

# Deforestation

## Key questions for this area of learning:

- How can a rainforest be described and how important is it?
- Are there alternatives to deforestation?
- What characteristics would an animal or plant need to survive in a rainforest?

## Geography:

### Deforestation

- Identify and locate the world's major biomes where deforestation is a significant issue
  - Describe and understand the characteristics of biomes most affected by deforestation, linking them to climate zones
  - Understand the primary economic activities and land uses that lead to deforestation
  - Explain how deforestation affects the distribution of natural resources and associated trade links
  - Use geographical data and advanced mapping skills to analyse and represent areas affected by deforestation
- **Confidently use and understand maps at more than one scale.**
  - **Use atlases, maps, globes and digital mapping to locate and describe and explain physical and human features in countries studied.**
  - **Locate Ordnance Survey features using six-figure grid references.**
  - **Accurately use 4 and 6-figure grid references to locate features on a map in regions studied.**
- **Use the scale bar on a map to calculate distances.**
  - **Identify, analyse and ask questions about distributions and relationships between features using maps (e.g settlement distribution).**
  - **Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.**
  - **Begin to use thematic maps to recognise and describe human and physical features studied.**
  - **Confidently locate features using the 8 points of a compass.**

## Science:

### Living things and their habitats:

- 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
  - Give reasons for classifying plants and animals based on specific characteristics
- **Begin to use and develop keys and other informational records to identify, classify and describe living things and materials.**
  - **Begin to report and present findings, including conclusions, causal relationships and explanations of degree of trust in results.**
  - **Begin to identify scientific evidence that has been used to support or refute ideas or arguments.**
- **Use and develop keys and other informational records to identify, classify and describe living things and materials.**
  - **Create classification keys to sort living things, formulating appropriate questions for classification keys.**
  - **Report and present findings, including conclusions, causal relationships and explanations of degree of trust in results.**
  - **Identify scientific evidence that has been used to support or refute ideas or arguments.**

## English:

### **Story: Write a Tale of Fear story**

*Texts used: 'Jack'*

### **Discussion: Write persuasive letter/speech**

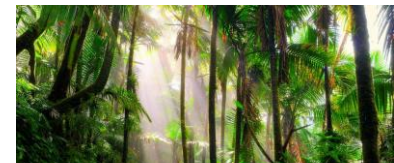
*Texts used:*

### **Rainbow Grammar and SPaG:**

*Subjunctive form, adverbs, phrasal/precise verbs, dialogue, modal verbs, semi-colon, colon, dash, word class*

### **Visits, visitors or key events:**

- Local walk



## Computing:

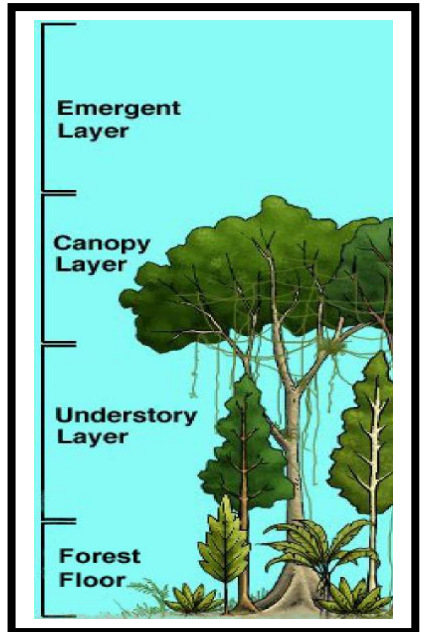
### Microsoft Powerpoint/Publisher

- Use different slide layouts effectively
- Format text and apply consistent styles
- Insert video and audio clips
- Use animations wisely (entry/exit/emphasis)
- Hyperlink to slides or websites
- Design newsletters, leaflets and certificates from scratch
- Insert and format tables for layout control
- Align elements using grids and guides
- Use design checker to review layout quality
- Combine text and images thoughtfully for audience appeal
- Export publications to PDF for sharing
- Present to peers with confidence, discussing design choices

## Art and Design

### Painting

- To develop knowledge of painting genres by looking at landscapes – jungles, forests and trees.
- To use sketchbooks to plan ideas.
- To start to consider composition of a painting from the outset.
- To mix colours, shade and tints with some confidence.
- To mix and match colours to create atmosphere and light effects.
- To choose own colour palette to create visually interesting pieces.
- To show perspective in the work by making colours stronger close to and pale further away.
- To manage colour application using different techniques.
- To purposely control the types of marks made and experiment with different effects and textures.
- To start to develop own style.
- To understand what works well in their work and why.



## RSHE:

### Healthy Minds and Bodies

- To know the types of mental health and that mental ill health is common and can be resolved with support.
- To know where to go for support if worried about mental health.
- To know how to self-regulate mental health.
- To know what positively and negatively affects physical, mental and emotional health.
- To understand how media can influence mental health through peer pressure to look a certain way or weigh a certain amount.

### Key Vocabulary:

Amazon  
forest floor  
understory  
canopy  
emergent  
deforestation  
trade  
Equator  
Tropics  
biome  
vegetation belt

### RE:

#### Justice and Freedom

- To understand that freedom and justice have more than one definition.
- To be able to explain how beliefs about freedom and justice have influenced the actions of important figures in history and today.

### French:

#### Au Salon de thé (At the tea room)

- To learn 11 masculine nouns and 9 feminine nouns for popular food and drink.
- To learn transactional language required to order food and drink.
- To learn how to ask for the bill and say thank you and goodbye.
- To understand currency.

### PE:

Fitness  
Dance

### Classification of Animals

