

**Entry Point: Dilemma/Question/Spark** 

Where the Forest meets the Sea.  
You tube clip-Andes to Amazon

**Impact (Assessment Criteria/NC Objectives)**  
Post tasks-

Children will be able to make informed decisions and judgements on local and global issues.

Children will be able to name and locate an extensive range of places in the world.

Can you describe some of the human and physical features of South America and recognise patterns?

Children will ask and respond to questions of how the future can be affected by human influence. (Deforestation)

Fieldwork-Interpret , analyse, collect and present data from fieldwork on temperature/ rainfall by making comparisons between the UK and Brazil.

Children can explain some links and interactions between people, places and environments.

Communicate geographical information using a wide range of methods including writing at length in order to conclude, evaluate and reflect.

**Wider curriculum Objectives**

**History:** To study a non-European society that provides contrasts with British History-Civilisation of the Mayans and culture. (Maya and the Vikings comparison)

**Art:** To create paintings by choosing and combining colours, tones and tints to enhance the mood of a piece.( South American Carnival masks)

**Computing:** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

**Music:** Learn to compose a piece on Samba drums linked to South America. To create rhythmic patterns and awareness of timbre. To combine melody and rhythm.

**MFL:** Speak in sentences, using familiar vocabulary, phrases and basic language structures. (Creating weather report in Spanish).

**R.E:** Continuity, Changes and Diversity

**PE:** Tag Rugby/Invasion games

**D&T:** Food—Celebrating culture and seasonality including cooking and nutrition for KS2.

**Science:** Evolution and Inheritance. Living things and their habitats

**Raeburn Citizenship Links** 

**Responsibility:** Researching our impact on the rainforest (deforestation)  
**Respect:** Showing respect for different cultures  
**Kindness:** Consideration and conversations around homelessness  
**Curiosity:** Researching areas of interest to do with the rainforest  
**Resilience:** Considering the resilience of different characters in the class book  
**Positivity:** Consideration and conversations around homelessness

**Vocabulary Tier 2 and 3**

Temperate - Amazon - Biodiversity - Biome - Sustainable - Carnivore - Consumer - Accessibility - Eco-tourism - Emergent - Agribusiness - Tributaries - Deforestation - Shantytown - Rainforest –Homelessness, vegetation, meander, confluence, estuary, source, mouth, Tropic of Cancer , Equator and Tropic of Capricorn, economy, derelict

**Year 6 Spring Term**

Key curriculum driver

Geography and History

**South America**



**Texts across the curriculum**

Non-fiction text about South America  
The Explorer

**Intent (Knowledge/NC links) - Key Questions**

Where is South America? What countries belong to the continent of South America?

Can we explain some links and interactions between people and the Amazon rainforest?

What is the significance of the Amazon rainforest, including the physical features of a rainforest? What do the children want to find out about?

How do animals, including humans survive in the rainforest?

Why should the Amazon rainforest continue to be cut down?

If the river wasn't there, would the rainforest exist? What are the main features of the river and why is it so long?

Do people bring homelessness on themselves? (Compare homelessness in Brazil and UK)

How is the environment affected by the climate in Brazil compared with the UK?

Can we make a comparison between the weather/rainfall in the UK compared with South America?

**Implementation (including cross-curricular links and enrichment activities)**

POTENTIAL LOCAL LINKS AND ENRICHMENT	LEARNING OPPORTUNITIES LINKED TO OUR KEY QUESTIONS
Homelessness in the area of Wirral - Compare with South America Compare climate with UK and South America Carnivals - comparison from UK to South America <b>Golden Thread:</b> Innovation— We will understand human achievements from 2 contrasting places during the same time period . We will compare and contrast the food from 2 places during the same time period  We will understand how housing looked from 2 places during the same time period Social Structure— We will compare and contrast societies from 2 places during the same time period Belief— We will compare the beliefs from 2 places during the same time period .	<ul style="list-style-type: none"> <li>Children use Google Earth to locate the countries of South America on a world map. Children locate these in relation to other global features.</li> <li>Research and create a presentation about the Amazon rainforest's physical features.</li> <li>Research animals of the rainforest and create a fact file describing their adaptations to their environment. Habitat exploration of layers suited to each animal</li> <li>Significance of the river in relation to the rainforest. Is the river only in the Rainforest? Look at features of a river and label/explain different sections (upper, middle, lower, mouth)</li> <li>Pros and cons of deforestation - Debate</li> <li>Wealth distribution in Brazil - linked with Favelas. Olympics built big, luxurious hotels right next to shanty towns. Look at PSHE links</li> <li>What are the comparisons between Brazil and the UK in terms of weather, produce, lifestyle etc.?</li> </ul>

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Post tasks-

All children will be able to place the Chronological period for the Ancient Maya on a timeline with other time periods they have studied.

All children will be able to identify achievements of the Maya people and compare these to the Vikings

All children will: compare and contrast housing of the Maya and Vikings

All children will: compare and contrast societal structures of the Maya and Vikings

All children will: compare and contrast the foods and collection methods of the Maya and Vikings

All children will: Use a range of sources to compare aspects of the Maya and Viking beliefs.

All children will: identify different sources for interpreting the past

**Wider curriculum Objectives**

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**Vocabulary Tier 2 and 3**

Civilisation, Concurrent, Famine, Civil unrest, Conquests, Architecture, Elevations, glyphs, Aqueducts, Wattle and daub, Thatch Jarls (King/Leader/Nobles), Karls (freemen, craftsmen, most people), Thralls (slaves.), realms, Underworld, *Popol Vuh*

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Maya—History

- As Historians we will ask : What was the chronological context of the Ancient Maya? We will learn about the chronology of the Maya (Chronology)
- As Historians we will ask: Who achieved more – the Maya or the Vikings?
- As Historians we will ask: What were the similarities and differences between Mayan and Viking housing?
- As Historians we will ask: What were the similarities and differences between Mayan and Viking society?
- As Historians we ask: What are the similarities and differences between Mayan and Viking food?
- As Historians we will ask: What are the similarities and differences between Mayan and Viking beliefs?
- As Historians we will ask: How do we know about the Maya?

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