Heatherlands
Primary School

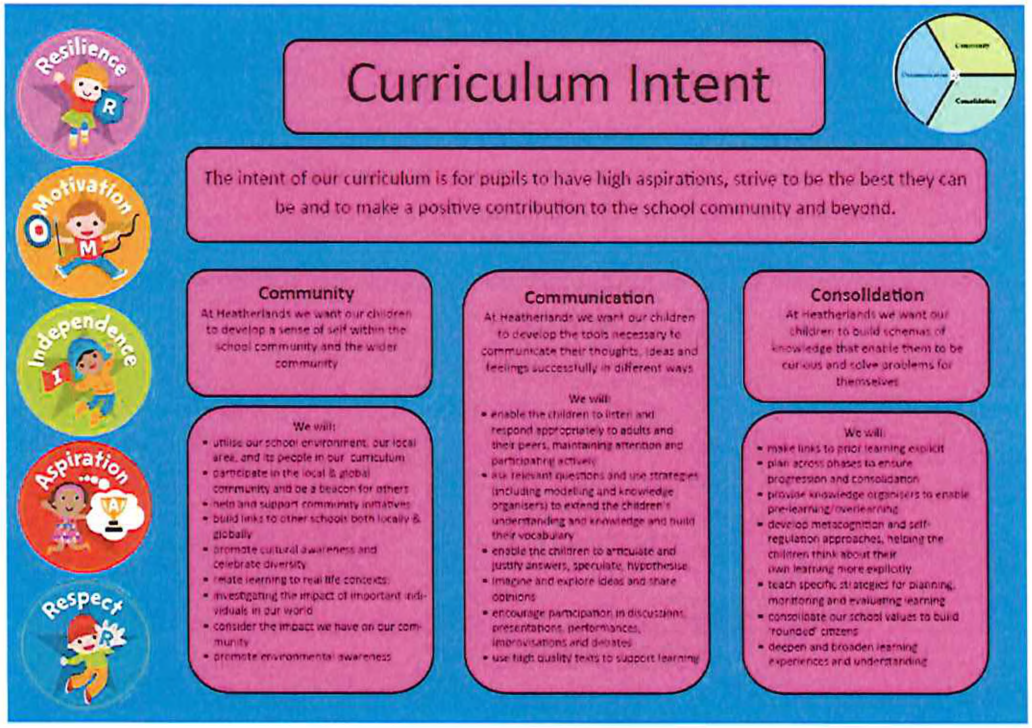
Year 4 Knowledge Organisers

Invaders or Traders?

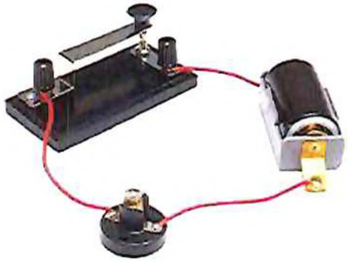
Food & Fairtrade

FAIRTRADE

Heavy Metal



Short Circuit



Walk like an Egyptian

Key term dates 2025 - 2026

- Autumn term: 5th September 2025 to 19th December 2025
- Autumn half term break: 27th October 2025 to 31st October 2025
- Christmas holiday: 22nd December 2025 to 2nd January 2026
- Spring term: 5th January 2026 to 27th March 2026
- Spring half term break: 16th February 2026 to 20th February 2026
- Easter holiday: 30th March 2026 to 10th April 2026
- Summer term: 13th April 2026 to 22nd July 2026
- Summer half term break: 25th May 2026 to 29th May 2026

Summer holiday: from 23rd July 2026

Heatherlands INSET Days 2025 - 2026

Inset Day - Wednesday 3rd September 2025 – School closed

Inset Day - Thursday 4th September 2025 – School closed

Inset Day - Friday 24th October 2025 – School closed

Inset Day - Monday 5th January – School closed

Year group reminders

Please ensure children are always dressed appropriately wearing school uniform: Children in Key Stage 2 wear a school tie which needs to be worn with either a crested v-neck jumper or cardigan and white collared shirt with a grey skirt or trousers and black shoes.

PE kit - Children are required to wear navy blue shorts and a house coloured t-shirt (red, white, blue) for indoor PE.

For outdoor PE, trainers or plimsolls are necessary. Navy blue tracksuit bottoms (**plain, without logos or patterns**) must be worn in cold weather along with the Heatherlands sweatshirt or cardigan they have for their school uniform.

