

<p>Theme read: A day and night in the Amazon rainforest - Caroline Arnold Paperback (published April 2016)</p> <p>Rainforests (Where on Earth?) - Susie Brooks</p> <p>Rainforests - Mike Clark Habitats & biomes Hardback (published May 2017)</p> <p>Saving Earth's Biomes (Set of 4) Paperback (published January 2020) - peters.co.uk</p> <p>Habitats and biomes - Nancy Dickmann Earth by numbers Hardback (published July 2018)</p> <p>Forest biomes - Louise Spilsbury and Richard Spilsbury Earth's natural biomes Paperback (published December 2019)</p> <p>Temperate climates - Cath Senker Infosearch : climate zones Paperback (published May 2018)</p> <p>Tropical climates - Cath Senker Infosearch : climate zones Paperback (published May 2018)</p> <p>Journey to the river sea – Eva Ibbotson</p> <p>The Explorer – Katherine Rundell</p> <p>Amazon Diary – Hudson Talbott & Mark Greenberg (Copies at Pegasus.)</p>	<p>Year 6 (autumn): Enquiry Question</p> <p>What if there were no rainforests?</p> <p>Key driver: Respect</p> <p>Key skills: I can use locational knowledge to identify countries, continents, regions and topographical features.</p> <p>Year Enquiry: Is a global world good for our planet?</p> <p>Topics: Biomes/ climate zones</p>	<p>Resources Images of biomes, World biomes map, climate zones</p> <p>https://livingrainforest.org/learning-resources - good website for learning resources</p>
<p>Key Vocabulary:</p>		<p>Pupil Pledge</p> <p><u>Trip to:</u></p>

<p>Ecosystems, interconnected, continents, biome, alpine, colder climates, high altitudes, mountain range, coniferous trees, chaparral, desert, deciduous forest, desert scrubs, grasslands, rainforest, savanna, taiga, tundra, North Africa, Northern Russia, India, Central Australia, Eastern USA, UK</p>		<p>The Living Rainforest, Hampstead Norreys, Nr Newbury, Berkshire <u>RG18 0TN</u> Only 30 mins away from school.</p>
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<p>Lesson 1 What if there were no rainforests?</p> <p>WALT: understand the geographical features of rainforests.</p> <p>Outcome: General introduction lesson to rainforests. What are they? Why do we have them? Why are they important? Where are they? What if there were no rainforests?</p>	<p>Lesson 2 Biomes of the world</p> <p>WALT: describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>Outcome: To look at different climates and compare them across different biomes. How and why do they differ?</p>	<p>Lesson 3 Light, water and nutrients</p> <p>WALT: understand the interdependency of organisms in a biome.</p> <p>Outcome: Use maps, atlases and globes to locate countries and describe features studied. Gain a deeper understanding of a biome as an ecological community.</p>	<p>Lesson 4 Save the planet</p> <p>WALT: understand the delicate interdependent nature of ecosystems and know about global environmental problems and solutions.</p> <p>Outcome: Learn about the balance within and interdependent nature of ecosystems. Research environmental problems and solutions, and create posters and give presentations on the research. Use research to inform writing and present persuasive arguments. Children will comprehend the delicate interdependent nature of ecosystems. Know about global environmental problems and solutions.</p>	<p>POP Quiz To discuss and debate topics relating to the impact humans can have on the planet and how we can do more to help save the rainforests.</p>
<p>Lesson 6 Life in the rainforest</p> <p>WALT: compare and contrast different living environments.</p>	<p>Lesson 7 The Amazon (research project)</p> <p>WALT: research and explore the Amazon rainforest.</p>	<p>Lesson 8 The Amazon (research project)</p> <p>WALT: research and explore the Amazon rainforest.</p>	<p>Lesson 9 Protecting the rainforests</p> <p>WALT: explore the impact that humans are having on the rainforests</p>	<p>Celebration Year group assembly on 'protecting rainforests' creating awareness and educating others</p>

<p>Outcome: To understand what it is like in the rainforest, how different life is there, to compare with our environment.</p>	<p>Outcome: Where is it? What is it like there? What does it look like? Ask geographical questions. Analyse evidence and draw conclusions. Identify and explain different views that people, including themselves, hold about topical geographical issues. To use appropriate geographical vocabulary.</p>	<p>Outcome: Where is it? What is it like there? What does it look like? Ask geographical questions. Analyse evidence and draw conclusions. Identify and explain different views that people, including themselves, hold about topical geographical issues. To use appropriate geographical vocabulary.</p>	<p>Outcome: To discuss and debate human activity and how we can protect the rainforests. Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement (for example, taking part in a local conservation project).</p>	
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<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> To understand features of biomes and identify indigenous peoples. To successfully role-play as an indigenous person living in the researched biome. To understand how organisms, adapt to cope with life in their biome. To consider the adaptations of living things in the biome and how their adaptations have enabled them to survive. 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> Comparing countries/local areas 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> Understand the term 'biome' and identify biomes of the world. Understand features of biomes, including vegetation, wildlife and climate. Identify indigenous peoples of the biomes. 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> People/animals/climate s/pollution 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> Compare climates/biome
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