| | Literacy | Art/DT | Geography | Science | Other |
|-------------|---|--|--|---|-------|
| Entry Point | Film clips of how beautiful | and lovely the rainforest is. | | | |
| Day | Then, progress: demolition and nothing. Loss of habitats, natural resources etc. But at least there's a new housing estate! Is it worth saving? Link to question? | | | | |
| | Have a live web cam link in | the class room to check on (| | | T |
| Wk 1 | <u>Discussion texts:</u> (non-fiction writing, letters, articles, newspapers, magazines) 3 weeks Persuasion | | What is the rainforest? Where are the rainforests in the world - learn about hemispheres, climate zones and compare back to UK. | Look at the flora and fauna of the rainforest. Why is it different to our local plants and animals? (link to Geography). Use classification keys | |
| Wk 2 | 3 weeks balanced arguments balanced arguments | | Learn about the rainforest as a Biome (large region of Earth that has a | to assign the plants and animals to different groups. | |
| Wk 3 | | | certain climate and certain types of living things). | Food chains and webs in the rainforest. | |
| Wk 4 | | | Identify other biomes using Google images/computer mapping. Learn about everyday life in this biome for animals and humans. Compare to UK. Trade of rainforest | raintorest. | |
| Wk 5 | | | materials (eg food/rubber) What causes the destruction of the | Explain how animals and plants | |
| | | Make a bridge to cross the rainforest | rain forest? Global warming - | are suited to and adapt to their environments | |
| Wk 6 | | | causes and consequences deforestation for human progress | Changing environments lead to adaptations – can be beneficial or pose dangers to living things | |
| Exit point | PSHE: doing your bit to protect the environment and its flora and fauna. or art-inspired rainforest work Answer question with reasoning. | | | | |