Home learning 2025 - 2026

Home learning will be uploaded to the school website year group pages on a Wednesday and submitted by the following Monday as per the home learning schedule.

If you require a paper copy, please let the class teacher know and you will be provided with the relevant resources.

We use Bug Club, EMILE and Purple Mash to supplement the 'essentials' in reading and multiplication.

Invaders or traders? Year 4

The focus of this topic is History

Heatherlands Primary School

Words I need to know and use:

Chieftain – The leader of a village or small group of people
Danelaw – The area of England ruled by the Vikings
Freeman – A person who is not a slave and free to choose who he or she worked for
Longship – A Viking ship with a sail and oars, also called a dragon-ship
Monastery – The building where monks live
Pagan – A person who believed in many gods
Runes – The name given to the Viking alphabet
Thatched – A roof covered in straw
Trader – A person who sells goods
Thane—The most important person in any village (the chief)
Scandinavia—A group of countries containing Denmark, Norway and Sweden

	Anglo Saxon and Viking timeline
AD 410	The Romans leave Britain
400-600	The Dark Ages – little is known about these times
550	Britain is broken up into small Kingdoms
660	Anglo-Saxons control most of Britain
757-796	Offa is the king of Mercia. Mercia is the most powerful kingdom at this time
790- 799	First Viking raids on Britain
793	Vikings attack the monastery of Lindisfarne
829	Wessex becomes the Supreme Kingdom
851	Athelstan, son of the king of Wessex, defeats a Viking fleet in battle
866 - 77	Invasion of the Great Danish (Viking) Army
867	The Vikings kill rival kings of Northumbria and capture York – The city becomes Jorvik, the Viking capital in England
878	Wessex is overrun by Vikings and King Alfred goes into hiding
886	England is divided – The Saxons retain the west, while the east was to be Viking territory - later known as the '**Danelaw**' - where the English and Vikings were equal in law.
926	Eastern England is conquered by the Saxons
927	Athelstan, king of Wessex, takes York from the Vikings
939	Athelstan, first king of all England dies
954	Eric Bloodaxe, the last Viking king in England, is forced out of Jorvik (York)

Key knowledge:

The 'Big Ideas' in History are: chronology, innovation & impact

To know that the Anglo-Saxon era in Britain was from around 410AD to 1066 and how the Anglo Saxons and Vikings fit in the chronology of British History.

To understand the historical changes in Britain and groups of people who settled there.

To know that the Anglo Saxons came to Britain to find land to farm and the Vikings invaded Britain for good farmland, trade links and wealth.

To know that the Anglo Saxons came to Britain in ships, across the North Sea, from Northern Europe including: Germany, Denmark and the Netherlands.

To understand the impact of the Anglo Saxon invasion on Britons (language, wooden buildings, religion, literature).

To know that Anglo Saxons lived in settlements near rivers, forest and other resources; to know that they lived in houses made of wood (from the forests).

To know that the Anglo Saxons were Christians and why.

To understand that Viking settlements were made from natural resources such as wood, stone, turfs of grass and thatch.

To explain why the number of Saxon kingdoms changed the conflict between arrival of Vikings.

To discuss the impact of the Viking Legacy and how it affected Britain (place names, language, trade, resources, long ship technology).

Invaders or traders? Year 4

The focus of this topic is History

Heatherlands Primary School

When the Romans left Britain, the country was divided up into a lot of smaller kingdoms and sub-kingdoms that often fought with each other and against any invaders who tried to take over.

By the 800s, there were seven kingdoms, the four main kingdoms in England were Northumbria, Mercia, East Anglia and Wessex, the minor Kingdoms were Essex, Kent and Sussex.

One of the most well-known kings from Mercia was Offa. He declared himself the first 'king of the English' because he won battles involving kings in the surrounding kingdoms. Offa is most remembered for Offa's Dyke along the border between England and Wales – it was a 150-mile barrier that gave the Mercians some protection if they were about to be invaded.

Many towns and villages still carry their Anglo-Saxon names today; including "England" which comes from the Saxon word "Angle-Land".

Early Anglo-Saxon villages were named after the leader of the tribe so everyone knew who was in charge. If you'd visited Reading in Anglo-Saxon times, you'd have been in Redda's village – Redda being the local chieftain.

The Anglo-Saxons settled in many different parts of the country – the Jutes ended up in Kent, the Angles in East Anglia, and the Saxons in parts of Essex, Wessex, Sussex and Middlesex (according to whether they lived East, West, South or in the middle!)

