

The Rainforest

Year 1, Summer Term

This document outlines the key learning and knowledge for each curriculum area linked to The Rainforest. There are suggested activities in each curriculum area.

This document needs to be used alongside the curriculum coverage document which details the statutory requirements for each area.

History

Key learning:

Pupils should develop an awareness of the past. They should ask and answer questions, using parts of stories and other sources to show that they understand key features of events, for example by looking at primary and secondary sources and answering questions or identifying key features. Pupils should be taught to identify differences in past and present, for example by sorting photos and identifying key features in the photos.

Pupils should develop a knowledge about British, local and world history and make comparisons over time.

Knowledge:

- The achievements of early civilisations
 - *To understand how people lived in the rainforest*
 - *To understand how people used the rainforest to help them survive*
- Changes and events beyond living memory
 - *To understand how the rainforest has changed over time (endangered species, deforestation)*
- The lives of significant individuals
 - *To understand how explorers have contributed to the rainforest and sustainability*

Skills:

- To use and analyse historical sources
- To compare pictures over time (deforestation, changes in plants etc.)
- To identify, sort and label pictures from the past and present.

Suggested activities:

- Rainforest civilisation
- Rainforest homes
- Deforestation
- Endangered species
- Explorers

Geography

Key learning:

Pupils should develop a curiosity about the world and different places. Teaching should equip pupils with knowledge of different places, people and environments. Pupils should learn about the city and the countryside and the difference between these. Pupils should develop knowledge of globally significant places (land and sea, climates, rainforest vs Antarctica)

Knowledge:

- **Locational knowledge**
 - *To name and locate rainforests and the countries they are in on a map*
- **Place Knowledge**

- *To identify geographical similarities and differences between the UK and the Rainforest*
- **Human and Physical Geography**
 - *To identify weather patterns in the rainforest*
 - *To identify key features of the rainforest, including the layers and vegetation and animals found in each layer*
 - *To explain the impact of humans on the rainforest (deforestation)*

Skills:

- **Geographical skills and fieldwork**
 - *To use aerial photographs to identify landmarks and features*
- To investigate the impact of humans on the rainforest (deforestation)
- To use maps, atlases and globes to locate rainforests, countries and continents

Suggested activities:

- Locate rainforest on map
- Layers of rainforest
- Rainforest animals
- Trip to rainforest—pack a suitcase, journey etc.
- River
- Deforestation

Science

Key learning:

Pupils should develop their investigative skills and curiosity. Pupils should develop understanding of methods and processes through following instructions. Pupils should be taught to work scientifically, making and testing predictions. Pupils should be encouraged to ask questions, observing changes, noticing patterns and grouping and classifying. Pupils should carry out simple, comparative tests.

- **Plants:**
 - *Knowledge: To identify a variety of common wild and garden plants*
 - *Knowledge: To identify and describe the basic structure of a variety of plants including trees*
 - *Knowledge: To identify and describe the function of different parts of flowering plants (root, petal, stem, leaf)*
 - *Skill: To observe and seeds and bulbs grow into plants*
 - *Skill: To investigate and state what plants need to grow and stay healthy*
 - *Skill: To explore the plant life cycle*
 - **Living things and their habitats**
 - *Knowledge: To identify that most living things live in habitats to which they are suited*
 - *Knowledge: To identify a range of habitats and how they meet the basic needs of different kinds of animals.*
 - *Knowledge: To identify and name a range of plants and animals in their habitats*
 - *Knowledge: To identify that living things can be grouped in a variety of ways*
 - *Skill: To explore the differences between things that are living and things that are not living*
- **Working scientifically (skills)**
 - *To ask simple questions and recognise they can be answered in different ways*
 - *To observe closely using equipment*
 - *To perform simple tests*
 - *To use observations to answer questions*

- *To gather and record data*
- *To set up simple practical enquires and comparative tests*
- *To take accurate measurements*
- *To make predictions and draw conclusions*

Suggested activities:

- Plants—growing, labelling, exploring, types of plants
- Habitats

Music

Key learning:

Musical education should engage and inspire pupils to develop a love of music, increase self-confidence, creativity and a sense of achievement. Pupils should perform, listen to, review and evaluate music across a range of historical periods. Pupils should explore how music is created through pitch, duration, dynamics, tempo, texture and musical notations where appropriate.

