
 Lawn Primary School Clean Green World 	Year	5	Topic	Be more David Attenborough
	Debate	Is deforestation a necessary evil?		
<p>The aim of this unit is for children to become secure in their knowledge of the threats facing the rainforest ecosystem and how this will affect the rest of the world. They will learn about four of the main reasons for deforestation and how damaging this is to species of wildlife and the way of life of indigenous people. The aim is for children to become better global citizens by giving them an understanding of how their actions can have a direct impact on the need for deforestation in other parts of the world. Likewise they will learn how damage caused to faraway habitats will have an impact on their own lives as well as some knowledge of what they can do to reduce this.</p>				

Prior Learning	Future Learning
<p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> -Know the names of and locate at least 8 major capital cities across the world. (Y4) -Know the features of hot and cold places in the world (Y1) -Know where the equator, North Pole and South Pole are on a globe (Y1) -Know the names of and locate the seven continents of the world (Y2) -Know the names of 4 countries from the Northern Hemisphere and 4 countries from the Southern Hemisphere (Y3) <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> -Know the names of some of the World's longest rivers and be able to label the main features of a river (Y4) -Children will learn the difference between climate and weather (Y4) <p><u>Skills and fieldwork:</u></p> <p>N/A</p> <p><u>Global citizenship</u></p> <ul style="list-style-type: none"> Children will understand how climate change affects the planet (Y4) Children will understand how we can reduce our carbon footprint (Y4) Children will understand how building upon farmland affects the planet (Y3) 	<p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> -Children will know where the main mountain regions are in the UK. <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> -Children will know the names of a number of the World's highest mountains. -They will know why industrial areas and ports are important. -They will know the main human and physical differences between developed and developing countries. <p><u>Skills and fieldwork:</u></p> <ul style="list-style-type: none"> -Children will use google earth to locate a country or place of interest/follow the journey of rivers etc. -Children will know what most of the symbols on an ordnance survey map stand for. -Children will know how to use six-figure grid references. <p><u>Global citizenship</u></p> <ul style="list-style-type: none"> -Children will build upon their knowledge from Y2 about plastic pollution and its impact on the world's rivers and oceans, applying this to their learning about microplastics. -Children will have a knowledge of what big corporations can do to limit their single-use plastics, giving practical examples of eco-friendly alternatives. -Children will understand how microplastics affect wildlife and how landfill can alter migration patterns for some birds.

National Curriculum Links	Global Citizenship Themes	
<p><u>Locational knowledge:</u> -Know the names of and be able to locate a number of South American countries. -Know what is meant by the term 'tropics'. -Know where the equator, Tropic of Cancer, Tropic of Capricorn and Greenwich Meridian are on a map. -Know about time zones and work out differences.</p> <p><u>Place knowledge:</u> -Know key differences between living in the UK and in a country in either North or South America.</p> <p><u>Human and Physical Geography:</u> -Know what is meant by biomes and what are the features of a specific biome. -Label layers of a rainforest and know what deforestation is.</p> <p><u>Skills and fieldwork:</u> -Use maps and globes to locate the equator, Tropics of Cancer and Capricorn and the Greenwich Meridian. -Know how to use graphs to record features such as temperature or rainfall across the world.</p>	Globalisation & Interdependence Sustainable Development	
	<i>Knowledge & Understanding</i>	<i>Skills</i>
	<p>Global connections between peoples & countries (e.g. through trade & communications)</p> <p>How local actions affect the wider world in the context of trade and deforestation</p> <p>Environmentally responsible living & global inequalities in ecological footprints</p> <p>Causes and effects of deforestation and sustainable solutions</p>	<p>Discuss ways in which sustainability can be achieved without negatively impacting on other parts of the world in the context of deforestation and trade</p> <p>Listen attentively, question & respond to others positively</p> <p>Express own views & ideas on issues clearly, using a range of appropriate methods</p>

Key Vocabulary

deforestation, conservation, logging, indigenous, infrastructure, flora, fauna, encroach, preservation, timber, ecosystem, biome, equator, cattle farming, damming, mining, extinction, endanger

(Recap of previous year vocabulary will be needed)

