

Medium-Term Planning Format		
Cohort	Year 5	
Enquiry Question (QUESTIONING)	Why should the rainforests be important to us all?	
Enquiry Driver	Geography	
Enquiry Enhancer	Art	
Main Enquiry Theme	Locational knowledge; human and physical geography and geographical skills and fieldwork <i>(find out about key characteristics of rainforests and compare the similarities and differences between rainforests and our own country's climate and habitats).</i>	
National Curriculum Objective	<p><u>Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know the names of, and locate, a number of South or North American countries. • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. • Know what is meant by the term 'tropics'. • Know what is meant by biomes and what are the features of a specific biome. • Label layers of a rainforest and know what deforestation is. • Know how to use graphs to record features such as temperature or rainfall across the world. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. <p><u>Art and Design</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. • About great artists, architects and designers in history. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I remember the names of, and locate, a number of South or North American countries? • Can I show where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map? • Can I explain what is meant by the term 'tropics'? • Can I explain what is meant by biomes and what are the features of a specific biome? • Can I label layers of a rainforest and know what deforestation is? • Can I use graphs to record features such as temperature or rainfall across the world? • Can I use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian? 	

Potential Sticky Knowledge	<ul style="list-style-type: none"> • Only 6% of the Earth's land surface is rainforest - but about half of all animal and plant species live there. • It can take 10 minutes for a falling raindrop to travel from a rainforest's thick canopy to the floor. • The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. • The Northern Hemisphere refers to the half of the planet that is north of the equator, while the Southern Hemisphere is all of the planet south of the equator. • The tropics are the region of the Earth near to the equator and between the Tropic of Cancer in the Northern Hemisphere and the Tropic of Capricorn in the Southern Hemisphere. • There are four layers of the rainforest, each marked with a different characteristic: the emergent layer, the upper canopy, the understory and the forest floor.
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Knowledge Organiser	<p>The image shows a 'Year 6 Knowledge Organiser (Autumn 1): Why should the rainforests be important to us all?' It includes a 'Subject specific vocabulary' table, a 'Layers of the Rainforest' diagram, 'Exciting Books', 'Sticky Knowledge about the rainforests', and 'Learning Challenges'.</p> <table border="1"> <thead> <tr> <th colspan="2">Subject specific vocabulary</th> </tr> </thead> <tbody> <tr> <td>biodiversity</td> <td>Variety of plants and animal life in a particular habitat, a high level of which is considered to be important and desirable.</td> </tr> <tr> <td>biomes</td> <td>Distinct biological communities that have formed in response to a shared physical environment.</td> </tr> <tr> <td>canopy</td> <td>The canopy is made of the overlapping branches and leaves of rainforest trees.</td> </tr> <tr> <td>deforestation</td> <td>When forests are cut down and the area is permanently cleared for another use.</td> </tr> <tr> <td>destruction</td> <td>The act of destroying something.</td> </tr> <tr> <td>emergent layer</td> <td>The name given to the tops of trees that poke up above the rainforest canopy.</td> </tr> <tr> <td>endangered</td> <td>A species, which has been categorized as very likely to become extinct.</td> </tr> <tr> <td>extinction</td> <td>The extinction of a species of animal or plant is the death of all its remaining living members.</td> </tr> <tr> <td>indigenous</td> <td>People or things belonging to the country in which they are found.</td> </tr> <tr> <td>temperate</td> <td>Relating to or denoting a region or climate characterized by mild temperatures.</td> </tr> <tr> <td>understory</td> <td>A range of shrubs, young trees, saplings, palms and vines. It is hot and damp here.</td> </tr> </tbody> </table> <p>Layers of the Rainforest</p> <p>Exciting Books</p> <p>Sticky Knowledge about the rainforests</p> <ul style="list-style-type: none"> • Only 6% of the Earth's land surface is rainforest - but about half of all animal and plant species live there. • It can take 10 minutes for a falling raindrop to travel from a rainforest's thick canopy to the floor. • The Amazon rainforest in South America is the world's largest rainforest. It is so big that if it were a country, it would be the ninth biggest in the world. • The Northern Hemisphere refers to the half of the planet that is north of the equator, while the Southern Hemisphere is all of the planet south of the equator. • The tropics are the region of the Earth near to the equator and between the Tropic of Cancer in the Northern Hemisphere and the Tropic of Capricorn in the Southern Hemisphere. • There are four layers of the rainforest, each marked with a different characteristic: the emergent layer, the upper canopy, the understory and the forest floor. <p>Learning Challenges:</p> <ul style="list-style-type: none"> LCL1 Where are the rainforests located? LC2 What is the climate like in the rainforest? LC3 What are the layers in a rainforest? LC4 What endangered animals live in the rainforest? LC5 Why are rainforests often in the news? 	Subject specific vocabulary		biodiversity	Variety of plants and animal life in a particular habitat, a high level of which is considered to be important and desirable.	biomes	Distinct biological communities that have formed in response to a shared physical environment.	canopy	The canopy is made of the overlapping branches and leaves of rainforest trees.	deforestation	When forests are cut down and the area is permanently cleared for another use.	destruction	The act of destroying something.	emergent layer	The name given to the tops of trees that poke up above the rainforest canopy.	endangered	A species, which has been categorized as very likely to become extinct.	extinction	The extinction of a species of animal or plant is the death of all its remaining living members.	indigenous	People or things belonging to the country in which they are found.	temperate	Relating to or denoting a region or climate characterized by mild temperatures.	understory	A range of shrubs, young trees, saplings, palms and vines. It is hot and damp here.
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Other curriculum areas which are to be taught discretely:

Religious Education	<p>How do Muslim beliefs make a difference to their way of living?</p> <ul style="list-style-type: none"> • Can I identify and describe the 5 Pillars of Islam and the beliefs they express? • Can I find out why the Pillars are practised by so many millions? • Can I make simple connections between beliefs about Allah and the 5 Pillars? • Can I describe how people show devotion in Islam? • Can I consider questions about what Muslims believe? (e.g. is submission to Allah and generosity a good way to live?) • Can I express my own ideas about the meaning and value of Muslims' rituals? • Can I give good reasons for my views about religion and ritual?
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PSHCE	<p>Looking after me</p> <ul style="list-style-type: none"> • Can I set goals for me? • How does alcohol damage my health? • Can my mind get ill? <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
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Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 1 - Livin' on a Prayer</p>
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Physical Education	<p><u>Invasion Games</u></p> <p><i>Emphasis on sending and receiving using hands or feet. E.g. football, handball, netball and basketball.</i></p> <ul style="list-style-type: none"> • Can I use basic technique for passing and shooting in small sided games and can pass and shoot with reasonable accuracy and some success? • Can I demonstrate some techniques showing some control to gain an advance over opponent? 		
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Y5 Unit 25 – Computer Science and Programming</p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 1 - My school, My subject</p>		
Additional Links	British Values	Outdoor Learning	Community
	Citizenship (Beever Pledge) Be democratic: write to the Foreign Secretary stressing the need to protect the rainforest.	Global Neighbours Know where Brazil is on a map. To understand the similarities and differences between the rainforest and our own habitat.	Home Learning To create a visual representation of the rainforest through art or as a diorama.