

Intent:	To understand the physical and human geography of South America with the Amazon rainforest as a particular focus. To understand the effects of deforestation.	
Starter:	Visit Botanical Garden- Rainforest le.ac.uk/botanic-garden/education/primary/rainforests	
Core Texts:	The Great Kapok Tree, Rainforests in Danger, Red: A Crayon's Story	
Key Concepts:	Humanity, Responsibility, Impact, Respect	
Outcome Pieces:	Persuasive Letter, Persuasive Poster	
Enrichment:	Trip to Botanical Gardens. Use school grounds for a nature walk to look at the local environment.	
Subject Area:	Statements:	Key Vocabulary:
Science	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Can I recognise that living things can be grouped in a variety of ways? Can I explore and use classification keys to help group, identify and name a variety of living things in our local and wider (Amazon rainforest) environment? Can I identify key features of invertebrates in their environment? Can I identify key features of vertebrates in their environment? Can I recognise that environments can change and that this can sometimes pose dangers to living things? Can I understand the effects deforestation? Can I recognise that environments can change and use statistics and knowledge to predict what may happen in the future? Look at the scale of deforestation then, now and in the future. <p>Animals, including Humans</p> <ul style="list-style-type: none"> Can I construct and interpret a variety of food chains, identifying producers, predators and prey? 	Classification, Animals, Grouping, Key, Vertebrates/ Invertebrates, Mammals, Amphibians, Reptiles Birds, Fish, Snails and Slugs, Worms, Spiders, Insects , Food Chains, Predator, Prey
	<p>National Curriculum:</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things. construct and interpret a variety of food chains, identifying producers, predators and prey. 	
Geography	<ul style="list-style-type: none"> Can I name and locate the 7 continents and 5 oceans in the world? Can I understand a range of geographical terms including their sizes? (Continents, country, city etc.) Can I understand and name the different climate zones? Can I identify the position and significance of latitude; the Equator; the Tropics of Cancer and Capricorn; and the Arctic and Antarctic Circles? Can I look at a variety of maps, compare, contrast and draw conclusions about places? Look at political map, relief map and tectonic plate map. Can I understand what a tropical climate is? Can I locate the countries and cities of South America? Can I understand the economic and biological value of the Amazon rainforest? 	Recycling, Deforestation, Climate Zones, Vegetation Belt, Tropic of Capricorn, Prime Meridian, Tropic of Cancer, Northern Hemisphere, Southern Hemisphere, Equator



	<ul style="list-style-type: none"> • Can I create a mind map about the importance of the rainforest? • Can I use a range of sources to investigate the scale of destruction in the Amazon Rainforest? • Can I understand how and why the land use of the Amazon rainforest is changing? • Can I describe the pros/cons of deforestation? • Can I compare the human and physical geography of South America to U.K? 	
	<p>National Curriculum:</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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). • 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. • 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
<p>History</p>	<p>National Curriculum:</p>	
<p>Design Technology</p>	<p>National Curriculum:</p>	
<p>Art</p>	<ul style="list-style-type: none"> • Can I understand the artist and abstract art? • Can I create an abstract painting in the style of Nixiwaka Yawanawa? • Can I create tints, tones, shades and hues? • Can I experiment with different paint effects? • Can I practise painting plants and animals? • Can I create my abstract painting? 	
	<p>National Curriculum:</p>	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay • about great artists, architects and designers in history.
<p>Music</p>	<ul style="list-style-type: none"> • Can I create a report on my Samba routine? 	
	<p>National Curriculum:</p>	
<p>PSHE</p>	<p>National Curriculum:</p>	

