

A WONDERFUL WORLD: Appreciating God's Creations

Focus Overview

Year 6 : The Rainforest

At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

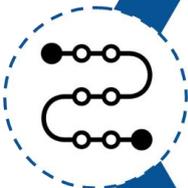
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



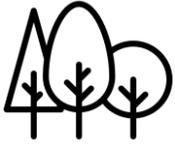
Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Wonderful World: Appreciating God's Creations Year 6 - Rainforests



Throughout this focus, children will discover the beauty and importance of the world's rainforests – studying them from different focal points.

Through **Geography**, children will understand the location of the rainforests: why they are located where they are through the discovery of climate zones. They will focus on the Amazon rainforest in particular, and investigate the physical geography of South America and Brazil. Children will explore trade and natural resources and examine the threat and cost to the rainforests by this level of human activity.

In **English**, children will understand more about the rainforests, by creating non-chronological reports on their importance, biodiversity and structure. Through persuasive writing, children will explore what can be done to lessen the impact of human activity.

Children will discover the ancient Maya in **History**, finding out about the origins of the civilisation, where and how they lived and importantly, the impact of the rainforest on their way of life, including farming, trade and technology. In their exploration of Mayan agriculture children will learn how the Mayans sustainable farming can impact us today.

Classification of living things will be the main focus during **Science** work – Children will explore the work of Carl Linnaeus, learning how to classify living things according to observable features and creating their own classification keys. Children will have to think logically in order to create their own classification keys.

Finally, through **Art** Children will learn about the work of Rousseau. Not only about the artist himself, but also about his works and techniques and how the rainforest inspired him from afar, having never been there himself. Children will learn of combining colours to create effective pieces, often mixing colours themselves.

Theme Impact

Children will have a deeper understanding of the importance of the rainforest to us and our world and how people in the past and present have utilised them for the benefit of humans across the world. They will understand why it is crucial to protect them for future generations and think creatively about how we can do this from afar.

Catholic Social Teaching

Dignity of the Human Person

- *How can we protect the rights of individuals and local communities?*
- *How can we provide opportunities for sustainable employment?*
- *Children will understand that our dignity has roots in the environment that we have a responsibility for.*

Curriculum Drivers

Geography

National Curriculum Objectives

- Locate the world's countries, with focus on South America and countries of particular interest to pupils.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Name and locate known countries: USA, Ireland, France, Spain, Russia
- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Name and locate the world's continents and main oceans. Identify the UK on a world map.

Knowledge and Skills Progression

LK1: Locate large/influential countries- including Europe and North or South America. Locate and name principal cities.

LK3: Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)

PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of South America.

PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues.

HPG1: Physical geography including, climate zones, biomes and vegetation belts.

HPG2: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals. Also including trade between UK, Europe and ROW

HPG3: Fair/unfair distribution of resources (Fairtrade).

HPG4 : Distribution of natural resources including a study of a contrasting country in developing world

GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

GSF2: Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world and countries studied in depth.

GSF4: Expand map skills to include a range of non-UK countries

History

National Curriculum Objectives

- Undertake an in-depth study of a non-European society that provides contrasts with British history - The Maya Civilization

Knowledge and Skills Progression

C1: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

C2: Order significant events, movements and dates on a timeline.

C3: Describe the main changes in a period in history.

U1: Choose reliable sources of information to find out about the past.

U2: Give own reasons why changes may have occurred, backed up by evidence.

U3: Describe similarities and differences between some people, events and artefacts studied

U4: Describe how historical events studied affect/influence life today.

U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

E2: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

E3: Investigate own lines of enquiry by posing questions to answer.

O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

O2: Plan and present a self-directed project or research about the studied period.

H3: Evaluate evidence to choose the most reliable forms.

Science

National Curriculum Objectives

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

Knowledge and Skills Progression

E1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

E3: record data and results of increasing complexity using scientific diagrams and labels, classification keys,

E4: using test results to make predictions to set up further comparative and fair tests

E5: report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

E6: identify scientific evidence that has been used to support or refute ideas or arguments

Working Scientifically Suggestions

- Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)
- Ask pertinent questions and suggest reasons for similarities and differences.
- Use classification systems and keys to identify some animals and plants in the immediate environment.
- Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

Art

National Curriculum Objectives

- Learn about the great artists, architects and designers in history – Henri Rousseau

Knowledge and Skills Progression

E1 create sketch books to record their observations and use to review and revisit ideas.

E2 record and explore ideas from first-hand observations, experience and imagination and ideas for different purposes.

E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.

E4 think critically about their art and design work.

P1 develop a painting from a drawing.

P2 experiment with different media and materials for painting.

P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists

P4 mix and match colours to create atmosphere and light effects.

P5 identify, mix and use primary, secondary, complimentary and contrasting colours.

Application

Even though we are thousands of miles away, how can we do our part to lessen the impact of humans on our rainforests?

Children to explore own ideas in groups and independently both inside and outside the classroom – this may be completed through animations, campaigns, information sharing, lifestyle choices.

6C's - Creativity – Children will have to explore and debate the importance of local and global economies with regard to the Amazon Rainforest and its conservation.

Wider Curriculum Opportunities

Writing

Non-chronological reports:

- Rainforest features
- Importance of the rainforest
- Rainforest animals

Persuasive Writing:

- Protecting the rainforests
- Palm oil production

Reading

Journey to the river Sea – Eva Ibbotson

The Explorer – Katherine Rundell

The Great Kapok Tree – Lynne Cherry

The Rainforest Grew All around – Susan K Mitchell

Unfolding Journeys – Amazon Adventure – Lonely Planet

Trash – Andy Mulligan

Computing – application of previously taught skills

Presentation of information

Select, use and combine a variety of software on a digital device to design and create content that collects, analyses, evaluates and presents data and information.

Enrichment

Birmingham Botanical Gardens – discovery of rainforest species and the everyday items that originated there. Use as a basis for artwork – sketching leaves in books

Home Learning

Rainforest research

- Importance of the rainforest
- Rainforest superfoods
- Rainforest biodiversity
- Climate change and the 'lungs of the earth'
- Palm oil production in Indonesia
- The Maya way of life
- Over the course of the half term children will be planning, developing and creating and project to showcase their understanding.

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Gymnastics

- Work Collaboratively with a partner and in small groups to perform.
- Compare performance with previous performances and demonstrate improvement to achieve personal best.
- Develop flexibility, balance, Strength and control.
- Lead group warm-up showing and understanding of the need for strength and flexibility.
- Demonstrate accuracy, consistency and clarity of movement.
- Work independently and in small groups to make up their own sequences.
- Arrange own apparatus to enhance work and vary compositional ideas.
- Experience flight on and off of high apparatus.

Dance

- Work collaboratively with a partner and in small groups to perform more complex dances.
- Compare performance with previous performances and demonstrate improvement to achieve personal bests.
- Develop flexibility, balance, strength and control in a range of dances.
- Work collaboratively to include more complex compositional ideas.
- Develop motifs and incorporate into self-composed dances as individuals, pairs and groups.
- Talk about different styles of dance with understanding, using appropriate language and terminology.

Music

MFL

Unit: I am learning French

Speaking

- Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).
- Speak aloud familiar words or short phrases
- Say colours and numbers 1-10. Role-play on saying how you are and what your name is.

Listening

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions).
- Listen to model role-plays and infer meaning

Reading

- Read aloud familiar words or short phrases.

Writing

- Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
- Spell all new language as accurately as possible via tasks in each lesson.

Grammar

First person singular of high frequency verbs.

Cooking in the Curriculum

Cottage Pie – See cooking curriculum for recipe guidance and skills