Knowledge Organisers

Year 4 – Keeping & Staying Safe

Year Intent

In Year 4, children re-establish what they already know about keeping safe before building on this through more complex learning. They revisit how to recognise risks and identify strategies that help keep themselves and others safe in a wider range of situations.

Pupils explore the possible consequences of accidents or incidents and consider how their actions affect others. They also learn about cycle safety and the importance of listening to trusted adults.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety

Ask me a question!

How can we keep safe at home, at school, and in the community?

How can we stay safe when riding a bike?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics
- recognise situations that may place themselves or others at risk
- identify trusted people and support that can help them stay safe
- suggest and explain safe actions in a range of everyday situations

Cycle Safety - *Pupils should...*

- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe

I will learn the following new words/phrases:

I now know...

Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle safety	The use of road traffic safety practices to reduce risk associated with cycling.





Knowledge Organiser

Year 4 – Keeping & Staying Healthy

Year Intent

In Year 4, children revisit and reflect on their understanding of how to keep their bodies healthy before exploring more complex aspects of health and wellbeing.
They develop their knowledge of balanced diets, learning how different foods contribute to a healthy lifestyle and how too much sugar, salt and saturated fat can affect their bodies now and in the future.

Pupils also begin to interpret nutritional information on food packaging and consider how everyday choices support long-term health and wellbeing.

Curriculum Links

Statutory RSHE Links

General wellbeing; Health protection and prevention; Physical health and fitness; Healthy eating

Ask me a question!

What different types of food do our bodies need to stay healthy and grow?

How can we stay healthy?

How can you encourage others to stay healthy?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics
- recognise choices and behaviours that can affect their health and wellbeing
- identify people and support who can help them stay healthy and make positive choices
- suggest and explain healthy habits that support physical and personal wellbeing in everyday life

Healthy Living - *Pupils should...*

- explain what is meant by a balanced diet and plan a balanced meal
- recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
- understand nutritional information on packaged food and explain what it means
- describe different ways to maintain a healthy lifestyle



I will learn the following new words/phrases:

I now know...

Lifestyle	The way a person or group of people live.
Balanced diet	A diet that includes a variety of different types of food to help you get the nutrients you need.
Blood pressure	Measures how the heart pumps blood around the body.
Saturated fat	A type of fat found in meat and other animal products, such as butter and cheese.
Vital organs	The main organs inside the body, such as the heart, lungs, and brain. It is important to keep these healthy.
Mind map	A diagram, often drawn on paper, to present your ideas.
Food chart	A chart that can be used to see how many servings of each food should be eaten each day.
Carbohydrates	Substances, found in certain kinds of food, that provide you with energy.
Protein	A nutrient which builds, maintains, and replaces the tissues in your body.
Calorie	A unit of energy that can be found in food.

Knowledge Organiser

Year 4 – The Working World

Year Intent

n Year 4, children re-establish what they already know about how people contribute to family and community life before building on this through more complex learning.

They explore the ways their actions can positively support those who care for them and consider how they can contribute at home, at school and in their community.

Pupils begin to develop an awareness of the skills people use in different roles and start to recognise how these skills may help them in future jobs.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; General wellbeing; Respectful, kind relationships

Wider PSHE Links

Careers education: aspirations, learning and work; Economic wellbeing

Ask me a question!

How can we support society, our community, and our family/friends?

What chores could you be responsible for at home?

Can you name any skills that may be required for a future job role?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how people support their families, communities and wider society
- recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life
- identify skills and qualities that may be useful in different jobs and roles people do
- suggest and explain simple ways money is used, earned and saved in everyday life

Chores at Home - *Pupils should...*

- recognise ways in which we can help those who look after us
- explain the positive impact of our actions
- describe the ways in which we can contribute to our home, school, and community
- identify the skills we may need in our future job roles



I will learn the following new words/phrases:

I now know...

Income tax	An employee will pay a percentage of their wages to the government
VAT	An amount added to items purchased.
Contribution	Something you give or do that helps achieve an end result.
HM Revenue and Customs	The UK's tax, payments and customs authority.
Society	A group of people living as a community.
Chore	Everyday work around a house or farm.
Independence	Not influenced or controlled by others.
Self-motivation	Able and willing to work without being told what to do.
Apprenticeship	An arrangement in which someone learns an art, trade, or job under another.
Volunteer	A person who does something, especially helping other people, willingly and without being forced or paid to do.
Stereotype	A set idea that people have about what something or someone is like.