Recommended Texts & Web Links

The Explorer by Katherine Rundell, Eyewitness: The Amazon, CGP: North & South America, The Lumberjack's Beard by Duncan Beedie, Saving Species by Jess French (beautiful picture book which also categorizes different species across different continents.), Red Alert! By Catherine Barr and Anne Wilson, Tidy by Emily Gravett, The Last Wolf by Mini Grey, Rainforests in 30 seconds by Jen Green, Where the Forest Meets the Sea by Jeannie Baker, The Vanishing Rainforest by Richard Platt and Rupert Van Wyk, The Wilderness War by Julia Green, Wangari's Trees of Peace: A true story from Africa by Jeanette Winter, The Last Tree by Ingrid Chabbert, The Voice of an Island by Lupe Vaai

<https://worldslargestlesson.globalgoals.org/resource/earth-its-everybodys-home/>
<https://worldslargestlesson.globalgoals.org/resource/wild-for-life-take-a-journey/>

What pupils need to know or do to be secure

Key Learning

Sustainable development goals to be linked to:

Goal 10 - reduced inequalities

Goal 12 - Responsible consumption and production

Goal 13 - Climate action

Goal 15 - Life on land

Where are the rainforests and why are they hot throughout the year?

-Know what is meant by the term 'tropics.'

-Know where the equator, Tropic of Cancer, Tropic of Capricorn and Greenwich Meridian are on a map and know why does the weather change in different climate zones?

-Use maps and globes to locate the equator, Tropics of Cancer and Capricorn and the Greenwich Meridian.

-Children will use atlases, globes or Google Earth to locate the world's rainforests.

-Children will learn about the tropics and equator and understand why the climate is different to the rest of the world.

What are the features of rainforests and why are they important?

-Label layers of a rainforest and know what deforestation is.

-Children will be taught the word 'deforestation' and will understand what this is (Book to use: Over and Under the Rainforest by Kate Messner).

-Children could use iPads, get children to explore a rainforest using the Google AR app.

-Complete 'ActionAid' activities - Amazing Amazon facts then Rainmakers.

Activities / Application of knowledge / Possible Evidence

Label map of the world to locate rainforests.

Label/make an art piece to explain the different layers and features of the rainforests.

Children could prepare a short presentation about the rainforest and why, in particular, the Amazon Rainforest is important to the survival of the rest of the world.

Create a graphic organiser to show the causes and effects of

-Children will learn about how cutting down trees in the rainforest doesn't allow flood water to be absorbed.

What are the worst threats to the Amazon? (logging, cattle farming, dams and mining)

-Children to read news story on illegal loggers:

<https://www.dw.com/en/fighting-illegal-logging-in-the-amazon/g-36598816>

-Children to watch video looking at the issue from the logger's perspective:

<https://www.youtube.com/watch?v=zITRFwiBE38>

-Children to watch video about the production of soy & beef in the Amazon:

<https://www.youtube.com/watch?v=SAZAKPUQMw0>

-Children can suggest alternative, sustainable solutions to logging, cattle farming, dams and mining.

-Watch documentary on the Amazon gold mines:

<https://www.youtube.com/watch?v=kwAoOkCN55A>

Which species of animal are under threat from deforestation and what are the reasons for this?

-Label layers of a rainforest and know what deforestation is.

-Children will discuss solutions to deforestation.

-Research different species which have a rainforest habitat and discuss how they may have adapted to living in this area.

-Children will learn about the global want for palm oil and how this impacts the rainforest and its wildlife.

-Create a whole class database of endangered animals from the red list using Purple Mash.

How is life in the Amazon different from life in the UK?

-Know the names of and be able to locate a number of South American countries.

-Know key differences between living in the UK and in a country in either North or South America.

-Children will make links to the spread of exotic and unknown diseases because of human expansion into secluded areas - Covid.

-Children will use google earth and other resources to learn about and understand how living in the UK is different to living in a country in either North or South America.

-Children will study an Amazon tribe.

Is deforestation a necessary evil?

Debate. Short balanced argument could be written/videos/photos taken.

the problems the rainforests face.

Issue tree.

Photos/videos of children presenting information

Field Work / Enrichment

- Watch David Attenborough: A Life on our Planet.
- Trip to Birmingham Botanical Gardens and Glass houses.