

Topic Title: Amazing Americas! Year 6 Term Autumn 1



Key question?

What is special about Rainforest Biomes and how can we protect them?

Big Questions:

How is climate change affecting the rainforest environment?

How will our actions affect the futures of the world's biomes?

Who should have responsibility for protecting the rainforests?

In what way do our shopping choices affect the rainforest?

What challenges did the Mayans face?

Why did the Mayans disappear?

Skills Taught:

- Collect and analyse statistics and other information in order to draw clear conclusions about locations • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Immersion Activity/Provocation: Hands on Biome Building, class debate-children assume different roles ie- logging company, local politicians, indigenous tribes, multi-national company.

Topic Title: Amazing Americas! Enquiry Question: What is special about Rainforest Biomes and how can we protect them?

Focus Texts: Trash



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<p>Describe key aspects of South America including:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Most children will:	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Some children will progress further and will:	<ul style="list-style-type: none"> • Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources. • Understand how human and physical processes interact to have an impact on the form of distinctive landscapes. <ul style="list-style-type: none"> • Evidence use of appropriate historical sources to research the past and complete detailed reports explaining their findings.

Enrichment/Outdoor Learning:

Making a cloud in a glass: <https://www.metoffice.gov.uk/learning/weather-for-kids/experiments/cloud> • Making your own weather station – barometer, wind vane and rain gauge – recording weather over time. <https://www.metoffice.gov.uk/learning/weather-for-kids/weather-station> • Giant playground maps to explore world climate zones – climate zones journey between different countries. • Contrasting localities – how does the temperature in our school grounds today compare to elsewhere in the U.K. or the world? Zooming in and out to elsewhere using Met Office Weather Observations Website: <http://www.metoffice.gov.uk/> • Ideas for becoming meteorologists and investigating the weather associated with different climatic zones: <https://www.kew.org/school-visits-to-kew-gardens/browse-kew-gardens-programmes/ks1-90-minsseasons-and-weather-at-kew> • Biomes characterised by the trees and plants that grow there – exploring Forest School as an example of a temperate biome and then contrasting with tropical rainforest biomes of South America: • [https://www.forestry.gov.uk/pdf/Temperate-Forest-Lesson-Plan-June-2017.pdf/\\$FILE/Temperate-ForestLesson-Plan-June-2017.pdf](https://www.forestry.gov.uk/pdf/Temperate-Forest-Lesson-Plan-June-2017.pdf/$FILE/Temperate-ForestLesson-Plan-June-2017.pdf) • 'Biome in a Box' – children becoming forest rangers and giving a 'guided tour' of the area depicted in their shoebox: • <http://www.thewildclassroom.com/biomes/lessonplans/deciduousforest.html> • Packing your bag to travel to another biome, shifting focus from plant adaptations to biomes: • <https://schoolgardening.rhs.org.uk/Resources/Lesson-Plan/Plant-adaptations-lesson-plan> • Outdoor learning opportunities linked to biomes that could be adapted: • <http://www.edenproject.com/learn> • Four-figure grid references investigation using DigiMap for Schools in the local area: • <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=f8a25857-e3a8-47db-b697-a6f72d0c511f&lang=en-GB> • A range of DigiMap for Schools suggested mapping activities for progression across Key Stages@ • http://digimapforschools.edina.ac.uk/schools/Resources/Primary/progression_in_mapping.pdf

Links to Previous Learning:

Geography- Hemispheres (Year 5), map work (year 4), human and physical geography of North America (year 3)

History- Anglo-Saxons (Year 5), Ancient Greeks (Year 4) and Egyptians (Year 3)- add to a chronology at the front of history books

Key Vocabulary:

Biodiversity Climate Monsoon Canopy Physical
Latitude Longitude Carbon dioxide Vegetation
Temperate Equatorial

Dates Time period Era Chronology
Continuity Change Century Decade
Legacy

Cross-curricular links:

Art- Frieda Kahlo

Persuasive writing- Save the Rainforest

Non-chronological reports

Maths- temperature and rainfall data

Celebration of knowledge and skills gained (opportunities for assessment):

Assume the role of a Forest Ranger or a scientist researching the rainforest biome.