Knowledge Organiser

Year 4 – Computer Safety

Year Intent

In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning.

They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour.

Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe;

Ask me a question!

What are the positives and negatives of using computers and being online?

How can you keep yourself and others safe online?

If someone you know is being bullied online, what could you do?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics
- recognise situations that may place themselves or others at risk when using technology or communicating online
- Identify trusted people and support who can help them if something online or on a device worries them
- suggest and explain safe actions that help them use technology responsibly in everyday situations

Online Bullying - *Pupils should...*

- recognise the key values that are important in positive online relationships
- explain the feelings and emotions that may arise from online bullying
- develop coping strategies to use if we or someone we know is being bullied online
- identify how and who to ask for help



I will learn the following new words/phrases:

I now know...

Online relationship	A relationship between people who have met online, and in many cases know each other only via the Internet.
Online bullying	Bullying which takes place over digital devices, such as phones, tablets, and computers.
Offensive	Causing someone to feel upset or annoyed.
Insulting	Something that is rude, offensive, or disrespectful.
Rude	Not polite or kind.
Device	A piece of portable electronic equipment that can connect to the internet, such as a smartphone, tablet, or laptop/ computer.
Posting	A piece of writing, image, or other item of content published online.
False content	Content published online that is false or misleading.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rumours	A story or statement that is being passed around without confirmation that the information is true.

Knowledge Organiser

Year 4 – Being Responsible

Year Intent

In Year 4, children re-establish what they already know about being responsible before building on this through more complex learning. They revisit how responsible choices can affect themselves and others and recognise the importance of behaving responsibly in different situations.

Pupils explore why rules are important at home and in the wider community and consider when being organised and on time matters.

Through discussion and activities, they develop their understanding of sensible and responsible behaviour.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Families and people who care for me

Ask me a question!

How can we be responsible at home, at school, and in the community?

Why do we have rules?

Why is it important to be on time?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility
- recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have
- identify people and support who can help guide them in making responsible decisions
- suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others

Coming Home on Time - *Pupils should...*

- recognise the importance of behaving in a responsible manner in a range of situations
- describe a range of situations where being on time is important
- explain the importance of having rules in the home
- describe ways that behaviour can be seen to be sensible and responsible

I will learn the following new words/phrases:

I now know...

Punctual	Arriving or doing something at the correct time, not late.
Responsible	To have control or be in charge of something. Capable of being trusted.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.
Appointment	An arrangement to meet someone at a particular time and place.



Knowledge Organiser

Year 4 – Feelings & Emotions

Year Intent

In Year 4, children re-establish what they already know about feelings and emotions before building on this through more complex learning.

They revisit how different situations can cause a range of emotions and identify strategies to help manage and express their feelings in positive ways.

Pupils explore more challenging emotions and recognise the physical and emotional responses these feelings may bring. Through discussion and activities, they consider how their responses can affect themselves and others.

Curriculum Links

Statutory RSHE Links

General wellbeing; Physical health and fitness; Health protection and prevention: Caring friendships; Respectful, kind relationships

Wider PSHE Links

Careers education: aspirations, learning and work





Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences
- recognise situations that may cause different emotions for themselves or others
- identify people and support who can help them manage difficult or uncomfortable emotions
- suggest and explain strategies that can help them express and manage their feelings in positive ways

Jealousy - *Pupils should...*

- identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience
- understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them
- learn and practise strategies to manage challenging emotions in positive ways
- explain that emotions can be communicated through words, actions and body language

I will learn the following new words/phrases:

I now know...

Feelings	Emotions, such as love, anger, joy and fear.
Emotions	Strong feelings.
Physical health	The well-being and overall condition of your body.
Mental health	Emotional, psychological, and social well-being.
Strategies	A plan of action designed to achieve a long-term or overall aim.

Ask me a question!

How can you manage the feeling of jealousy?

Who can help us if we feel worried about ourselves or someone else?

If someone you know is experiencing jealousy, how could you help them?

Can you name some benefits of having different types of friends?

