

Year 4 2025-2026

Spring Term Knowledge Organisers



Lesson Sequence



1. What are the counties in the United Kingdom?



2. What makes a county in the UK unique?



3. What food is produced in the United Kingdom?



4. What types of plants and animals can be found in the UK?

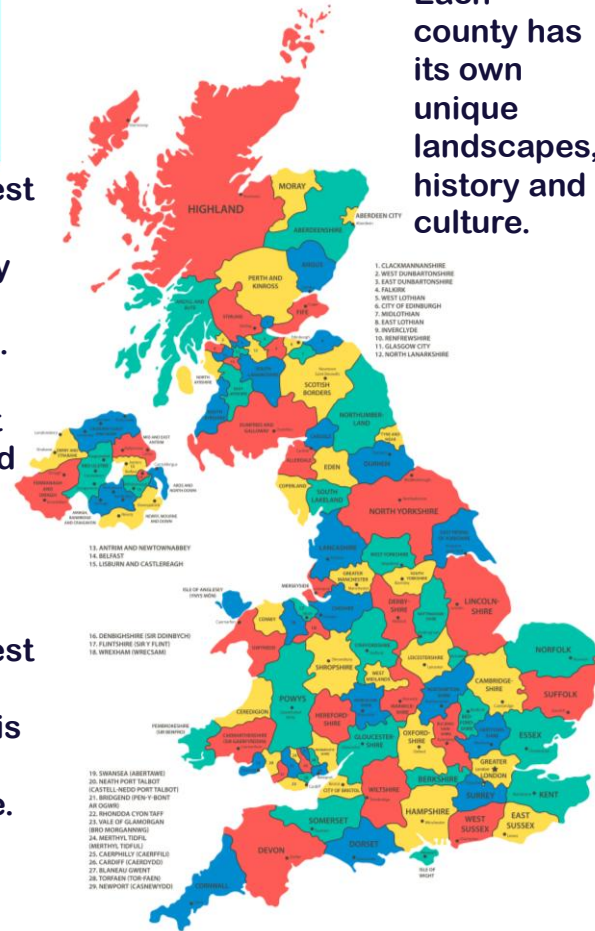


5. Which cities are found in the United Kingdom?



6. Assessment: Why do people visit the United Kingdom?

UK Counties Map



Each county has its own unique landscapes, history and culture.

- The largest county in the UK by area is Highland.
- The most populated county is Greater London.
- The largest county in England is North Yorkshire.
- The smallest county in England is Rutland.

Cornwall is the UK's most popular county for tourism.

UK Food

The UK's seasonal weather helps grow lots of different crops. The south is warmer than the north, so different produce grows across the UK.



Cheddar cheese – Somerset



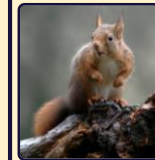
Apples and cherries - Kent



Highland beef – Scotland

UK Habitats, Plants and Animals

The UK's habitats include forests, fields, rivers, lakes, heathlands, mountains, moors, cliffs, coasts and seas.



Red squirrel



English oak



Bluebells



Puffin

UK Cities

A place must be given city status by the King or Queen. UK cities include London, Birmingham, Manchester, Glasgow, Bristol and St Davids.



