



WEST BERRY FEDERATION

SUBJECT KNOWLEDGE ORGANISERS

YEAR 3/4

AUTUMN 2021

KNOWLEDGE ORGANISER

Vocabulary

Vibration
Sound wave
Volume
Amplitude
Pitch
Ear
Ear drum
Particles
Distance
Soundproof/insulate
Absorb sound
Vacuum

Science Y3/4

Autumn
Topic: Sound

Key Questions

How do we hear?
Why can't you hear in space?
How can you stop sound from travelling?
How can you change the pitch of an instrument?

Hooks

- World Space Week 2022
- WD: Year 2: making human representation of how we hear
- Muffle that ticking clock!
- Make a string telephone

Texts

<https://www.bbc.co.uk/bitesize/topics/zgffr8>

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Key Knowledge/ Key People

- Sound travels as a wave, vibrating particles
- Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibration
- Pitch is how high or low a sound is
- Inside your ear, vibrations hit the eardrum and are then passed to the middle and inner ear. Electrical signals are sent to the brain.
- Sounds become fainter as the distance from the source of the sound increases

Skills

- Ask questions and use different types on scientific enquiry to answer your question
- Record using scientific language, labelled diagrams and charts
- Set up a practical, comparative fair test



D&T KNOWLEDGE ORGANISER

Vocabulary

**Pavilion
Structure
cladding
theme
materials
effects
construction
techniques**

Autumn 1

Topic:
Structures: Pavilions

Hooks

Famous pavilions and
frame structures such
as:

Eiffel Tower
The Great Court
Sydney Opera House
Marble Arch

Key Questions

What is a pavilion?
What is it used for?
What is a frame structure?
What is it used for?
How can I draw inspiration from a theme?
What materials could I use to build one?
What is cladding?
How can I incorporate cladding in my design?

Texts

Dezeen.com

Key Knowledge/ Key People

What is a Pavilion?
What is a "frame structure?"

Wolfgang Butress

Skills

Joining techniques
Designing around a theme
Selecting and using appropriate tools for
the task.

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Vocabulary

Invasion
Legion
Emperor
Amphitheatre
Mosaic
Senate
Celts
BC (Before Christ)
AD (Anno Domini)
Rebel

History Y3/4

Autumn
Topic: Romans

Key Questions

Where did the Romans come from?
When did the Romans invade Britain?
What were their main achievements?
Who was Boudicca?

Hooks

Independent research
project on the art and
food of the time
Role play
Historical artefacts

Texts

[Roman Empire - KS2 History
- BBC Bitesize](#)
[Roman Timeline for kids
\(primaryhomeworkhelp.co.uk\)](#)

Key Knowledge/ Key People

Roman Empire
Julius Caesar
Boudicca
Hadrian's Wall

Skills

Develop chronologically secure knowledge
of history
Note connections, contrasts and trends over
time
Develop the appropriate use of historical
terms
Ask historically valid questions and
construct informed responses



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Music

Autumn Term - Year 3 and 4
Topic: Drums/percussion (B & WD)
Listening: Reggae, Gospel and Roman Music

Vocabulary

Pulse/beat

Rhythm

**Duration - quavers,
crotchets, minims,
semibreves**

Rests

Pitch

Tempo

Dynamics

Gospel

Reggae

Roman music

Key Questions

Can you tell me the difference between pulse and rhythm?

Can you play in time with the music and follow the simple rhythms and rests and improvise your own rhythms?

How are these two pieces different or the same?

Can you write your rhythms down so they can be played by someone else?

Can you sing in tune?

Hooks

Harvest festival
Class performances
Christmas
performance
(walking nativity)
Music board

Texts

Rhythm cards
Instrumental cards
Staves
Rhythmic grids
Notes on card
Gospel, Reggae & Roman
music
Yumu to access at home

Key Knowledge

Pulse - steady beat like your heartbeat

Rhythm - pattern of long and short sounds

Pitch - high or low

Tempo - fast or slow

Dynamics - quiet or loud

Timbre - distinctive sound quality

Texture - thick or thin (how many sounds)

Skills

Keep a steady pulse in 2/4, 3/4 and 4/4 time
signatures

Learn to play the instruments above and
follow rhythms

Improvise and compose rhythms

Listen to and compare music from great
composers

Sing songs and focus on pitch



P.E. KNOWLEDGE ORGANISER

Vocabulary

Fielding
Batting
Deep fielder
Stump out
Back stop
Under arm throw
Over arm throw

Autumn 1

Topic: Striking and fielding
Rounders

Key Questions

Give examples of how you could get someone out in the game of rounders?
How many ways are there in total?
What name is used when a member of the fielding team gets in the way of the batter running the bases?
Can you name all the fielding positions?

