

Title: Amazon Explorers		Year: Y4 Duration: 5-6 weeks
Teaching Ideas	Subject	National Curriculum Objectives
<p>How do we know about the Mayans? Learn about the Mayans including life, culture, civilisation</p> <p>Know and understand the stages of the Water Cycle (including changes of state)</p> <p>Learn about vegetation belts, climate zones</p> <p>Know about the location of the Equator, longitude and latitude etc and weather/climate</p> <p>Children take on the following roles throughout topic and consider some of the key issues of the rainforests from differing perspectives -</p> <p>Rainforest Explorers:</p> <ul style="list-style-type: none"> - Learn about the rainforest including the structure - Teacher creation of rainforest in area of school - pupils to look at structure. - Learn about the animals that live within the rainforest layers. - Medicines that can be found there and other natural resources - Use iPad app to create 'talking' animals of the rainforest (record monologues of what the animals would say about themselves and their lives in the rainforest) <p>Timber Company Bosses:</p> <ul style="list-style-type: none"> - Destruction of the 'class' rainforest and the role of the timber companies. - Why do they destroy it? What damage do they do? <p>Mayan tribe person:</p> <ul style="list-style-type: none"> - What is their life like in the rainforest? How are they and their home affected by the timber companies and other Western companies? <p>LITERACY LINKS: Class Novel – The Monkey's Haircut and other stories told by the Maya (Stories from</p>	<p>History Geography Science Computing</p>	<p>G – locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>G – identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>G – understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>G -describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle</p> <p>G - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>H – a non-European society that provides contrasts with British history – Mayan civilization c AD 900</p> <p>H – devise and address historically valid questions about change, cause, similarity and differences and significance.</p> <p>H – construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>H – understand how our knowledge of the past is constructed from a range of sources.</p> <p>Sc – States of matter – compare and group materials together, according to whether they are solids, liquids and gases</p> <p>Sc – States of matter – observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius</p> <p>Sc- States of matter – identify the part played by evaporation and</p>

<p>another culture including creation stories) Recounts – diaries giving animal’s point of view of life in rainforest including destruction of habitat Spoken Language - debates (for and against destruction of rainforest) Poetry – Poems playing with sounds and images - contrasting poems (beauty versus destruction of the rainforest)</p>		<p>condensation in the water cycle and associate the rate of evaporation with temperature</p>
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