

Topic: Deforestation

Year group: 5

Term: Spring

Starting point:

Geographical immersion into:

- Label continents & oceans
- Equator, Hemispheres, Tropics,
- Understand and identify significance of latitude and longitude, Prime/Greenwich Meridian & time zones
- Climate zones and Biomes
- Features of rainforests

Immersion into plight of the orangutan

- Assembly: Children are asked to consider how we would feel if our food, homes and family were taken away from us.
- Introduce the plight of the orangutans...
- Show the children the 2018 Iceland Christmas advert that shows what is happening to the rainforests and to the Orangutans because of the need to grow palm oil. Character - Rang Tan
- A challenge is then set - Can you make a difference? The children are told that over the next 6 weeks we are looking at the causes of deforestation and what we can do as an individual, class and school to save the Orangutans.

End product:

- The year group will put on a fundraising project to support or action to take in a bid to spread awareness of deforestation and create a sustainable future.
- Linked to English outcomes - Writing a persuasive letter to an influential organisation to promote the arguments against deforestation &/or protection of endangered species.

MOTIVATION:

- Global citizen view & environmental awareness
- Trip to Monkey World

VALUES:

Independent Isaac:

- research, independent creations of fact files based on own design and research

Creative Christoff:

- story writing, imaginative ideas for fundraising, posters and sustainability.

Resilient Ruby:

- children will need to motivate each other and themselves through a variety of independent and group work.

Charlie Challenge:

- involves time management, independent work, presenting ideas to the class.

Teamwork Trio:

- group work in debating teams, poster and leaflet creation

British Values:

Democracy (Pupil Voice):

- All pupils have a voice that is listened to during our debates.
- An understanding of how we can influence decision-making through the democratic process (e.g. deciding a fundraising project)

Rule of Law (British Law):

- Looking at the rights and responsibilities people have with regard to cutting down the rainforest, protecting wildlife and providing a sustainable future for our grandchildren.

Mutual Respect (Respect):

- An understanding that we all have the freedom to choose and have and voice their own opinion. That we should respect others. Sustainable futures

Tolerance:

- Children should not be the cause of prejudicial or discriminatory behaviour. There should be an acceptance of other beliefs and cultural norms

Individual Liberty:

Subject areas/cross curricular links:

Science:

Cranes (deforestation) - Simple machines & pulleys

D&T:

See Science

History:

n/a

ICT:

Spreadsheets & data bases (data connected to environmental issues)

R.E:

Worship - 5 Pillars of Islam

Symbols - The Empty Cross

Art:

Landscapes - Hundertwasser & Karla Gerard

(surreal landscapes) - sketching, mixed media & sculpture.

PHSE:

Living in the Wider World

- National Identity
- Making a Difference
- Money Matters

English links:

'The Lorax' (Narrative) - environmental moral

Various 'One World' Poetry.

Deforestation (Information Texts).

Maths links:

See Maths planning

<ul style="list-style-type: none"> - Fundraising Project to adopt Orangutan. 	<ul style="list-style-type: none"> - Children understand that they have a right to individual liberty and choices whilst also appreciating how these can impact others & our environment. (E.g. buying palm oil products in the UK / logging industry) 	
<p>What the children want to know:</p> <ul style="list-style-type: none"> • Why do we have different climates on planet Earth? Facts about the rainforest. Facts about orangutans. Why is there deforestation and what are the main causes? 		
<p>R.E. (See unit plan)</p> <p>PSHE (See unit plans)</p>	<p>Citizenship:</p> <p>Through this deforestation topic, children will develop a sense of their role within society at the local and world scale. They will come to understand that the choices they and others make have a wider impact. They will develop a stronger understanding of British Values and their roles and responsibilities within a context. They will use critical thinking to debate, develop opinion and persuade. Above all, they will start to think like global citizens and appreciate the impact of environmental issues regarding sustainable futures for our planet.</p>	

Subjects taken from New National Curriculum Objectives and Outcomes

Science (Specialist teaching - Mrs Creasey)

- See DT below - Simple machines (pulleys & levers)- Cranes - deforestation

Simple Machines & pulleys

- Explore & investigate levers
- Explore & investigate pulleys
- Gears (investigation)
- Simple machines (investigation)

Earth & Space

- Big Bang Theory (quiz)
- Copernicus (drama)
- Sunrise/ sunset/ seasons (activity)
- Stars and constellations (create your own & describe - **Art**)
- Stephen Hawking (bookmarks)

Science Week

History:

- n/a

Geography:

- Locate the world's countries, continents and oceans using maps, atlases and globes.
- Name and locate geographical regions and identify their human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere, the Tropics of Capricorn & Cancer, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day & night).
- Describe and understand key aspects of physical Geography, including; climate zones, biomes and vegetation belts.
- Describe and understand key aspects of human Geography, including; types of land use, economic activity and the distribution of natural resources.

Design and Technology:

- to generate ideas through brainstorming and identify a purpose for their product
- to draw up a specification for their design
- to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
- to use results of investigations, information sources, including ICT when developing design ideas
- to select appropriate materials, tools and techniques
- to measure and mark out accurately
- to use skills in using different tools and equipment safely and accurately
- to cut and join with accuracy to ensure a good-quality finish to the product
- to evaluate a product against the original design specification
- to evaluate it personally and seek evaluation from others

Art:

- Children are to create a sketch book and record their ideas
- Students are to refer to sketch books and use them for planning
- Refer to artists in history to explain choices
- Create a product that reflects a chosen artist
- Choose from a range of materials and media
- Use a variety of techniques to create form and texture i.e. shading and perspective (surreal landscapes)
- Continuously refer back to artists for inspiration or comparison.

- Plan and create a sculpture (inspired from landscape artist).
- Children are to review and evaluate their final pieces using artistic language.

RE:

Worship: Pupils should be able to:

- Explain the meaning of worship
- Explain how worship is expressed by Muslims through the Five Pillars of Islam
- Understand the importance and significance of The Five Pillars to Muslims
- Express a personal response to worship in their own experience

Symbols: Pupils should be able to:

- Explain the meaning of 'symbol'
- Explain the biblical story that illustrates Jesus' resurrection and explain how the Empty Cross is a symbol of resurrection for Christians
- Explain their responses and misconceptions to the concept symbol
- Identify and explain how responses to the idea of symbol affect the way people live

ICT:

Purple Mash Programme: Spreadsheets & Database

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Select, use and combine a variety of software (including internet services) on a range of digital devices to collect, analyse, evaluate and present data and information