Not all Roman towns were abandoned though. Some chiefs realised that a walled city made for a great fortress, so they built their wooden houses inside the walls of Roman towns like London.

Vikings did not wear horned helmets.

Ask someone to describe what a Viking looked like and, chances are, you will inevitably hear about long hair, blonde beards and, of course, the iconic Viking helmet decorated with animal horns.

At Viking archaeological sites, however, evidence of horned helmets has never been found and written accounts of Viking raids make no mention of horned helmets. When you think about it, this makes sense. Horns on warriors' helmets would make them much easier to remove, either by grabbing the horns or as targets for weapon blows to the head.

Food and Fairtrade Year 4

The focus of this topic is Geography

Heatherlands Primary School

Words I need to know and use:

consumer	Person who buys goods or services
Country of origin	Country where items were made
export	Send goods to another country for sale
Fair trade	Trade where producers are paid a fair price for their goods
import	Bring goods into a country for sale.
industry	Group of businesses that provide a particular product or service.
latitude	Imaginary horizontal lines used to show position on the Earth's surface.
longitude	Imaginary vertical lines used to show position on the Earth's surface.
Northern hemisphere	Area between the Equator and the North Pole
Southern hemisphere	Area between the Equator and the South Pole
Producer	Person or business that makes or grows goods for sale
Raw material	Basic material from which a product is made
Retailer	Person or business that sells goods or services
Sustainable	Nor harmful to the environment or depleting natural resources
Tropic of Cancer	Imaginary line used to show position on the Earth's surface, above the Equator.
Tropic of Capricorn	Imaginary line used to show position on the Earth's surface, below the Equator.

Key knowledge:

The 'Big Ideas' in geography are: location, diversity and impact.

Key Question: What is fair trade?

Locational Knowledge:

To understand that the food we eat comes from all over the world and begin to identify main growers/producers and importers.

To identify the location of the main sugar growing countries.

Place Knowledge:

To explain where countries are on a map and how this effects food production.

To identify the specific features of cocoa growing countries.

To synthesise information about where food comes from.

Human and Physical Geography:

To identify the stages of producing chocolate from cocoa bean to supermarket shelf.

To understand importance of supporting Fairtrade.

To summarise information about the human and physical features of India.

Food and Fairtrade Year 4

The focus of this topic is Geography

Heatherlands Primary School

Locational and Place Knowledge	How does Fairtrade work?
	Fairtrade is an arrangement which aims to ensure that farmers get a fair price for their goods. H
	Many items we enjoy can be Fairtrade but this often means it costs more to buy.
	However, buying Fairtrade items helps to support those involved in the farming process.
	Growing cocoa for chocolate is a difficult task but Fairtrade is making it more sustainable. You can also buy Fairtrade bananas and coffee which support the farmers involved in growing, harvesting and trading these.

Locational and Place Knowledge	What is trade and why is it important?
	Trade is an important way to make sure that natural resources are shared around the world.
	There are many things that we enjoy as a result of trade links with other parts of the world.
	Chocolate comes from the cocoa plant which grows in tropical climates. That means that for us to enjoy chocolate in England we must import it into the country.
	Bananas need lots of sun to grow which means that they cannot grow in England. The United Kingdom imports around 1.15 million tonnes of bananas every year.
	Coffee comes from a plant which grows between the Tropics of Cancer and Capricorn. The UK drinks an average of 70 million cups of coffee a day. This means there is a high demand for it to be imported

Our new book: The Explorer by Katherine Rundell

As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small. Except, it seems, someone has been there before them....

Main characters—Fred, Con, Lila, Max and The Explorer

Key Vocabulary: rainforest, cockpit, pilot, discovery, Amazon, luscious, canopy, mysterious, malfunction, disaster, argumentative, survivors, critical, blaze, stranger.

Heavy Metal Year 4

The focus of this topic is Art

Heatherlands Primary School

Words I need to know and use:

wire sculptures	*the creation of sculpture or jewellery out of wire*
sculptor	an artist who makes sculptures
sculpture	the art of making three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
mould	form (an object) out of malleable material.
malleable	(of a metal or other material) able to be hammered or pressed into shape without breaking or cracking.
prototype	a first or preliminary version of a device or vehicle from which other forms are developed.
securely	in a fixed or stable manner.
decoration	the process or art of decorating something.

Shapes are an important part of sculpture.