Knowledge:

- To know that instruments can be used to produce different sounds
- To know that voice can be used to produce different sound
- To know that sounds can be combined to create music/bigger sounds
- To know that instruments and voice can be manipulated to change tempo, volume and pitch.
- To recognise and identify different sounds/music.

Skills:

- To use voice expressively and creatively
 - *Create rainforest animal sounds with voice*
 - *Create loud and quiet sounds with voice to represent animals*
- To play instruments musically
 - *Using instruments to create different rainforest sounds*
- To experiment with, create and combine sounds (e.g. rainstorm soundscape)
 - *Work together to create a soundscape – rain storm, animal calls*
 - *Follow a symbol/picture piece of music*
- To play and perform solo and as part of a group
- To listen to and respond to music

Suggested activities:

- Rainforest soundscape
- Rainforest dance
- Calls of the rainforest

Computing

Key learning:

Pupils should be taught how digital systems work. Pupils should be equipped to use information technology to create programs, systems and a range of content. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Pupils should understand some concepts of the fundamentals of computer science. Pupils should be able to evaluate and apply information technology to solve problems. Pupils should be responsible, competent, confident and creative users of information and communication technology.

Knowledge:

- To understand the opportunities the world wide web can offer
 - *Use the web to search for information to make a non-fiction book*
- To name key computing devices
- To name key computing software
- To know what technology can be used for

Skills:

- To understand algorithms and program a range of devices
 - *Program a beebot or robot to move around a rainforest*
- To use technology purposefully to create, organise, store, manipulate and retrieve digital information
 - *Create an information page on the rainforest*
- To use technology responsibly and safely
- To use sequence, selection and repetition in programs
 - *Create a stop animation film about an animal in the rainforest*
- To use logical reasoning to predict the behaviour of programs
 - *Rainforest augmented reality*
- To use search engine technologies effectively
 - *Use the web to search for information to make a non-fiction book*
- To select, use and combine a range of software
 - *Use book creator to make a book with pictures, sound, text and video*
 - *Use Clicker to write sentences about the rainforest*

Suggested activities:

- Beebot (maths link)
- Book creator
- Rainforest film (film it)

Art and Design

Key learning:

Art and design should inspire and engage and challenge pupils. Pupils should experiment, invent and create their own works of art, craft and design. Pupils should explore ideas and record experiences. They should have the opportunity to draw, paint and sculpt. Pupils should evaluate and analyse art work.

Knowledge:

- To know who Henri Rousseau was
- To identify and analyse Henri Rousseau's work
- To identify and analyse tribal art work

Skills:

- To use a range of materials creatively
 - *Rainforest collage using different textures*
 - *Rainforest diorama*
- To use drawing, paint and sculpture to share ideas, experiences and imagination
 - *Paint, draw and sculpt rainforest plants and animals*
- To experiment with colour, shape, pattern, texture, line, form and space
 - *Natural dye*
- To use sketch books to record observations, review and revisit ideas.
- To recreate art work based on Henri Rousseau

Suggested activities:

- Large class collage of the 4 layers of the rainforest
- Study Henri Rousseau's rainforest paintings.
- Create own painting in Rousseau's style.
- Making dye from natural ingredients to dye cloth
- Create Mola art on dyed cloth
- Rainforest dioramas
- Tribal art

Design and Technology

Key learning:

Design and Technology is a practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems in a variety of contexts. Pupils should develop the creative, practical and technical expertise needed to perform everyday tasks confidently and enable them to participate in an increasingly technical world. Pupils should critique, evaluate and test ideas. Pupils should begin to develop and apply the principles of nutrition and learn how to cook.

- **Design**
 - To design purposeful, functional and appealing products based on design criteria
 - To generate, develop, model and communicate ideas
 - To use research to inform designs
- **Make**
 - To select and use a range of tools to perform practical tasks
 - To select and use a wide range of materials
- **Evaluate**
 - To explore and evaluate a range of existing products
 - To evaluate ideas against design criteria
 - To understand how key events and individuals in design and technology helped shape the world
 - To test, evaluate and refine ideas
- **Technical Knowledge**
 - To build structures, exploring how they can be made stronger, stiffer and more stable
 - To explore mechanisms
 - To explore electrical materials

Suggested activities:

- Create tribal headdress and paint face
- Create packaging for food from the rainforest
- Design a meal using food grown in the rainforest