

# 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:

### Electricity

- **Identify common appliances that run on electricity**
  - **Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers**
  - **Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery**
  - **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit**
  - **Recognise some common conductors and insulators, and associate metals with being good conductors**
- **Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit**
  - **Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches**
  - **Use recognised symbols when representing a simple circuit in a diagram**

## English:

**Story: Write an action narrative**

*Text used:*

**Recount: Write a diary entry**

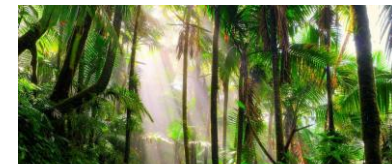
*Texts used: The Explorer*

**Rainbow Grammar and SPaG:**

*Clause types, compound adjectives (hyphens), passive and active, devices for cohesion, expanded noun phrase, formal/informal structures, figurative language*

**Visits, visitors or key events:**

- Enablers Day: 27<sup>th</sup> February
- World Book Day: 5<sup>th</sup> March



## Design and Technology:

### Cooking and Nutrition

- Design a special dish for a community considering a theme or celebration
- Know that what people around the world eat depends on reasons such as availability, preference, resources and climate
- Understand that we need the nutrients – carbohydrate, protein, fat, vitamins and minerals – as well as fibre and water to be healthy
- Know that energy is provided by the nutrient's carbohydrate, protein and fat
- Know that it is important to be aware of portion size when choosing food and drinks and different amounts of energy are needed by the body for different activities and different people need different amounts of energy
- Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, use of a heat source
- Measure accurately and calculate ratio of ingredients to scale up or down from a recipe
- Alter methods, cooking times and/or temperatures
- Know that some people may have certain food allergies
- Know about food hygiene and food safety, being aware of food controls used in other cultures

## Computing:

### Flat-File Databases

- Use a form to record information
- Compare paper and computer-based databases
- Outline how you can answer questions by grouping and then sorting data
- Explain that tools can be used to select specific data
- Explain that computer programs can be used to compare data visually
- Use a real-world database to answer questions

## RSHE:

### Rights and Responsibilities

- Understand the difference between sex, gender identity and sexual orientation
- Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- Understand the laws surrounding equality
- Recognise bullying and abuse in all its forms (including all forms of prejudice)
- Understand the role the media plays in shaping our ideas and influencing our thoughts
- Know about fake news and how to check facts
- Know that marriage in the UK is only legal if both partners give their consent to marry
- Know it is against the law to make someone get married
- Know that I have the right to choose whether I get married and who I get married to
- Know that I have certain rights including the right to be free from all forms of abuse, even if abuse is from my

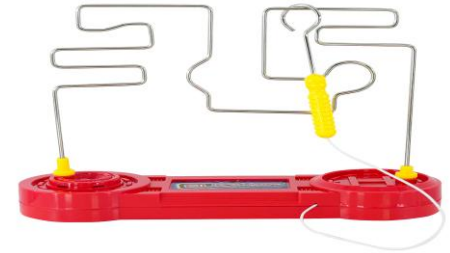
## PE:

Football

Basketball

## Key Vocabulary:

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



## Religious Education:

### Easter – Power and Hope

- Retell the Easter story from different perspectives.
- Debate the perspectives of the three Mary's, the disciples, Pontius Pilate and Barabbas.

## Music:

### Growth

- To perform and listen to music, including the works of great composers.
- To develop an understanding of musical composition, organising and manipulating ideas with musical structures and reproducing sounds from aural memory.
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

