though Jesus would pay the ultimate price (death).

Subject Key Vocabulary
Holy Week, Crucifixion, Resurrection, Forgiveness, Sin, Sacrifice, Rescue, Salvation.

Subject/Conceptual knowledge/skills: PE
Basketball and Handball- Invasion games; attack and defence, team work
LEAPS:
I can vary skills, actions and ideas and link these in ways that suit the games activity.
I can demonstrate a range of ball skills and can link these together e.g. dribbling, bouncing, kicking etc.
I can use skills with co-ordination, control and fluency.
I can take part in competitive games with a strong understanding of tactics and composition.
I can apply my knowledge and skills to adapt and take part in a game.
I can discuss what works well in a group to develop various games.
I can compare and comment on skills to support creation of new games.
I can make suggestions as to what resources can be used to differentiate a game.
I can apply basic skills for attacking and defending.
I can run, jump, throw and catch in isolation and combination.

Core Knowledge
In basketball and handball, players invade the opposing teams space to score.
Basket ball – Score by shooting (throwing) the ball into the opponents hoop.
Dribbling – continuously bouncing the ball as you travel.
Handball - a goal is scored when the ball passes between the goalposts and travels fully over the goal line.

Subject/Conceptual knowledge/skills: Computing; iAnimate - Computer Science and Digital Literacy
LEAPS: I can identify what an animation is.
I can create a scene for an animation
I can understand that animations can be created using digital tools.
I can create an animated short story using a storyboard

Core Knowledge
Animations are a series of images moving quickly to create the illusion of movement.
Frames per second tells us how many frames will be shown per second of footage.

Subject Key Vocabulary
Image, camera, animation, stop, motion, illusion, onion, skin, effects, onion skinning, frame rate, FPS,

French

Subject/Conceptual knowledge/skills:
French Speaking, Reading, Writing

LEAPS:
I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.

I can present short pieces of information to another person.

I can apply phonic knowledge to support speaking (also reading and writing).

I can accurately read and understand familiar written words, phrases and short sentences

I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).

Core Knowledge and Key Vocabulary

Je prends… = I am going to have
S'il vous plaît = please
Un jus d'orange = an orange juice
Un café = a black coffee
Un café au lait = a white coffee
Un thé au citron = a lemon tea
Un thé au lait = a tea with milk
Un chocolat chaud = a hot chocolate
Un croissant = a croissant
Du beurre = some butter
Du pain = some bread
De la confiture = some jam
Des biscottes = some melba toast
Des céréales = some cereal
Je prends…/Je voudrais… = I would like…
S'il vous plaît = Please
Une omelette au jambon = a ham omelette
Une crêpe à la confiture = a crêpe with jam
Un sandwich au fromage = a cheese sandwich
Un croque-monsieur = a toasted cheese and ham sandwich
Un coca-cola = a coke
Un orangina = an orangina
Des frites = some fries/chips
L'addition s'il vous plaît = the bill please

Art

Subject/Conceptual knowledge/skills: Art - Generating Ideas, Making, Evaluation
Skill: Painting (watercolours)
Artist: Paul Cézanne

LEAPS:
I can use my sketchbook to record first hand observations (showing several versions of one stimulus).

I can use references (such as great artists) to develop my ideas and style of designing.

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

Core Knowledge

Water colour paint needs to be wet in order to use it. Water colours are easily mixed. Mixing colours can create a range of tints, tones and shades.
A **tint** is where an artist adds a colour to white to create a lighter version of the colour. Pink is a tint created by adding white to red.
A **shade** is where an artist adds black to a colour to darken it down.
A **tone** is where an artist adds grey to a colour
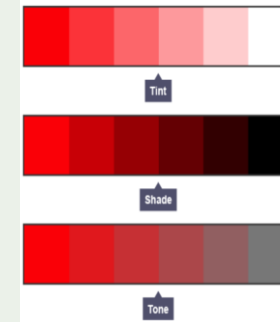
Paul Cézanne – A French painter who lived from 19 January 1839 - 22 October 1906. He used oil paint and water colours. His painting style included overlapping strokes of colour wash.

Still Life with Watermelon and Pomegranates

Subject Key Vocabulary
Observations, references, develop, ideas, style, sketchbook, draft, improve, create, perspectives, object, landscape, portrait, observe, evaluate.

PSHE

Subject/Conceptual knowledge/skills: PSHE - Rights and Responsibilities; Community, Fundamental British Value: Democracy and Individual Liberty
LEAPS:
- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.
- Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.
- Define the word influence; Recognise that reports in the media can influence the way they think about a topic,

Core Knowledge
A local community is a group of people who live in the same area.
Responsibility is about having control over the things you do.
The democratic process involves everyone having a vote for something important, such as governments.
Rights are something that everyone should have as humans.
Being an influence involved inspiring other people to do good things.
Influence – The power to affect the actions, attitudes and/or opinions of others.
Influence (verb) – If you influence someone, you use your power to make them agree with you or do what you want

Subject Key Vocabulary
Community, responsible, bystander, international, democratic, influence, media, report, bullying, environmental