

**Thematic Planning for Spring Term**  
**The Rainforest - 'Falling Forests'**  
**Year 4**

**Additional Requirements Prior to the Unit:**

- Week 4: Prepare/collate resources for rainforest in a bottle
- Week 5: Book educational experience to The living Rainforest in Berkshire
- Week 13: Purchase t-shirts (Romero bulk order)

**Week 1**

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital computer mapping to name and locate places of study</li> <li>• Use geographical sources to locate the equator, northern hemisphere, southern hemisphere, the tropics</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Name and locate continents in which rainforests are situated</li> <li>• Describe a rainforests geographical location</li> </ul>

Sticky Knowledge:	What do children already know about Rainforests?
Vocabulary:	equator, northern hemisphere, southern hemisphere, and the tropics (mix and match task)

Teacher guidance	
Session outcome: Map detailing location of rainforests, equator, northern hemisphere, southern hemisphere and the tropics	
Lesson exploration	<ul style="list-style-type: none"> <li>• On a blank map of the world children locate and plot the equator, northern hemisphere, southern hemisphere and the tropics</li> <li>• Using digital mapping/atlas plot add on the location of rainforests around the world</li> <li>• Analyse their location – what can they uncover about where rainforests are found in the world? Children to predict why this might be.</li> </ul>

**Week 2/3**

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between similar locations (rainforests)</li> <li>Communicate the key aspects of rainfall using graphs</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know that a rainforest's climate and rainfall is influenced by its location</li> </ul>

Sticky Knowledge:	'Stick a rainforest on a map' (pin the tail on the donkey style) children to reason if their attempt was in the right location and why.
Vocabulary:	Minimum, maximum, average,

**Teacher guidance**

Session outcome: Temperature and Rainfall graphs with analytical commentary

Lesson exploration	<ul style="list-style-type: none"> <li><b>Guided Enquiry: Does Rainfall differ within Rainforests?</b> Model using sources (online data source, information texts etc.) to complete a table comparing 2 rainforests rainfall in months. Model using tabulated data to form a comparative bar chart between the 2 rainforests to produce a graph to capture findings – Computing link – create graphs Model completing an analytical commentary based on findings (E.G. <i>this rainforest had more/less rain because it's located ...</i>)</li> <li><b>Independent Enquiry: Does temperature differ within Rainforests?</b> Children mimic the guided process to create their own enquiry into the above question. Complete tables, create graphs and analyse findings.</li> <li><b>Challenge: Use knowledge and geographical vocabulary to compare to weather/temperature in England</b></li> </ul>
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#### Week 4

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography within the rainforest (layers and biodiversity)</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know the different layers of the rainforest</li> </ul>

Sticky Knowledge:	Provide children with the locations of 2 rainforests. Can children predict and articulate the weather patterns based on the rainforest's locations?
Vocabulary:	Emergent, canopy, understory, forest floor,

Teacher guidance	
Session outcome: To make a Rainforest in a Bottle (QR codes in books)	
Lesson exploration	<p><b>Big Question Lesson: Can you describe the key geographical features of the rainforest?</b></p> <ul style="list-style-type: none"> <li>Children to have description of the layers of the rainforest (chopped up) and through discussion attempt to explain which order the layers would be found in the rainforest</li> <li>Children annotate a picture of the rainforest, annotating with facts about each layer and describing the physical aspects of each layer. (SEND could mix and match)</li> <li>Children to make a rainforest in a bottle to assist with developing their knowledge of the layers 'Google rainforest in a jar'</li> <li>Learn the following song to help with knowledge e.g. <a href="https://www.youtube.com/watch?v=5khxx-uwu2Y">https://www.youtube.com/watch?v=5khxx-uwu2Y</a> with lyrics QR code in books</li> </ul>

#### Week 5 – Educational Experience

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography within the rainforest</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about animals and their habitats within the rainforest and how they have adapted</li> </ul>

Teacher guidance	
Session outcome: Educational Experience – The Living Rainforest in Berkshire	
Lesson exploration	<ul style="list-style-type: none"> <li>Know about the geography of the Rainforest</li> <li>Explore the uses of Rainforest</li> <li>Explore Rainforest habitats for animals</li> </ul>

**Week 6**

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>Describe key aspects of physical geography within the rainforest</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about animals and their habitats within the rainforest and how they have adapted</li> </ul>

Sticky Knowledge:	Each corner of the hall represents a layer of the rainforest. Ask children questions about the layers of the rainforest, to showcase their answers they need to run to a corner of the hall.
Vocabulary:	Habitat, adaptation/adapted, species

Teacher guidance

Session outcome: Animal Adaption Artwork

Lesson exploration	<p><b>Big Question: How have living things adapted to life in the rainforest?</b></p> <ul style="list-style-type: none"> <li>Google Expeditions: Look at the rainforest using Google Expeditions. Explore which animals live in which layers of the rainforest.</li> <li>Give children a selection of rainforest animals, children are to select one as their focus for this study.</li> <li>Children are to use sources to discover how their chosen animal has adapted to live in their rainforest habitat</li> <li>To present their work, provide children with a half (cut lengthways) picture of their animal. Children to stick this on A4 paper and use the line of symmetry to help them focus on the animals features. Once drawn children are to annotate their art work with the ways that animal has adapted to living in the rainforest.</li> </ul>
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**Week 7/8/9**

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> <li>• Use different gradings of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