Lesson Sequence



1. Learn about the digestive system



2. Explore the digestive system in humans



3. Know about your teeth



4. Understand how to care for your teeth



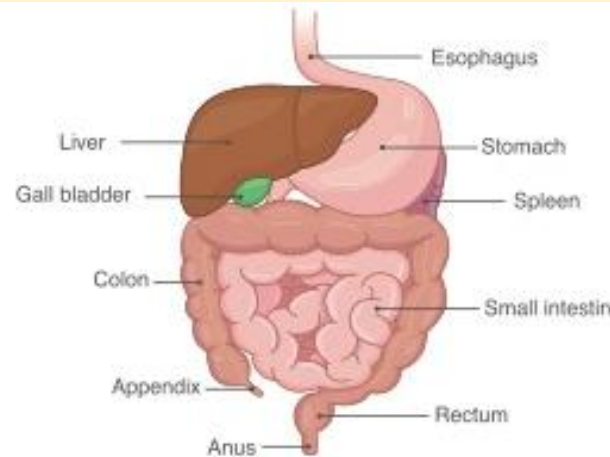
5. Investigate food chains



6. Explore food webs

The Digestive System

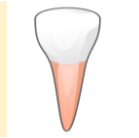
- The digestive system begins with the **mouth** and **teeth** where food is ingested and chewed.
- Saliva is mixed with the food which helps to break it up.
- When the food is small enough to be swallowed, it is pushed down the **oesophagus** by muscles to the stomach.
- In the stomach, food is mixed further.
- The mixed food is then 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 (poo). It is stored here until it is pushed out by the **anus**. This is called excretion.



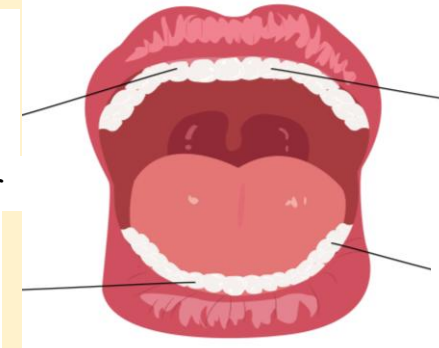
Types of Teeth and their function



premolar



incisor



canine



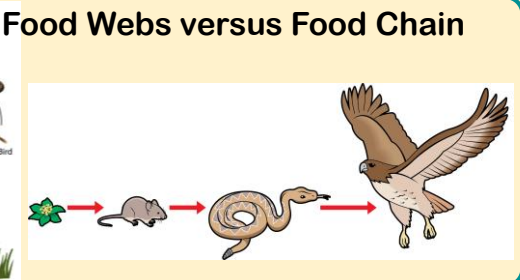
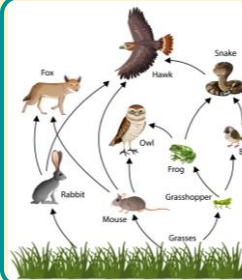
molar

Different teeth have different functions
Teeth of animals are designed for the foods they eat

- **Herbivores** (e.g., horses) have little use for canines and mainly use incisors and molars
- **Carnivores** (e.g., Lion) mainly use canines and incisors, they don't have molars (have premolars – small molars)
- **Omnivores** (e.g., humans) use all three

Tooth enamel is the hardest substance in the human body
Humans have two sets of teeth; milk teeth and adult teeth

Food Webs versus Food Chain





Lesson Sequence



1. Identify how sound is made



2. Explore how vibrations from sounds travel through a medium to the ear



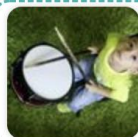
3. Explore sound insulation



4. Explore volume



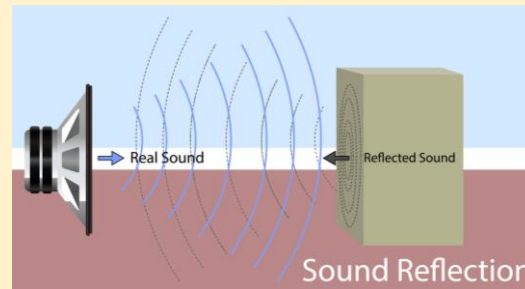
5. Explore pitch



6. Explore sounds

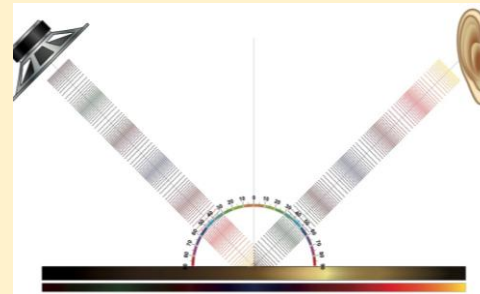
How sounds are made and travel

When objects vibrate, a sound is made. The vibration makes the air around the object vibrate and the air vibrations enter your ear. These are called sound waves. If an object is making a sound, a part of it is vibrating, even if you cannot see the vibrations. Sound waves travel through a medium (such as air, water, glass, stone, and brick).



