

*Toucan learn all about the rainforest!*

**Geography Intent**

Using Eva Ibbotson’s book ‘Journey to the River Sea’ as a stimulus, the children will explore the Amazon rainforest and its environs. We will encourage the children to find and locate the rainforests of the world and understand why they are formed in those areas of the world. Children will also understand the geographical similarities and differences through the study of human and physical geography of the Amazon basin and compare this to the United Kingdom. Children will explore how the Amazon is used and the threats to its existence and what this means for the planet as a whole.

**English – National Curriculum and skills**

**Composition**

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader noting and developing initial ideas, drawing on reading and research where necessary;
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action;
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs

**Overview**

**NCR**

Comparing and contrasting report on two Animals ( a domestic and rainforest animal) Then comparing and contrasting connectives are used to compare the Journey to the River Sea by Eva Ibbotson with that of The enchanted Wood by Enid Blyton.

**Book review** To write a book review on The Great Kapok Tree.

**Narrative** To write an extra chapter of the book using another rainforest animal as the stimulus.

**Poetry - Tropical storm with a tiger surprise** Creative writing based on the picture

**Biography**



- Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

**Handwriting and Presentation**

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.

**Vocabulary, grammar & punctuation**

- Understand active and passive voice; Use paragraphs for clarity and structure; Use organisational devices (headings, bullet points, underlining); Advanced punctuation: brackets, dashes, commas to show parenthesis; Selecting vocabulary and grammatical structures that reflect the level of formality; Varying sentence starters; Researching and selecting relevant information; Use organisational devices (headings, bullet points, underlining); Use modal verbs; Use coordinating and subordinating conjunctions; Use semi-colons, colons or dashes to mark boundaries.

Children to write a biography on Henri Rousseau  
**Narrative** – to use the James Mayhew picture book and use the an interactive tour of the National Gallery and pick 4 pictures to create their own story.

**Persuasive piece** of work on how and why rainforests should be protected and conserved.

**Geography**

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Overview**

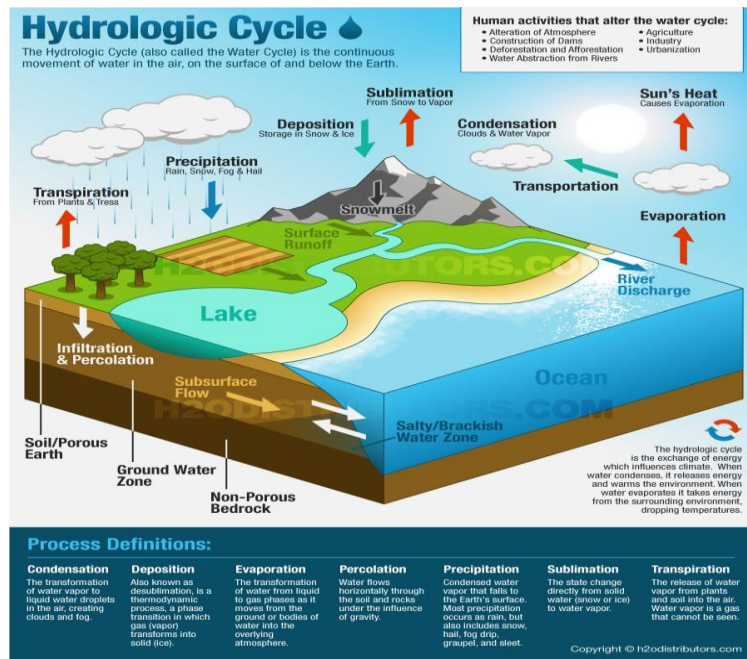
**Where Are the Rainforests?**

To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.

- I can identify areas of the world containing rainforests.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.



- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



- I can use maps and atlases to locate rainforests.
- 2. The Rainforest Climate**  
To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests.
- I can identify areas of the world containing rainforests.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.
- I can describe the key aspects of a tropical climate.
- 3. Layers of the Rainforest**  
To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.
- I can describe and understand the features of the layers of a rainforest.
- 4. Life in the Rainforest**  
To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of rainforest inhabitants.
- I can describe the animals and plants living in the rainforest.
- 5. The Amazon**  
To understand geographical similarities and differences through the study of human and physical geography of a region of the United



Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Errington woods

- I can compare the Amazon rainforest and Errington woods.

**6. The water cycle**

The students will observe/investigate the movement of water through the different stages of the water cycle and determine what drives the water cycle.