They can be natural or man-made, regular or irregular, geometric or organic, coloured, patterned or textured.

Shapes can be used to control your feelings in the composition of an artwork:

Squares and Rectangles can portray strength and stability

Circles and Ellipses can represent continuous movement

Triangles can lead the eye in an upward movement

Inverted Triangles can create a sense of imbalance and tension

Alexander Calder created works with wire and pliers. He would bend, twist and crimp wire to form three- dimensional portraits of celebrities and friends that had all the vitality and spontaneity of a line drawing in space.

Key knowledge:

The 'Big Ideas' in art are: inspiration, experimentation & expression

Key Question: Who is Alexander Calder?

To study and compare the work of Alexander Calder (Sculptor)
To identify the 7 elements of art and the principles of balance, contrast, emphasis, movement, rhythm and unity using their work as an inspiration for their own art
To know that Alexander Calder sculpted with wire
To study sculptures by Alexander Calder and use computer generated animation as starting points for own work
To create wire sculptures inspired by Alexander Calder
To know that sculpture is when an artist's thoughts are represented by a 3D model
To use pipe cleaners, to create prototype models before sculpting with wire for final product
To draw and sketch from close observation with a focus on balance, contrast, emphasis and movement
To use imagination and knowledge of line, shape to form images.
To decide what materials best suit the task by exploring known techniques.
To collect ideas in sketch books and annotate using key, relevant art vocabulary.

Heavy Metal Year 4

The focus of this topic is Art

Heatherlands Primary School

Blurb:

'Reckoned one of the greatest of modern fairy tales.'

Observer

'Starts superbly with a clanking iron giant toppling from a cliff and lying smashed on the rocks below. Then his various parts get up and search for each other. Hughes has never written so compelling.'

The Times

Key Information:

Plot: Mankind must put a stop to the dreadful destruction caused by the Iron Man. A trap is set for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to lay waste to the planet, it is the Iron Man who finds a way to save the world.

Setting: Science fiction/fairy tale: a coastal farm

Themes: bravery, prejudice, irrational fear, inclusion, teaching children not to fear people who are different to themselves, but to learn to understand and accept them. It is also critical of warfare and violence, showing how intelligence can succeed where weaponry fails.

Key Characters:

The Iron Man	The giant "metal man" of unknown origin
Hogarth	The local boy who lures the Iron Man
Space-Bat-Angel-Dragon	The space-being who resembles a dragon
Farm hands	Hatch a plan to trap and bury the Iron Man

Author Voice:

The Iron Man was a story for his own small children, and that he later wrote it out just as he had told it over three or four nights. He described the story as "like a kit or blueprint for putting together a little boy", and he said that he felt he should tell his children stories to make things possible for them; stories that allowed them to win. He described The Iron Man as bringing the boy into a friendly relationship with the mysterious world of technology and machines in such a way that he can control it. And, in the "creature from space", he said, "you have the terrible, possibly demonic world of what comes up from inside, out of the elements" and the boy and the Iron Man are "brought into a workable relationship with that, too."

Key Vocabulary:

Astronomer	A Scientist who studies the stars, planets and other natural objects in space.
brink	the extreme edge of land before a steep slope or a body of water
harmony	the combination of simultaneously sounded musical notes to produce a pleasing effect
hush	A silence
petroleum	a dark, thick oil obtained from under the ground, from which various substances, including petrol, are produced.
Scrap metal	Discarded waste metal suitable for reprocessing.

Key Quotes:

"The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows."

"If you're all so peaceful up there, how did you get such greedy and cruel ideas?"
The dragon was silent for a long time after this question. And at last he said: "It just came over me. I don't know why. It just came over me, listening to the battling shouts and the war-cries of the earth - I got excited, I wanted to join in."

Discussion Points:

- Why would the Iron Man turn from villain to hero?
- What key message was Ted Hughes getting across?
- Which character would you describe as the bravest and why?

Short Circuit Year 4

Heatherlands Primary School

Words I need to know and use:

Definitions	
circuit	A **circuit** is a closed loop for electricity to travel around.
current	**Current** is the amount of electricity flowing through a circuit. It is measured in amps.
conductor	A **conductor** is an object that allows electricity to flow through it easily. Objects made of metal are good conductors.
insulator	An **insulator** is an object that does not allow electricity to flow through it easily. Rubber, paper and some plastics are good insulators.
switch	A **switch** turns an electrical circuit on or off by starting or stopping a current flowing.
voltage	**Voltage** is the amount of electrical energy used. It is measured in volts.

