



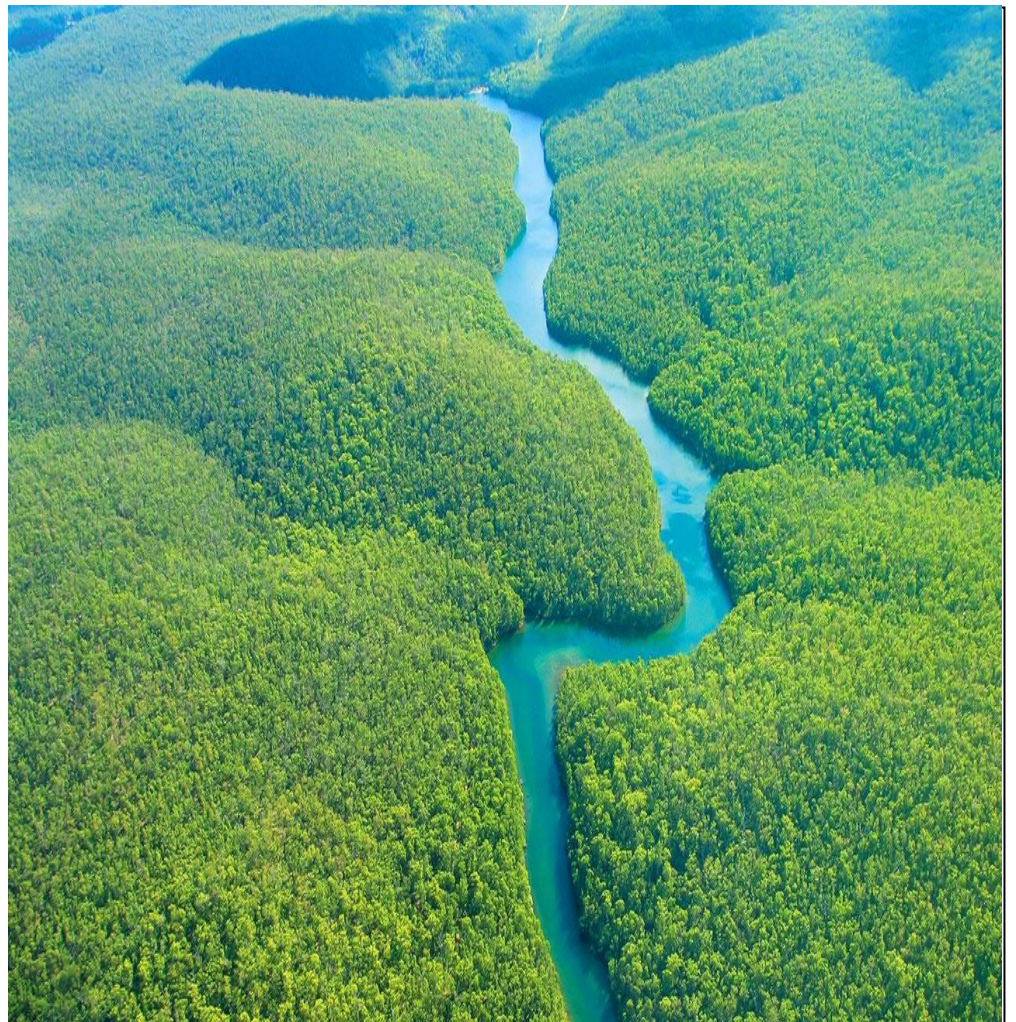
*We learn and
grow with
Jesus to love,
inspire and
serve others.*



