



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 2
Class:	Year 6
Subject:	Geography
Key Unit Question:	Why are forests so important?
Memorable Experience:	Eden Project: Rainforest Connection (Virtual Workshop)

Vocabulary that will be taught:

Biodiversity – the variety of living species on Earth, including plants and animals

Boreal – relating to or characteristic of the climatic zone south of the Arctic, especially the cold temperate region dominated by taiga and forests of birch, poplar and conifers

Coniferous trees – trees that produce cones and stay green all year long, such as pine trees

Deciduous trees – trees that lose their leaves every year and their leaves change colour with each season, such as oak trees

Deforestation – when trees are cut down to clear the land for other things, it destroys ecosystems and contributes to climate change

Ecosystem – a community of living organisms, such as plants and animals that interact with each other and their environment

Protected woodland – a forest that has rules in place that mean no tree cutting is allowed in order to protect the trees and animals that live there

Rainforest – a woodland with high annual rainfall and very tall trees. There are two types – tropical and temperate

Temperate – areas of the planet characterised by mild temperatures that like extremes – like the UK

Tropics – the region of Earth surrounding the Equator. The Tropic of Cancer is the Northern boundary and the Tropic of Capricorn is the Southern one.

National Curriculum Objectives:

Human and Physical Geography

- describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Rationale:

This unit provides an excellent opportunity to develop pupils' geographical thinking. Children can investigate where forests are situated, what they are like, why they are like that, how they compare to where they live, how they are changing, what the causes of those changes are, and the possible consequences. They will also consider and debate the merits of 'development' and 'conservation'. Children have the opportunity to build upon knowledge developed at the beginning of Year 6 when they studied South America, by exploring the Amazon rainforest. This will also support children when they move into KS3 and begin to think about how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Prior Knowledge:

Children will have previously studied the climate zones including the position of the equator and the tropics. They have also been introduced the idea of ecosystems and the effect that climate change is having on them. Children have also developed place knowledge about the UK, Europe and South America which are key places where the forest biomes can be found.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know how to locate biomes on a map
- I know the different features of forest biomes
- I know why forests are important to our ecosystem

Disciplinary knowledge:

- I can use map skills to locate forest biomes
- I can consider the similarities and differences between types of forest biomes
- I can consider cause and consequence when exploring if forests are important



Key lesson questions		Activities/Key points
Lesson 1	<p>Where are the forest biomes?</p> <ul style="list-style-type: none"> • I can name forest biomes • I can locate different forest biomes on a map 	<p>Show the word BIOME and ask them to discuss what they think it means. Display meaning – Biome is a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra. Explain we will be looking at forest biomes. Can they name any different types of forests?</p> <ul style="list-style-type: none"> • Tropical rainforest • Temperate forests • Boreal forests <p>Consider the following questions:</p> <ul style="list-style-type: none"> - Why do we need forests? - Why do forests get cut down?
Lesson 2	<p>What is a boreal forest?</p> <ul style="list-style-type: none"> • I can find boreal forests on a map • I can identify features of a boreal forest • I can explain why boreal forests are important 	<p>Display 'Boreal Forests' and ask where on your maps have you placed these? Which hemisphere is it in? (Recap hemispheres from last year if required). Which countries does it stretch through? Russia, Canada, North America (Alaska).</p> <p>Read http://www.bbc.co.uk/nature/habitats/Taiga and watch http://www.bbc.co.uk/nature/habitats/Taiga#p02d9v40 making notes of interesting facts on whiteboards as we go. What facts surprised you? What else do you want to find out?</p> <p>Create a poster about the Boreal (Taiga) forest – include where it is, what type of trees it has, how long it takes them to grow, what animals you will find there, what products are produced from it and how (if) humans are managing it.</p> <p>Good websites to use are: http://www.borealforest.org/index.php http://www.borealforest.org/paper/index.htm http://www.borealforest.org/mammals.htm</p>
Lesson 3	<p>What is a temperate forest?</p> <ul style="list-style-type: none"> • I can find temperate forests on a map • I can identify features of temperate forests • I can explain why temperate forests are important 	<p>Display 'Temperate deciduous Forests' and ask where on your maps have you placed these? Which hemisphere is it in? (Recap hemispheres from last year if required). Which countries does it stretch through? European countries.</p> <p>Read https://earthobservatory.nasa.gov/Experiments/Biome/biotemperate.php and http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/deciduous_woodlands_rev2.shtml</p> <p>Research and plan out what you are going to do and create a seasonal model of a temperate deciduous forest – include two types of tree, two mammals and two birds you may find there – show how it changes in the four seasons. Include a short description of what this type of forests are used for.</p>



Lesson 4	<p>What is a tropical rainforest?</p> <ul style="list-style-type: none"> • I can find tropical forests on a map • I can identify features of tropical forests • I can explain why tropical forests are important 	<p>Display the following questions: Where is the largest rainforest? Who owns the forests? Do people live in forests? How many animals live in a rainforest? Why do some animals live in certain parts of the rainforest? Give them 10-15 minutes to 'scavenger' the answers using the laptops and books to help them. Let them decide who looks up which question so that we can all see the answers. Children feedback the answers.</p> <p>Read http://www.bbc.co.uk/nature/habitats/Tropical and subtropical moist broadleaf forests#intro Watch http://www.bbc.co.uk/nature/habitats/Tropical and subtropical moist broadleaf forests#p003vpd7 http://www.bbc.co.uk/nature/habitats/Tropical and subtropical moist broadleaf forests#p003wfbr http://www.bbc.co.uk/nature/habitats/Tropical and subtropical moist broadleaf forests#p003wfc2 https://www.youtube.com/watch?v=5IWVVFHzuLE</p> <p>Explain that they will compile a guide to surviving in the Amazon rainforest. They should write about how animals and humans survives there.</p> <p>Show layout A guide to how.... Survive in a rainforest</p> <ul style="list-style-type: none"> - Who/what are you writing about? - What adaptations have they made to survive in the rainforest? - What can we do to ensure their survival? - Why is it important to keep our rainforests?
Lesson 5	<p>Are forests important?</p> <ul style="list-style-type: none"> • I can explain why forests are important • I can explain why people need to care for our forests. • I can consider cause and consequence 	<p>Children to debate whether forests are important. Children to be split into the following groups to research and plan their argument:</p> <ul style="list-style-type: none"> • Tourists • Forest preservationists • Scientists • Traders • Indigenous tribes
Lesson 6	<p>Why are forests so important?</p>	<p>Recap what we have done over the past few weeks. Explain that today they will use all of their knowledge and research to create an advert (they can create a paper advert or an electronic advert) to persuade people how important their chosen forest type is to the world.</p> <p>You can choose boreal (taiga), temperate deciduous or rainforest. You need to write your main argument about why these forests need protecting in your books along with two supporting arguments. You can then create a paper visual advert which we will display around the school or you can create a filmed advert which we may put on the school website.</p>
Lesson 7	<p style="text-align: center;">Why are forests so important? End of Unit Assessment / Knowledge Harvest</p>	