The focus of this topic is Science

Key knowledge:

The 'Big Ideas' in Science are investigation, explanation and observation.

To know what components are required to build a simple circuit.
To know how to adapt or change the layout of components.
To know that a circuit must be complete to work.
To know that a lamp must be part of a complete circuit to light.
To recognise that a switch opens and closes a circuit.
To know that some materials are better conductors of electricity than others.
To know that metals are good conductors of electricity and most other materials are not. That metals are used for cables and wires, plastic is used to cover wires and as covers for plugs and switches.

Short Circuit Year 4

Heatherlands Primary School

Famous inventors:

The Wright Brothers - They were American siblings and great technological innovators. They are credited with inventing the aeroplane, having made the first successful human flight with a craft powered by an engine.

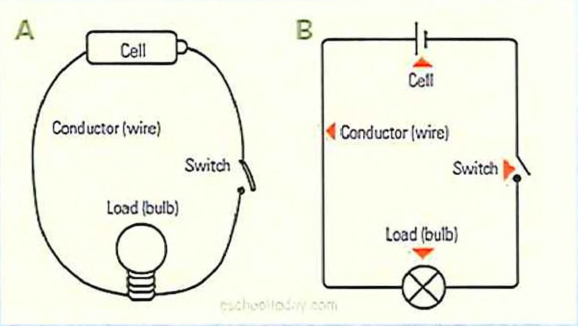
Stephanie Kwolek - She was an American-Polish chemist who worked with synthetic (human constructed) fibres. She invented Kevlar, an incredibly light but very strong material.

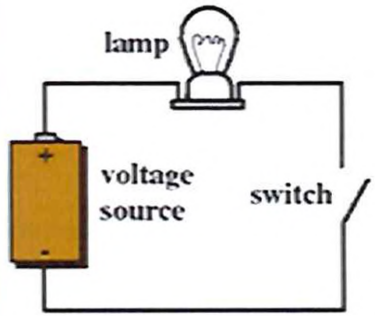
Ruth Handler - She designed the Barbie doll, a popular toy all over the world.

Mary Anderson - She invented windscreen wipers. She did this by inventing a swinging arm with a rubber blade that could be operated by the driver from inside the vehicle to solve the problem.

Margaret Hamilton - She invented the software and computer code that enabled Apollo 11 to go to the moon.

Steve Jobs - He designed the iPod in 2001 to satisfy the demand for music on the move.





Throughout the topic 'Short Circuit' the children will learn how to make circuits using a variety of conductors.

In English, we will write a character description and a persuasive letter linked to The Lady of Shallot.

In Science, we will learn all about electricity.

In DT, we will learn how to use tools to create marble mazes out of wood and sand down the edges.

In Computing, we will be word processing some of our work to consolidate our existing learning and starting our learning on coding.

In History, we will learn about different inventors and how their inventions help us today.

Walk like an Egyptian Year 4

The focus of this topic is History

Heatherlands Primary School

Words I need to know and use:

Afterlife – The place where Egyptians believed they would go after they died
Akhet – The season of the year when the Nile river flooded
Canopic jars – Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach
Dynasty – A period of rule when a series of kings or pharaohs all came from the same family
Hieroglyphics – A type of writing that used a combination of pictures and symbols
Papyrus – A plant that grew on the banks of the Nile
Pharaohs – The supreme ruler of all of Ancient Egypt
Sarcophagus – A large stone box that held a mummy's coffin

	Ancient Egyptian timeline
3500 BC	Early settlers in the Nile Valley
3100 BC	Hieroglyphic script developed Narmar unifies upper and lower Egypt
2700 BC	1st stone pyramid built
2600 BC	Pyramids of Giza built
2200 BC	Various kings rule over Egypt
2055 BC	Mentuhotep II gained control of entire country
2000 – 1700 BC	Agricultural development of the Faiyum Earliest parts of Temple of Karnak built Egyptians control Nubia
1700 BC	Hyksos rulers took control of Delta region
1600 BC	Ahmose unifies country
1400 BC	Tutankhamun became pharaoh
1100 BC	Upper and lower Egypt split
525 BC	Persians conquer Egypt