Knowledge Organiser

Year 4 – Growing & Changing

Year Intent

In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow.

Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

Curriculum Links

Statutory RSHE Links

Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me; Caring friendships;

Ask me a question!

What types of relationships are there?

How could you help someone who feels uncomfortable in a relationship?

What is the difference between secrets and surprises?

What can make a relationship healthy or unhealthy?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics
- recognise behaviours and situations that may affect relationships or cause others to feel upset
- identify trusted people and support who can help them manage relationship difficulties or worries
- suggest and explain ways to show respect, kindness and consideration in everyday relationships

Appropriate Touch- *Pupils should...*

- recognise the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

I will learn the following new words/phrases:

I now know...

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Connection	The act of joining or being joined to something else.
Civil partnership	A civil partnership is a legal relationship which can be registeredby two people who aren't related to each other.
Marriage	A formal union and social and legal contract between two





Knowledge Organiser

Year 4 – A World Without Judgement

Year Intent

In Year 4, children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning.

They revisit how communities include people with different strengths, goals and experiences.

Pupils explore the importance of recognising positive qualities in others and understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

How can we challenge stereotypes?

How are we all different?

How can we respect ourselves and others?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness
- recognise situations where unfair judgement or discrimination may affect individuals or groups
- identify people and groups that help support fairness and respect within communities
- suggest and explain ways they can show respect for themselves and others and help create inclusive communities

Breaking Down Barriers - *Pupils should...*

- recognise positive attributes in others
- explain why being different is okay
- explore your own strengths and goals, and understand that these may be different from those around you
- identify some of the ways we can overcome barriers and promote equality



I will learn the following new words/phrases:

I now know...

Judgement	The ability to judge, make a decision, or form an opinion of someone or something.
Equality	All members of a society, group, or family have equal status, rights, and responsibilities.
Diversity	An understanding that people are unique and can exist together in a group.
Cohesion	Everyone fits together well and works as a whole.
Barrier	A circumstance or obstacle that keeps people or things apart or prevents communication or progress.
Attributes	A quality or feature of a person or thing.
Similarities	A similar feature or aspect.
Differences	A point or way in which people or things are not the same.
Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Polite	Having or showing behaviour that is respectful and considerate of other people.
Courteous	Polite, respectful, or considerate in manner.
Respectful	Feeling or showing respect.

Knowledge Organiser

Year 4 – First Aid

Year Intent

In Year 4, children re-establish what they already know about the people and services who help keep us safe before building on this through learning about first aid.

They revisit how to recognise situations where someone may need help and begin to identify signs that a person may be struggling to breathe, such as during an asthma attack, choking or an allergic reaction.

Pupils explore how to seek emergency help and learn simple first aid actions until support arrives.

Curriculum Links

Statutory RSHE Links

Basic first aid; Being safe; General wellbeing; Health protection and prevention; Personal safety

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

What could trigger an asthma attack?

How could you help someone who is choking?

What is an epi-pen?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics
- recognise situations where someone may need help due to illness, injury or breathing difficulties
- identify trusted adults and emergency services who can provide help and support in an emergency
- suggest and explain simple actions that can help keep someone safe until help arrives

First Aid Year 4 - *Pupils should...*

- identify and name situations that may require first aid
- list reasons why someone may struggle to breathe
- recognise the signs of an asthma attack or choking
- identify the signs of an allergic reaction and anaphylactic shock
- understand the correct steps for seeking immediate emergency help
- provide first aid treatment to someone who is struggling to breathe



I will learn the following new words/phrases:

I now know...

Treatment	Medical care given to a patient for an illness or injury.
Emergency	A serious, unexpected, and often dangerous situation requiring immediate action.
Severe	Very bad, serious, or unpleasant.
Clinical Advisor	A person responsible for the assessment of health and clinical needs.
Life-threatening	Capable of causing death
Conscious	Awake, aware of what is happening around you, and able to think.
Asthma	A common lung condition that causes occasional breathing difficulties.
Anaphylaxis	A severe and potentially life-threatening reaction to a trigger such as an allergy.
Allergic	Having an allergy to a substance.
Prescribed	To officially advise someone to use a medicine or treatment
Obstruction	Something that gets in the way, sticks out, or blocks passage.