I can describe the water cycle in written form using appropriate vocabulary: evaporation, transpiration, condensation, precipitation, infiltration, surface runoff, groundwater, and absorption with 80% accuracy.

**7. Protecting the Rainforests**

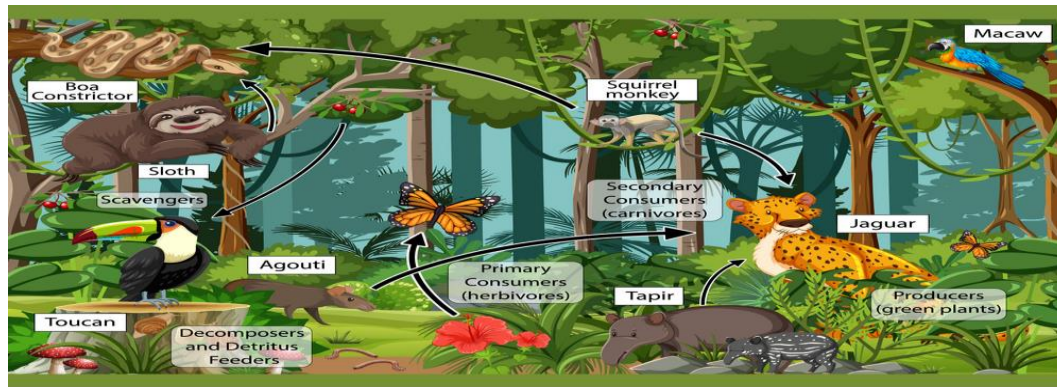
To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation.

- I can explain the effects humans are having on the rainforests.



**Science**

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the process of reproduction in some plants and animals.



**Overview**

The children will examine the system of classification created by Carl Linnaeus. Using this, the children will create a key for classifying some of the different animals in the Amazon rainforest. Children will also start to examine and compare the different lifecycles of various species of animals (again, from the Amazon).



**Design Technology & Art**

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures



**Overview**

The children will use the stimulus of Henri Rousseau's Tropical storm with a Tiger Surprise and create their own jungle diorama.

Children to create a jungle of rainforest felt animals . Children to develop technical skills including template work, cutting, stencils, fastening and strengthening. The Children to applique with sewing and ensure their animal is unique. Work to be evaluated.

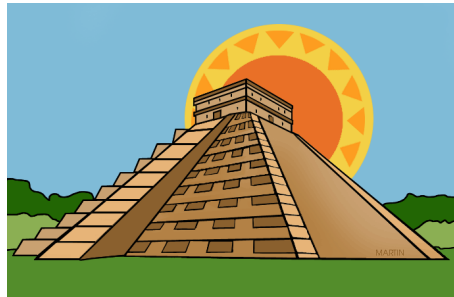




## History

Describe and understand key aspects of:

Study a non-European society that provides contrasts with British history: Mayan civilization c. AD 900. The children will identify changes within and across different periods and say how they might affect history in the future. Children will note connections, contrasts and trends over time and develop the appropriate use of historical terms and devise historically valid questions about change, cause, similarity and difference, and significance.



## Overview

### Overview

1. Lesson 1 The first lessons explore who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period.
2. Lesson 2 The children then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming.
3. Lesson 3 The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.



Other Subjects	Overview
PE – Dance and Gymnastics  RE – Why do people travel to sacred places and the last Supper  Computing – Coding  Science – Food webs and classification keys	<p>Children will continue to develop their striking and fielding skills, focussing on improving their own and others performance.</p> <ul style="list-style-type: none"><li>• To understand that people travel to certain places on a pilgrimage for different reasons.</li><li>• To understand that Mecca is an especially sacred place for Muslims.</li></ul> <p>To design a playable game with a timer and a score.</p>





Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none"><li>• Can you name the four main areas of the rainforest?</li><li>• Can you name one of the endangered species that live in the rainforest?</li><li>• Which is the floor of the rainforest dark?</li><li>• How much of the world's fresh water is found in the Amazon river basin?</li><li>• What is the weather like in a tropical rainforest?</li></ul>	Trip to Errington woods to compare and contrast with the River Amazon.	See attached knowledge organisers

Linked Texts	Home Learning Opportunities
Journey to the River Sea – Eva Ibbotson The Great Kapok Tree – Lynne Cherry	Research the Amazon Rainforest