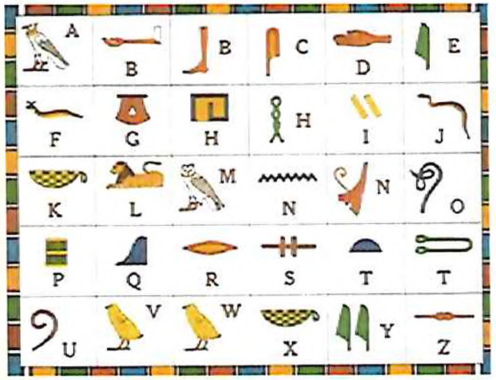
Key knowledge:

The 'Big Ideas' in History are: chronology, innovation & impact

Key Question: What were the achievements of the Ancient Egyptians? (In depth study of the earliest civilisations)

To know where Egypt is.
To know why the river Nile important to the ancient Egyptians.
To know when the Ancient Egyptian civilisation appeared.
To know how archaeology helps us to find out about the past.
To know what was daily life was like in ancient Egypt
To know what the ancient Egyptians achieved

To know what hieroglyphics tell us about life in Ancient Egypt.



Walk like an Egyptian Year 4

The focus of this topic is History

Heatherlands Primary School

Technology and achievements:

The Ancient Egyptians were one of the first civilizations to form in the ancient world. Their inventions and technology had an impact on many civilizations to come. Their technology included the ability to build large construction projects such as pyramids and palaces, simple machines such as ramps and levers, and a complex system of government and religion.

Writing

One of the most important inventions of the Ancient Egyptians was writing. They wrote in hieroglyphics. Writing allowed the Egyptians to keep accurate records and maintain control of their large empire.

Papyrus Sheets

The Egyptians learned how to make durable sheets of parchment from the papyrus plant. It was used for important documents and religious texts. The Egyptians kept the process to make the sheets a secret so they could sell the parchment to other civilizations such as Ancient Greece.

Medicine

The Ancient Egyptians had a wide variety of medicines and cures. Some of their medicines were quite strange. For example, they used honey and human brains to cure eye infections. They also used a whole cooked mouse to help cure coughs. Many of their medicines were accompanied by spells to ward off the evil spirits making the person sick.

Shipbuilding

With the Nile River playing a major role in the lives of the Egyptians, building ships was a big part of their technology. They originally built small boats from papyrus reeds, but later began to build large ships from cedar wood imported from Lebanon.

Mathematics

The Egyptians needed a good understanding of maths and geometry to build the pyramids and other large buildings. They also used maths and numbers to keep track of business transactions. For numbers they used a decimal system. They didn't have numerals for 2 - 9 or zero. They just had numbers for factors of 10 such as 1, 10, 100, etc. In order to write the number 3 they would write down three number 1s. To write the number 40, they would write down four number 10s.

Makeup

All Egyptians wore makeup, even the men. They made a dark eye makeup called kohl from soot and other minerals. The makeup was a fashion statement, but it also had the side effect of protecting their skin from the hot desert sun.

Toothpaste

Because their bread had so much grit and sand in it, the Egyptians had a lot of problems with their teeth. They invented the toothbrush and toothpaste in an effort to take care of their teeth. They used a wide variety of ingredients to make their toothpaste including ashes, eggshells, and even ground up ox hooves.

Heatherlands Primary School KS2 Curriculum Overview 2025-2026 Year 4

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

Autumn Term	Spring Term		Summer Term	
RESPECT RESILIENCE	ASPIRATION MOTIVATION		INDEPENDENCE THE HEATHERLANDS WAY	
Invaders or traders?	Food and Fairtrade	Heavy Metal	Short Circuit	Walk like an Egyptian

The purpose of the MTC is to determine whether pupils in Year 4 can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify children who have not yet mastered their times tables, so that additional support can be provided. We start using this website in Year 1 to support the children and continue this through key stage 2.

We use EMILE to aid the children in learning their multiplication tables and becoming more fluent. This website supports them to recall them at speed in a similar format to the check.

All information can be found on our school website:

https://www.heatherlands.poole.sch.uk/

https://www.heatherlands.poole.sch.uk/year-4/

If you need to contact the class teacher, please email the school office and your message will be forwarded on to them:

heatherlands.office@coastalpartnership.co.uk

Children in Year 4 will have indoor PE on a **Monday** and outdoor PE on a **Tuesday**.

Children need to come into school on Mondays and Tuesdays wearing their Heatherlands PE kit.

Forest Schools will take place on a Friday once a term.

Most sessions run in Autumn term 2, Spring term 2 or Summer term 2 and you will be informed of the dates on a termly basis.