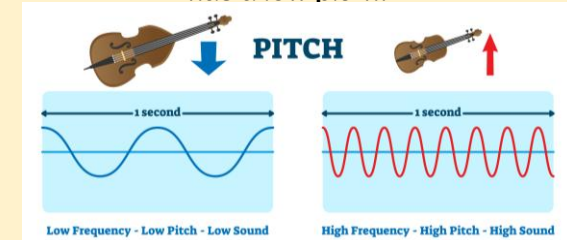
How do we hear?

The sound waves travel to the ear and make the eardrums vibrate. Messages are sent to the brain which recognises the vibrations as sounds.



Pitch

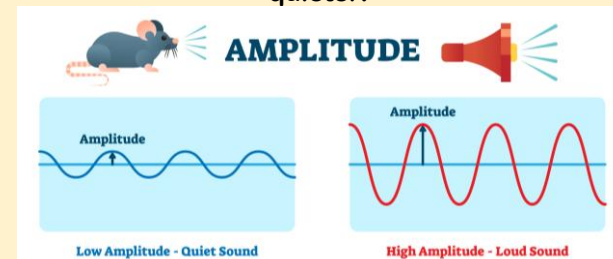
The pitch of a sound is how high or low it is. A squeak of mouse has a high pitch A roar of a lion has a low pitch.



A high pitch sound is made because it has a high frequency. The sound source vibrates many times a second.

Volume

The volume of a sound is how loud or quiet it is. Quieter sounds have a smaller amplitude and less energy (smaller vibrations) and louder sounds have a bigger amplitude and more energy. The closer we are to a sound source the louder it will be. A train arriving at a station sounds loud. The further away from a sound the fainter it will be. A train in the distance sounds quieter.



Year: 4 Subject: History

Unit Title: Anglo-Saxons, Picts and Scots: What caused the creation of England as we know it?

Golden Thread:

Monarchy and Migration

Timeline

| 410 | 497 | 575 | 586 | 597 | 757 | 793 | 871 | 1016 | 1066 |
|--|---------------------------------|---------------------------------------|---------------------------------|--------------------------------------|--|----------------------------|------------------------|--|--|
| Romans left Britain leaving it unguarded | The kingdom of Wessex is formed | The kingdom of East Anglia was formed | The Kingdom of Mercia is formed | St Augustine introduces Christianity | Offa King of Mercia declares himself King of England | Vikings attack Lindisfarne | Alfred the Great rules | Canute the Great rules as first Viking | Battle of Hastings Normans defeat the Saxons |

Key Vocabulary:

Angles = tribes that settled from 450 AD from Denmark area

Saxons = tribes from north Europe who settled from 450 AD

Picts = tribes originally from Scotland

Scots = tribes from Ireland

Invaders = people who arrive at a place and take control by force

Kingdom = an area ruled by a king or queen

Pagan = Someone who follows the pagan religion worshipping many gods or goddesses.

Christians = a religion which follows Jesus Christ



Where did the Anglo-Saxons come from?

The Romans left Britain in 410 due to fierce tribes attacking Italy and every soldier was needed back at home to defend the country. Without an army of its own, it left the country vulnerable to attackers. The Anglo-Saxons came from Denmark, Netherlands and northern Germany across the North Sea in wooden boats. They conquered England but failed to conquer Scotland, Wales and Cornwall (an area of south-west England).

Famous Figures in Anglo-Saxon Britain

| | |
|-----------------------|-------------------|
| King Vortigern | Hengest and Horsa |
| Augustine | King Ethelbert |
| Columba | King Oswald |
| Aidan | King Offa |
| King Aethelbert | St. Augustine |
| King Alfred the Great | |

We are Historians:

- Use evidence from a range of source material to help answer questions
- Use evidence to support ideas and assertions
- With teacher guidance, explore our own questions and queries

The Sutton Hoo Helmet

