

Half term one

Rainforests

Main Subject foci: Geography and Design Technology

Learning outcome: By the end of this scheme of work the children should be able to understand and compare the physical and human geography of different rainforests in the Amazon and Borneo. They should also be able to understand and articulate the impact of a range dangers to the rainforests.

Geography Threshold concepts:

- **Investigate places**
This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns**
This concept involves understanding the relationships between the physical features of places and the human activity within them
- **Communicate geographically**
This concept involves understanding geographical representations, vocabulary and techniques.

Design Technology Threshold concepts:

- **Master practical skills**
This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed
- **Design, make, evaluate and improve**
This concept involves developing the process of design thinking and seeing design as a process.

Hook

The Great Kapok Tree/ Greenpeace Rang Tan poem

Topic Showcase (e.g. display, museum, performance, presentation)

Anti-deforestation posters/Awareness stall on the playground -petition signing against palm oil, palm oil alternative handouts, children create orangutan badges and other items and sell them to help adopt an orangutan.

Perform the Rang Tan poem in Assembly

Rainforest House Exhibition

Oracy:

Children to use key vocabulary in persuasive speeches to other classes/parents about how they help stop deforestation.

Key Vocabulary:

Deforestation, canopy, emergent layer, understory, forest floor, extinction, inhabitants, tropical, temperate, Tropic of Cancer, tropic of Capricorn, hemisphere, equator, South America, Brazil, Amazon, Borneo, Asia, continents, climate, oxygen, palm oil, distribution

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

The Great Kapok Tree – Lynne Cherry
The Shamen's Apprentice – Lynne Cherry

Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

Deforestation awareness/conscious shopping/ sponsoring animals

Experiences/Visits/Visitors

VR Rainforest visit

Main Subjects covered:

Geography, Design Technology

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure
Sessions 1: Introduction to the Rainforests <ul style="list-style-type: none"> ○ To ask and answer questions linked to the rainforest ○ To learn some key vocabulary related to the rainforest ○ 	<ul style="list-style-type: none"> ○ Investigate places This concept involves understanding the geographical location of places and their physical and human features. ○ Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<ul style="list-style-type: none"> ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ Ask and answer geographical questions about the physical and human characteristics of a location. ○ 	<ul style="list-style-type: none"> ○ Introduce the Rainforests ○ Record key questions that these children would like to know the answer to. ○ Search and record and learn key vocabulary relating to the rainforest.

<p>Session 2: Locating the rainforests and discussing the climate</p> <ul style="list-style-type: none"> To locate the rainforests, equator and Tropics of Cancer and Capricorn and present them on a map. 	<ul style="list-style-type: none"> Investigate places This concept involves understanding the geographical location of places and their physical and human features. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Discuss the difference between tropical and temperate rainforests. Locate the biggest rainforests in the world using atlases and then label the world map with all information in the milestone as well as the Amazon rainforest.
<p>Session 3: Describe and depict the location of the Amazon rainforest.</p> <ul style="list-style-type: none"> To create a map of South America to show the location of the Amazon using salt dough. 	<ul style="list-style-type: none"> Investigate places This concept involves understanding the geographical location of places and their physical and human features. Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	<ul style="list-style-type: none"> Children look closer at South America and then locate Brazil and the Amazon as well other neighbouring countries. The children then create a salt dough map to model their knowledge of the Amazon rainforest location.
<p>Session 4: Physical and animal features</p> <ul style="list-style-type: none"> Use geographical vocabulary to describe and create a layered diagram of the rainforest. 	<ul style="list-style-type: none"> Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. Investigate places This concept involves understanding the geographical 	<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Children learn about the different layers of the rainforest and then create a layered diagram to depict the features and animal inhabitants.

	location of places and their physical and human features.		
<p>Session 5: Human settlements</p> <ul style="list-style-type: none"> To describe and compare a day in the life of a rainforest child and themselves 	<ul style="list-style-type: none"> Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them 	<ul style="list-style-type: none"> Describe key aspects of human geography, including: settlements and land use 	<ul style="list-style-type: none"> Children complete the childhood comparison task using Action Aid resource.
<p>Session 6: Rainforest homes</p> <ul style="list-style-type: none"> To understand the features of a rainforest house. 	<ul style="list-style-type: none"> Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process. 	<ul style="list-style-type: none"> Design with purpose by identifying opportunities to design Name and locate the countries of Europe and identify their main physical and human characteristics 	<ul style="list-style-type: none"> Children will study the features and materials used for rainforest houses and design their own versions.
<p>Session 7-8: Making rainforest homes.</p>	<ul style="list-style-type: none"> Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed) 	<ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the 	<ul style="list-style-type: none"> Children to make their own rainforest houses using natural materials to decorate.

		<p>perimeter of the material (such as slots or cut outs).</p> <ul style="list-style-type: none"> ○ Select appropriate joining techniques. 	
Session 9: describe the location of the rainforest.	<ul style="list-style-type: none"> ○ Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. 	<ul style="list-style-type: none"> ○ Describe key aspects of: ○ physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ○ human geography, including: settlements and land use. 	<ul style="list-style-type: none"> ○ Look at the difference in location and features of Bewdley and the Amazon rainforest. Children to write a written description of the location and features of the rainforest.
Session 10: Deforestation and the Bornean rainforest.	<ul style="list-style-type: none"> ○ Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them ○ Investigate places This concept involves understanding the geographical location of places and their physical and human features. 	<ul style="list-style-type: none"> ○ Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> ○ Children will look at the devastation and reasons behind deforestation and learn the Rang tan poem – with prosody in mind!
Session 11: Deforestation link to Palm Oil	<ul style="list-style-type: none"> ○ Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them ○ Investigate places This concept involves understanding the geographical location of places and their physical and human features. 	<ul style="list-style-type: none"> ○ Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> ○ Look at the production of palm oil and sustainable palm oil and palm oil alternatives. Children to come up with a suggested palm oil alternative shopping list.

○ Session 12:
Deforestation
Awareness Stall

○ Children gather and make products for sharing and selling on Deforestation Awareness Playground and after school stand.