Hooks

Research and discuss inspirational striking & fielding professionals i.e cricketers

Discuss versions of this found all over the world

Large, end of term cricket match against 5/6

Texts

'All about my body'
??????

Key Knowledge/ Key People

Batting technique

Correct situations to use overarm/underarm throws

Key people: ???????

Skills

Under arm throw
Overarm throw over 5 meters
Two handed catch
Batting using a mini cricket bat



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French

Autumn 2 Year 3&4

Topic: Calendar

Vocabulary

Lundi, mardi, mercredi,
jeudi, vendredi,
samedi, dimanche.

Janvier, fevrier, mars,
avril, mai, juin, juillet,
aout, septembre,
octobre, novembre,
decembre.

Un, deux, trois, quatre,
cinq, six, sept, huit,
neuf, dix, onze, douze,
treize, quatorze,
quinze, seize, dix-sept,
dix-huit, dix-neuf,
vingt, vingt-et-un,
vingt deux, vingt trois,
vingt quatre, vingt
cinq, vingt six, vingt
sept, vingt huit, vingt
neuf, trente, trente -et
-un

Key Questions

What is the date today?
When is your birthday?
When is Christmas Day?
What is the date on Friday?
What are the days of the week.
What are the months of the year.

Skills

Reading, writing, listening and saying different
dates to include the day, month and number.
Knowing the days of the week.
Knowing the months of the year.
Knowing the numbers to 31.

Hooks

Days of the week song.
Months of the year
song.
Number games.
Physical calendar.
Illustrating months of
the year.

Texts

For example:
Il est mardi, le
quatorze juillet .- It is
Tuesday the
fourteenth of July.

Customs/ Culture

The French do not use
capital letters for days
of the week and
months of the year!

KNOWLEDGE ORGANISER

Vocabulary

Observational Drawing: drawing what you can see, rather than what you think you see. Drawing from real life.

Still Life: can be a drawing, painting or photograph of an arrangement of still objects (natural or man made).

Shading Techniques: blending, stippling, hatching, cross-hatching, scumbling.

Tone: how light or dark a colour is.

Texture: 1) **Actual texture** is how something feels when it's touched. 2) **Implied texture** is how something looks like it would feel.

Line Drawings: pictures made using straight and curved lines on a plain background. They can be made using pencils, charcoal, ink or pens.

Pencil grade: the grade of a pencil tells you how light or dark the colour will be.

Art

Autumn Term

Topic: Observational Drawings
Years 3/4

Key Questions

What do we mean by 'Observational Drawing'?

Why did the artist choose those subjects to draw? What questions would you like to ask artists about their work?

What media has the artist used?

How has the artist made the drawing look realistic?

What elements has the artist used?

Can you describe the lines used in this artwork?

Which parts of the drawing are light and which are dark? How do shading techniques make the drawings look more realistic?

How did the artist add texture in their drawings? What effect does it have?

Skills

To generate ideas for composition and record them in your sketchbooks.

To experiment with different grades of pencil and learn that they create different effects.

To learn to use different techniques to create implied/visual textures and shading techniques to create light and shadows. To begin to develop an awareness of composition, scale and proportion.

Discuss and review your own and others work.

Hooks

How to make an observational drawing (Youtube)

Vincent Van Gogh (Bitesize))
Van Gogh Still Life (Youtube)
Work displayed

Texts

13 Artists Children Should Know by
Angela Wenzel

The Bigger Picture Women Who
Changed the Art World by Sophia
Bennett

Key Artists

Vincent Van Gogh

Georgia O'Keeffe



Vocabulary/Images

Old testament
Bible
Creation
Paradise
Eden
Adam
Eve
Temptation



R.E.

Year B Autumn 1 - Yr 3/4
Topic: What do Christians learn from the Creation story?

Key Questions

What is wonderful about our world?
What do you think of Adam and Eve's behaviour? (On one hand... On the other hand...)
What do Christians learn the Creation story and the Fall?
Why is prayer important to Christians?

Skills

I can make clear links between Genesis 1 and what Christians believe about God and Creation.
I can recognise that the story of 'the Fall' gives an explanation of why things went wrong in the world.
I can describe what Christians do because they believe that God is Creator.
I can describe how and why Christians might pray to God, say sorry and ask for forgiveness.
I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Hooks

- WOW walk around school
- When God made the World - Paul Matthew Turner
- Create simple images to re-tell the Christian creation story.

Texts/Web-links

Bible references

<https://www.biblegateway.com/>

When God made the world
<https://www.youtube.com/watch?v=m1a6e5si3fk>