

Year 6

Into the Forest



Spring Term

The Big Idea: "*We all have forests on our minds. Forests unexplored, unending. Each one of us gets lost in the forest, every night, alone.*" Ursula Le Guin. In this magical topic will be venturing into the deep, dark forests that have enchanted our imaginations for generations. We will explore the importance of the Earth's vast woodlands, as well as investigate the reasons why forests have been the setting for so many wonderful stories through the ages. With the Amazon Rainforest as our focus, we will investigate how these *'Lungs of the Earth'* are imperative to our very existence, and consider the unparalleled beauty of these natural splendours. Join us, as we consider the forests of planet Earth and their role in human art, literature and evolution.

As Language Specialists we will be reading excerpts from Joseph Conrad's *Heart of Darkness*. Re-visiting Rudyard Kipling's *The Jungle Book* will also be relevant to this topic, as will studying Kenneth Grahame's *The Wind in the Willows*. Watching video clips around this text (including Literacy Shed's *Blackface*, *Mole in the Wild Wood* and the 1983 stop-motion animated film version) will help us to visually explore this wonderful tale. Writing persuasive letters to Prime Minister Boris Johnson about the devastating effects of de-forestation, and writing holiday brochures inspired by David Attenborough's *Planet Earth II, which* will help us perfect our non-fiction writing skills. Studying the poetry of Hollie McNish (*Hidden Woods*) and Lewis Carroll (*All in the Golden Afternoon*), as well as reflecting on the classic tale of *Little Red Riding Hood*, will help us complete this fascinating topic.

As Mathematicians we will be consolidating our mental maths skills by knowing all our times tables and division facts. We will be ensuring our multiplication and division abilities are the best they can possibly be by revising our formal written methods. We will ensure we are able to add, subtract, multiply and divide fractions, interpret statistics, identify multiples and prime numbers, reason about multi-step word problems and know our fraction/decimal/percentage conversions.

As Geographers we will be reading about and debating the issue of deforestation, especially in regards to the Amazon Rainforest. We will investigate how logging and aggressive wood manufacture has impacted on climate change as well as how it has devastated the homelands and habitats of the animals that live there. Our virtual visit to Kew gardens will support our understanding of this.

As Historians we will be looking at the life of explorer David Livingstone. We will also consider the importance of the world's rainforests in regards to the discovery and manufacture of the medicines and antidotes that allow the human race to live healthily. Our virtual Kew Gardens trip will allow us to appreciate the natural history of plants and flowers.

As Scientists we will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. In addition to this, we will study human circulatory systems, recognising the impact of diet, exercise, drugs and lifestyle on the way bodies function. We will describe the ways in which nutrients and water are transported within animals, including humans.

Across the curriculum

As Athletes we will develop our passing and receiving skills in hockey. We will apply principles for attacking and defending. We will take part in outdoor and adventurous activity challenges both individually and within a team.

As Theologians we will be exploring why Jesus is important to Christians and will be asking why the Torah is so important to Jewish people.

As members of our community we will be participating in the Junior Citizenship Scheme, ensuring that we understand what to do and how to behave in certain situations. We will also be reflecting on our visit to the Magistrate's Court to develop our knowledge of the legal system.

As Musicians we will be exploring the sounds of the rainforest by listening to the Davis Williams' *Rainforest Song*, as well as composing our own soundscapes. We will also be continuing to develop our ability to identify the parts of pieces of music (e.g. the melody and accompaniment).

As speakers of French we will be manipulating French verbs to describe our home towns.

As Artists we will be exploring the natural beauty and wildlife of the rainforest, taking inspiration from artists including Henri Rousseau and John Dyer. We will design and make detailed 3D rainforest lizards, considering shape, proportion, texture, pattern and colour, and make choices about our own work. We will continue to develop observational drawing and create vibrant rainforest animal pictures through a range of mediums and techniques.

As Computer Programmers we will be experimenting with *Prezi* presentation software, using Rainforest information as our content.

Knowledge of the World

What plant types are exclusive to South America and its climate? We will go to Kew Gardens to investigate.

The Arts and Sports

What are the major South American carnivals that exist today? What do they look like and what is their history?

Enquiry

What is Brazil's policy on deforestation? Do they plan to stop it, and if not why not?

Ambition and Possibilities

What other countries make-up the continent of South America? Which countries would you like to visit and why?