Teacher guidance	
Session outcome: Printing to make Rainforest scene & Toucan drawing	
Lesson exploration	<ul style="list-style-type: none"> <li>• See Lesley Whelan's art resource planning</li> </ul>

**Week 10**

Focus Subject(s):	Geography	English
Skills	<ul style="list-style-type: none"> <li>To use a range of sources to identify the key human features of a location</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>Know what life is like for tribespeople in rainforests.</li> </ul>	

Sticky Knowledge:	Padlet – How animals have adapted to life in the rainforest?
Vocabulary:	Indigenous tribes

Teacher guidance

Session outcome: Diary Entry as an indigenous tribe member

Lesson exploration	<p><b>Big Question: How have living things adapted to life in the rainforest?</b></p> <ul style="list-style-type: none"> <li>Children to have access to a variety of sources to explore the lifestyles of the indigenous tribes of the Amazon Rainforest (diary entries, information texts, images, digital sources – child friendly web browser <a href="http://www.kiddle.co">www.kiddle.co</a> )</li> <li>Children to complete activity comparing their lives to those living within the rainforest (think of a typical day) – produce timeline of events <i>e.g. Food, snack, medicine, drinking, daily routine, entertainment</i></li> <li>Complete the same timeline for the tribes people daily routine.</li> <li>Children then to complete a diary entry in role as an indigenous tribe member detailing a typical day in their daily life.</li> </ul>
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**Week 11**

Focus Subject(s):	Geography
Skills	<ul style="list-style-type: none"> <li>Conduct a geographical enquiry into the physical and human changes in a location over time (deforestation)</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about deforestation and the effects on the environment</li> </ul>

Sticky Knowledge:	True or False Game – recap on daily life of indigenous tribe people
Vocabulary:	Deforestation, slash and burn, clear and cutting, selective logging (types of deforestation)

Teacher guidance

Session outcome: Deforestation Infographic (computing opportunity, Prezzi? Sway?)

Lesson exploration	<p><b>Big Question: Should the world care about deforestation?</b></p> <ul style="list-style-type: none"> <li>Introduce the lesson by showing the children images to document the deforestation of the Amazon rainforest over time <a href="http://cbhsyear5geography.weebly.com/deforestation-of-the-amazon-rainforest.html">http://cbhsyear5geography.weebly.com/deforestation-of-the-amazon-rainforest.html</a> - allow the children time to discuss and come up with reasons as to what they think is happening</li> <li>Look at the 3 ways in which deforestation can take place ... Slash and Burn, Clear and Cutting, Selective Logging ... Can they evaluate these methods i.e. <i>are any worse than others?</i></li> <li>Children to begin to explore the main issues of deforestation from different aspects: Water Cycle, Soil Erosion, Loss of animal habitats, Medicine, Climate Change, Indigenous People</li> <li>Children to create an infographic documenting their understanding of the different types deforestation</li> </ul>
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**Week 12**

Focus Subject(s):	<b>Geography</b>
Skills	<ul style="list-style-type: none"> <li>Conduct a geographical enquiry into the physical and human changes in a location over time (deforestation)</li> <li>Explain own views about a location giving reasons</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know about deforestation and the effects on the environment</li> </ul>

Sticky Knowledge:	Kahoot Quiz on different types of deforestation/issues
Vocabulary:	Deforestation, slash and burn, clear and cutting, selective logging (types of deforestation)

Teacher guidance	
Session outcome: Written Geographical Enquiry (Could be presented as a double-page spread?)	
Lesson exploration	<ul style="list-style-type: none"> <li>Revisit the enquiry question: <b>Should the world care about deforestation?</b> What are the children's thoughts now after their enquiry into this topic? Can they explain their reasons?</li> <li>Children then to write up their enquiry by using these questions to structure their writing piece. Link back to knowledge acquired in previous lessons. <i>What is deforestation? (include different types)</i> <i>Who and what contributes to deforestation? Why?</i> <i>Who and what will be affected by climate change? Why?</i> <i>Are there any solutions?</i> <i>What is my opinion on deforestation?</i> <i>What could I change in my life to support reduce deforestation?</i> <i>Final answer to enquiry: Should the world care about deforestation?</i></li> </ul> <p><b>Values Question:</b> <i>Is it ok to destroy rainforests because they don't have feelings like humans do?</i></p>



**Week 13**

Focus Subject(s):	Geography	RE
Skills	<ul style="list-style-type: none"> <li>• Explain own views about a location giving reasons</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>• Know about deforestation and the effects on the environment</li> </ul>	

Sticky Knowledge:	Rainforest Overview Quiz
Vocabulary:	Vocabulary Overview

Teacher guidance	
Session outcome: Promotional T-shirt – picture in books	
Lesson exploration	<ul style="list-style-type: none"> <li>• Recap reasons for needing to save the rainforest from deforestation – explain to the children that we all need to take a stance in helping save these wonderful environments!</li> <li>• Children to design their own promotional t-shirt to bring attention to save the rainforest</li> <li>• Children to create slogan, logo, images etc. to go on t-shirt</li> <li>• Once designed and created, parents are given the opportunity to make a donation to purchase their child's t-shirt. Money raised will go towards purchasing something that will assist in helping the survival of rainforests (e.g the gifted tree, greenpeace (rangtan link))</li> <li>• Film children hosting their own 'catwalk' to promote their t-shirt designs and raising awareness for the rainforests. – QR code in books</li> </ul>