We are Geographers: *Celebrating God's Creation*

Theme Overview

Year 6: Rainforests



We are Geographers: Celebrating God's Creation	
Year 6: Rainforests	
<p>Throughout this focus, children will discover the beauty and importance of the world's rainforests – studying them from different focal points.</p> <p>Through Geography, children will understand the location of the rainforests: why they are located where they are through the discovery of climate zones. They will focus on the Amazon rainforest in particular, and investigate the physical geography of South America and Brazil. Children will explore trade and natural resources and examine the threat and cost to the rainforests by this level of human activity.</p> <p>In English, children will understand more about the rainforests, by creating non-chronological reports on their importance, biodiversity and structure. Through persuasive writing, children will explore what can be done to lessen the impact of human activity.</p> <p>Children will discover the ancient Maya in History, finding out about the origins of the civilisation, where and how they lived and importantly, the impact of the rainforest on their way of life, including farming, trade and technology. Classification of living things will be the main focus during Science work – children will explore the work of Carl Linnaeus, learning how to classify living things according to observable features and creating their own classification keys.</p> <p>Finally, through Art children will learn about the work of Frida Kahlo. She is considered to be one of the most important artists of modern times. She was famous for painting self-portraits but she was particularly famous for painting women as strong people. Kahlo used lots of bright colours and tropical flowers in her paintings, since it reinforced the vibrancy of her Mexican/Spanish/Hungarian heritage, of which she was very proud.</p>	
Theme Impact	
<p>Children will focus on understanding 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.</p>	
Catholic Social Teaching	
<p>Stewardship of God's Creation</p> <p>Creation is a gift from God and provides us with these things, the basics for our lives, yet it can so easily and so often be taken for granted.</p> <ul style="list-style-type: none"> • Taking responsibility for water management, pollution and cleaning. • Explore our actions and how we look after our water. • Uniting with God through following careful actions to look after our water, ensuring it is clean and healthy. • What negative effects have human actions had? <p>Rights and Responsibilities</p> <p>The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society.</p>	
Virtues and Values	
<p>Our virtue and values focus this term is: <i>Compassionate and Loving</i>:</p> <p>Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words. By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.</p>	
British Values	
<p>Democracy: Children will take part in votes select school council representatives, house captain and sports captains.</p> <p>Rule of Law: As part of the children's PSHE sessions, they will create a new set of class rules for their time in Year 6</p>	

Curriculum Drivers	
Geography	
National Curriculum Objectives	Knowledge and Skills Progression
<p>Locational knowledge</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 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>St Wulstan's pupils are taught to:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. GSF4: Expand map skills to include a range of non-UK countries LK1: Locate large/influential countries- including Europe and North or South America. Locate and name principal cities. LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time LK3: Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) PK1: 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/or a region within North/South America.
Science	
National Curriculum Objectives	Knowledge and Skills Progression
<p>St. Wulstan's pupils are taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Working scientifically:</p> <ul style="list-style-type: none"> observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), ask pertinent questions and suggest reasons for similarities and differences. grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulb. observe changes in an animal over a period of time (for example, by hatching and rearing

	<p>chicks), comparing how different animals reproduce and grow.</p> <ul style="list-style-type: none"> • use classification systems and keys to identify some animals and plants in the immediate environment. • research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.
Art & Design	
National Curriculum Objectives	Knowledge and Skills Progression
<p>St. Wulstan's pupils are taught to:</p> <ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> • Read a range of recipes for traditional and contemporary South American fruit drinks and choose one to make. Make a shopping list for the ingredients needed. Write their own instructions and then follow them to make fruit punches. Enjoy tasting their own and others' drinks, discussing and evaluating which drinks they prefer and why. Suggest changes to ingredients they did not like in order to improve their punches.
Wider Curriculum Opportunities	
Writing	Reading
<p><u>Non-chronological reports:</u></p> <ul style="list-style-type: none"> • Rainforest features • Importance of the rainforest • Rainforest animals <p><u>Persuasive Writing:</u></p> <ul style="list-style-type: none"> • Protecting the rainforests • Palm oil production <p><u>Biography:</u></p> <ul style="list-style-type: none"> • The life of Frida Kahlo <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Making Maya chocolate drinks • Making South American fruit drinks <p><u>Narrative:</u></p> <ul style="list-style-type: none"> • Rainforest adventure writing <p><u>Spelling:</u> Spell most of the year 5 and 6 words correctly (English Appendix 1) Ambitious Synonyms: adjectives Homophones and near homophones (nouns and verbs that end in -ce/-cy/-se/-sy) Adjectives ending in -ant / Nouns ending in -ancy Adjectives ending in -ent / Nouns ending in -ency Hyphens: To join a prefix ending in a root word beginning with a vowel Hyphens: To join compound adjectives to avoid ambiguity</p>	<p>The Explorer by Katherine Rundell The Great Kapok Tree by Lynne The Rainforest Grew All Around by Susan K Mitchell Unfolding Journeys – Amazon Adventure – Lonely Planet</p>

Enrichment	Home Learning
Birmingham Botanical Gardens	Home Learning project grid to be posted on SeeSaw. Grid will contain a range of activities to cover core and foundation subjects. Children will be given a number of weeks to complete their projects, these are then expected to come into school and be shared with their peers.
Discrete Objectives	
RE	PE
Unit A: The Story of the People of God Unit L: Celebrating the Lives of Mary and the Saints Unit B: Followers of Christ	<ul style="list-style-type: none"> • Tag-Rugby & OAA • Dance & Gymnastics
Music	Modern Foreign Languages
Samba	Unit: The Date
Computing	PSHE/RSE
Coding	Jigsaw <ul style="list-style-type: none"> • Being Me in my World