

**Year 4: Medium Term Plan: Autumn 1**

**Key Vocabulary:** extinction, deforestation, persuasion, layers of rainforest, species, conservation, protection, carbon dioxide, oxygen, tropical, climate, Bwindi, earth, temperature, equator, fires, habitat, biodiversity, indigenous, humid, trees, sustainability, palm oil, region, endangered, ecosystem, biome, absorb, regulate, tribe, Amazon, weather, rainfall,

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

**Texts:** Little People Big Dreams: Jane Goodall, Buddy’s Rainforest Rescue, a range of rainforest poetry, The Shaman’s Apprentice, The Great Kapok Tree, The Barnabus Project, The Magic Place (Class Read)

**Resources**

iPads, class book sets, non-fiction texts, rainforest artefacts, photographs, clay and plastic animals (for stop motion animation)

**Areas of learning (theme/subject)**

Literacy, History, Geography, Science

PE, Music, Art, DT, PHSCE, ICT

**Overall outcome**

Write persuasive letters to world leaders attending COP26.

To create toucan artwork.

Write a rainforest description.

​Create a sensory poem based on a rainforest animal.

To experience life in the rainforest (Dave’s rainforest roadshow)

To journey to some of the world’s rainforests and learn about life there.

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| **Curriculum areas that will be covered in stand-alone units during this topic:**RE, French |

Understanding of the global effects of rainforest destruction through immersion in news footage and reports.

Compassion for animals, wildlife and people inhabiting the world’s rainforests.

Instilling the belief and passion in each child, that through their actions, they can be agents of change.

Reinforcement of school eco code- ‘small actions make big differences’

Realisation of the global impacts of deforestation.

Curiosity and interest in what it is like to live in a rainforest.

Concern for the growing endangerment of rainforest species, with a specific focus on mountain gorillas (listed endangered in 2018)

Interest in the effects of the Covid-19 pandemic in other parts of the world and compassion for the people it has affected (link to Amazonian elders/indigenous people and the subsequent effects on ancestry. Also link to access to healthcare around the world.

Develop links with Kisoro Demo our twin school in Kisoro, Uganda, which is situated on the edge of the Bwindi Rainforest.

Promote reduction of palm oil in the local Heswall community.

Visit by Rainforest Roadshow

COP26 global event

A Forest of Promises (Linked to COP26 event) - 5th November 2021

Links to our school eco code – ‘small actions make big differences’.

Hold fundraising event to raise money for WWF – mountain gorillas.

Links to Covid-19 pandemic and mountain gorillas being high risk due to their physiology being so similar to humans (and how this has suspended mountain gorilla tourism/trekking) and how the pandemic has affected other parts of the world.

**Community**

*What links can we develop ‘Near and Far’?*

**Compassion**

*What feelings to we wish to evoke?*

**Connections to previous learning**

Links to ‘Extinction is forever’ WSUS film 2018 and the Wirral C2C Plastic Pledge Ocean Blue project.

Ocean Blue **-** sharp focus on the effects of food consumption/packaging production on the environment.

Links to KS1 topic on Africa (Uganda)

Letter writing to penpals in Uganda in Year One and Two.

Identified similarities and differences in human/physical geographies between two contrasting areas (UK and Africa).

**Connections to Future learning**

Future work as a school on Ocean Blue project and Wirral C2C Plastic Pledge.

Physical geography to be explored later in year during Romans topic.

Science - Humans and living things question will be linked to habitats, predators and the food chain for our next Science topic.

**Connections**

*What are the connections to our curriculum past and present?*

**How can we protect the “lungs of the planet?”**

*Global Goals: 1 – No Poverty, 3 – Good Health and Wellbeing, 8 – Decent Work and Economic Growth, 13 – Climate Action, 15 – Life on Land, 12 – Responsible Consumption and Production*

Argue against deforestation of rainforests and provide alternatives for palm oil production through letter writing to world leaders attending COP26.

Support preservation of rainforest ecosystems.

Design and create toucan artwork.

Construct rainforest animals using junk materials.

Create sensory poetry based on a rainforest animal.

Write a descriptive passage based in a Rainforest.

Create Hybrid animals using paint and cardboard based on The Barnabus Project.

Rainforest percussion

Make tribe necklaces.

**Creativity:**

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

**Children will be able to:**

Understand how economic development has been affected by the Covid-19 pandemic through lack of tourism (link to mountain gorilla trekking in Uganda)

Recognise how people have affected rainforests through deforestation and express own views about this.

Understand the difference between weather and climate and how weather changes the rainforest environment.

Suggest ways to reduce deforestation and climate change.

Collect rainfall and temperature statistics and present them in a chart.

Suggest ways of improving an environment through reduced use of palm oil.

Recognise and explore similarities and differences between people living in Heswall and people living in rainforests.

**Curriculum**

*What will we learn?*

**Hook:** Children to take a trip on Heswall Airlines to visit some of the World’s rainforests

Dave’s Rainforest Roadshow

**Significant individuals**

Dave Shaw (Rainforest Roadshow), Jane Goodall, Dian Fossey, world leaders