<p>Religious Studies</p>	<ul style="list-style-type: none"> • Can I understand the Christian festivals of Christmas and Easter, including Lent? • Can I understand the Jewish festivals of Rosh Hashanah and Yom Kippur? • Can I understand the Sikh festivals of Guru Nanak’s Birthday and Vaisakhi? • Can I understand the Hindu festivals of Diwali and Shivratri? • Can I understand the Muslim festivals of Eid al-Fitr and Eid al-Adha? 	<p>File, Right-click, Left-click, Double-click, Copy and paste, Networks, Server , Save</p>
	<p>National Curriculum: See SACRE Document.</p>	
<p>Computing</p>	<p>E-Safety – Project Evolve Strand 3 – Online Reputation Strand 4 – Online Bullying See Project Evolve Document.</p> <p>E-safety: Can I understand the importance of a strong password? Can I understand how to stay safe online? Can I explore features of publisher? Can I create a persuasive poster using publisher?</p>	<p>Audio, Record, Playback, Microphone, Speaker, Headphones, Input, Output, Sound, Start, Pause, Stop, Podcast, Save, File, Edit, Selection, Open, Save, Mixing, Time Shift, Export, MP3, Audio, Editing, Evaluate, Feedback</p>
	<p>NCEE Unit 2: Audio Editing</p>	
	<p>To identify that sound can be digitally recorded:</p>	
	<p>To use a digital device to record sound:</p>	
	<p>To explain that a digital recording is stored as a file:</p>	
	<p>To explain that audio can be changed through editing:</p>	
	<p>To show that different types of audio can be combined and played together:</p>	
<p>To evaluate editing choices made:</p>		
<p>National Curriculum:</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	

Year 4 Unit Plan: Why is the forest disappearing? (8 weeks)

Sequence of Lessons			
Lesson	Learning Challenge	Outcomes	Key Concepts
1. Geography	Can I name and locate the 7 continents and 5 oceans in the world? Can I understand a range of geographical terms including their sizes? (Continents, country, city etc.)	Labelled Map, Songs	Home
2. Geography	Can I identify the position and significance of latitude; the Equator; the Tropics of Cancer and Capricorn; and the Arctic and Antarctic Circles?		
3. Geography	Can I look at a variety of maps, compare contrast and draw conclusions about places? Look at political map, relief map and tectonic plate map.	Bloom's Questions	Curiosity
4. Geography	Can I understand and name the different climate zones? Can I understand what a tropical climate is?	Written paragraph	Home
5. Geography	Can I locate the countries and cities of South America?	Labelled map Draw pictures	Curiosity
6. Geography 7. Geography	Can I understand the economic and biological value of the Amazon rainforest? Can I use a range of sources to investigate the scale of destruction in the Amazon Rainforest? Can I understand how and why the land use of the Amazon rainforest is changing? Can I describe the pros/cons of deforestation?	Research and discussion Research and discuss Grouping pros and cons	Sustainability, Impact
8. Science	Can I understand the effects of deforestation?	Chain reaction – cause and effect	Sustainability, Impact, Responsibility, Choices
9. Science	Can I recognise that environments can change and use statistics and knowledge to predict what may happen in the future? Look at the scale of deforestation then, now and in the future.	Predictions	Impact, Change, Sustainability, Choices
10. Geography	Can I compare the human and physical geography of South America to U.K?	Poster	Home
11. Computing	E-safety: Can I understand the importance of a strong password? Can I understand how to stay safe online? Can I explore features of publisher? Can I create a persuasive poster using publisher?	Password sheet E-safety wordle Publisher poster	Choices
12. Science	Can I recognise that living things can be grouped in a variety of ways? Can I explore classification keys?	Entry ticket Exploration	Curiosity
13. Science	Can I identify key features of invertebrates in their environment? Can I identify key features of vertebrates in their environment? Can I use classification keys to help group, identify and name a variety of living things in our local and wider (Amazon rainforest) environment? Can I construct and interpret a variety of food chains, identifying producers, predators and prey?	Venn diagrams Flow chart	Curiosity
14. Art	Can I learn about Nixiwaka Yawanawa and abstract art?	SPS Explore tribal art and create a head-dress	Curiosity, Sustainability, Responsibility
15. Art	Can I create tints, tones, shades and hues? Can I experiment with different paint effects? Can I practise painting plants and animals? Can I create my abstract painting?	Abstract painting	Curiosity, Sustainability, Responsibility

Year 4 Unit Plan: Why is the forest disappearing? (8 weeks)



16. Music/P.E.	Can I create a report on my Samba routine?	Report	Heritage
17. R.E	Can I understand the Christian festivals of Christmas and Easter, including Lent? Can I understand the Jewish festivals of Rosh Hashanah and Yom Kippur? Can I understand the Sikh festivals of Guru Nanak's Birthday and Vaisakhi? Can I understand the Hindu festivals of Diwali and Shivratri? Can I understand the Muslim festivals of Eid al-Fitr and Eid al-Adha?	Whole Class Publisher Document	Heritage