



Class: Parry (Year 6)

Term: Autumn 2

Topic: Are rainforests important?

Launch Day:

Trips/Visitors: Eden Project – Darwin workshop

Literacy topics/Guided Reading Book/Texts:

	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	(Year 2) – identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - notice that animals, including humans, have offspring which grow into adults (Year 4) – 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 (Year 5) - describe the life process of reproduction in some plants and animals.	N/A	(Year 1) – Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Year 2) – Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage. - Name and locate the world’s 7 continents and 5 oceans. - Identify seasonal and daily weather patterns within the UK and the Location of hot and cold areas of the world in relation to the equator and north and south poles. (Year 3) – Identify the weather patterns that are conducive to growing cacao beans and compare these with our school grounds. - Most of the world’s cocoa is grown in a narrow belt 10 degrees either side of the equator. (Year 4) – How to identify the Northern and Southern hemispheres. (Year 5) - Understand about weather patterns around the world	N/A	(Year 1) – Pupils understand that food found locally is dependent on seasonality and choose accordingly - Pupils understand that food is sourced from different countries when it can’t be found locally - Pupils use the basic principles of a healthy and varied diet - Pupils know that the Sun and rain is needed for growing food - Pupils recognise the importance of using clean tools, work areas and keeping themselves clean while cooking (Year 2) - Pupils understand that food found locally is dependent on seasonality and choose accordingly - Pupils understand that food is sourced from different countries when it can’t be found locally - Pupils use the basic principles of a healthy and varied diet - Pupils know that the Sun and rain is needed for growing food (Year 3) - Pupils understand that food found locally is dependent on seasonality and this differs from country to country	(Year 1) – Creating media – Digital writing - How to use a computer to write - How to add and remove text on a computer That the look of text can be changed on a computer - To make careful choices when changing text (Year 3) – Creating media – Desktop publishing - How text and images convey information - That text and layout can be edited - How to choose appropriate page settings How to add content to a desktop publishing publication - How different layouts can suit different purposes - The benefits of desktop publishing (Year 4) – How websites can be shared via the World Wide Web (WWW) How content can be added and accessed on the World Wide Web (WWW) - The content of the WWW is created by people The consequences of unreliable content (Year 5) – How search engines select results How search results are ranked	See music curriculum map	(Year 1) – Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean (Year 2) – Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad (Year 3) - Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)	

			and relate these to climate zones. • Know about the wider contexts of places. • How to locate the tropics and the significance of longitude and latitude. • Identify and describe the significance of the prime/ Greenwich mean time and times zones including day and night. • Identify the world’s climate zones.		• Pupils understand that food could not be sourced from different countries in the past • Pupils use the basic principles of a healthy and varied diet • Pupils understand the importance of cooking hygienically including the use of a heat source • (Year 4) - Pupils recognise ingredients that can be sourced locally and are not seasonal • Pupils begin to identify foods that complement each other	• Why the order of results is important, and to whom • (Year 6) - Computing systems and networks - Communication and collaboration • The importance of internet addresses • How sharing information online can help people to work together • Different ways of working together online			
Knowledge	Key Question: How have living things adapted to their environments over the years? The children will know: • That living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • That living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		Key Question: The children will know: • Key aspects of physical geography including climate, biomes and vegetation belts, rivers and mountains • The position and significance of the latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and time zones		Key Question: The children will know: <u>Cooking and nutrition:</u> <u>Full meal</u> Potential project idea – Making Feijoada (Brazilian black bean and pork stew) with accompaniments such as plantain and cassava. • Pupils understand that food found locally is dependent on seasonality and this differs from country to country • Pupils use the basic principles of a healthy and varied diet • Pupils recognise the food groups that different items belong to (Link with science learning) • Pupils can cook ingredients, especially meat, to ensure they are safe and edible	Key Question: The children will know: • Creating media – Web page creation • How to review an existing website and consider its structure • The features of a web page • How to consider the ownership and use of images (copyright) • The need to preview pages • The need for a navigation path • The implications of linking to content owned by other people	See music curriculum map Key Question: The children will know: •	Christianity - God Key Question: U2.8 What does it mean to be a Muslim in Britain today? The children will know: Make sense of belief: • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur’an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) Understand the impact: • Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put	https://peplanning.org.uk/

								their beliefs into practice in different ways Make connections: - Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today - Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims - Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	
Skills	Children will be able to: - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Report and present findings from enquiries, including conclusions. In oral and written forms, such as displays and other presentations		Children will be able to: - Use atlases to find out about the features of places - Collect statistics e.g. rainfall - Describe and understand the physical geography of places - Explain how human activity has caused change to the environment and explain how humans are trying to control their environment		The children will be able to: Design - Pupils confidently use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Pupils generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and Computer-Aided Design (CAD). - Pupils accurately apply a range of finishing techniques, including those from art and design. - Pupils confidently draw up a specification for	Children will be able to: - Discuss the different types of media used on websites - Know that websites are written in HTML - Recognise the common features of a web page - Suggest media to include on a page - Describe what is meant by the term ‘fair use’ - Find copyright-free images Add content to a web page - Preview what a web page looks like - Describe why navigation paths are useful - Make multiple web pages and link them using hyperlinks - Create hyperlinks to link to other people's work - Explain the implication of linking	Children will be able to:	Children will be able to:	Children will be able to:

					their design- link with Mathematics and Science. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Pupils suggest alternative methods of making if the first attempts fail. • Identify the strengths and areas for development in their ideas and products. • Pupils know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. • Pupils use market research to inform plans. • Pupils suggest ideas about how their product could be sold and work within a given budget. Make • Pupils confidently select appropriate equipment, ingredients, components and techniques and use them with accuracy. • Pupils aim to make and to achieve a quality product. • Pupils demonstrate when to make modifications as they go along. • Pupils use finishing techniques to improve the appearance of their product using a range of equipment. Evaluate • Pupils evaluate their products, identifying strengths and areas for development,	to content owned by others			
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					and carry out appropriate tests. • Pupils evaluate their work continuously both during and at the end of the assignment and frequently seek evaluation from others. • Pupils record their evaluations using drawings with labels. • Pupils discuss how key events and individuals have helped shape the world through design.				
Components (teaching sequence)	• Check components match substantive knowledge above before proceeding • I can identify some important scientific figures related to theories of evolution. • I know that fossils can provide evidence of evolution. • I understand that living things produce similar, but usually non-identical, offspring. • I know that animals, including humans, have evolved to be better suited to their environment. • I can plan an investigation into animal adaptations. • I can make scientific observations, record findings and draw conclusions. • I can classify living things according to their characteristics. (2 lessons) Topic outcome: Present research on how an animal has adapted to its environment/circumstances		• Check components match substantive knowledge above before proceeding • I can investigate the world’s biomes and climate zones. • I understand the role of the water cycle in the world’s biomes. • I can research the rainforests ecosystem. • I can explain how human activity is affecting the climate and damaging the rainforest. • I can recognise how humans can adapt their behaviours to save the rainforest. Topic outcome: Children to create a persuasive video to convince people to save the rainforest		• I can Topic outcome/product brief:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:	• I can Topic outcome:

Key Vocabulary	Adaptation Body fossil Breeding Environment Evolution Fossil Inherit Ancestor Offspring Survival of the fittest Natural selection Darwinism Classification Characteristics		Biome Climate Climate change Climate zone Equator Sustainability Tropics Vegetation Biodiversity						
Resources	Fossils in the rocks/ minerals.								