

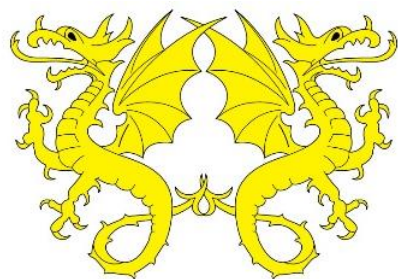
Dore Primary School

Y4 Learning Journey 1

Amazonian Adventure



<p>ENDPOINTS</p> <p>Substantive knowledge children will know:</p> <p>Disciplinary knowledge children will know how to / be able to:</p>	<p>Geography:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical (<i>Andes Mountains, Atacama Desert, Patagonia, Amazon Rainforest and River</i>) and human characteristics, countries, and major cities name and locate geographical regions (<i>The Amazon river basin and rainforest</i>) and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance (<i>in relation to rainforests</i>) of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region within South America (<i>Amazon, Brazil, Rio de Janeiro</i>) <p>Human and physical geography</p> <ul style="list-style-type: none"> (<i>in relation to South America and the Amazon rainforest and river basin</i>) describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries <i>in South America</i> and describe features studied (<i>Andes Mountains, Atacama Desert, Patagonia, Amazon Rainforest and River</i>) use fieldwork to observe, measure, record and present the human and physical features in the local area (<i>Totley Brook</i>) using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Science:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways – <i>invertebrates/vertebrates, mammals, fish, birds, reptiles, amphibians</i> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things – <i>deforestation, forest fires</i> <p>Art:</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design (<i>through the creation of a multi-layered, multi-media diorama of the rainforest and through the creation of a collage in the style of Beatriz Milhazes</i>).</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas (<i>create swashes and colour palettes</i>) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists (<i>Henri Rousseau, Beatriz Milhazes</i>)
<p>Links to Prior Knowledge:</p>	<p>Geography – world map features, continents, oceans, equator and tropics; Outdoor Learning – knowledge of some trees and their possible uses</p>
<p>Links for Relevance and Currency:</p>	<p>Forest fires, climate change, deforestation</p>
<p>Immersion Event / Activity:</p>	<p>Outdoor learning – link with rainforest medicines and unknown / forgotten uses of flora; PE - Samba Carnival Dance</p>
<p>Celebration of Learning:</p>	<p>English – Animal Encyclopaedia; Art – Rousseau diorama; Outdoor Learning – dramas, images, products made</p>
<p>English Links:</p>	<p>English – non-chronological reports, oral fluency during spoken reports, outdoor learning dramas</p>
<p>Maths Links:</p>	<p>Statistics – comparing data from Sheffield to data from Rio de Janeiro</p>



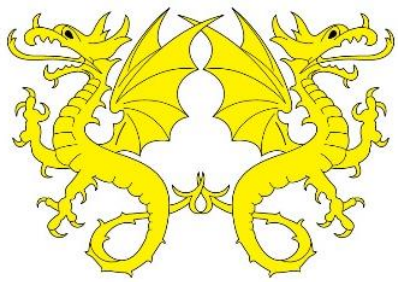
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Subject	Lesson	Concepts	Substantive and Disciplinary Knowledge and Skills Embedded Through:	Individual Lesson Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	PAC	Global / Rights	TASC
Outdoor Learning	1	Immersion	Shaman's Apprentice - thinking about traditional life in Amazon Rainforest. Create balm from plantain, olive oil and beeswax Thinking about things that different cultures can learn from each other / have forgotten (and why).	Making links between natural resources and remedies in different places Linking forgotten / unknown uses of flora Develop resourcefulness and kindness Create balm to take home	✓	✓	✓	✓	✓
	2	Identify Rowan, Sycamore, Hazel, Elder, Hawthorn, Ash, Beech and Willow.	Identify and study leaves found in school grounds. Compare with images (or experiences children have had) of leaves found in rainforests. Makes comparisons with size of leaves in rainforest.	Making links between flora of different places. Apply this during Art in subsequent lesson Develop creativity, resilience, resourcefulness and kindness	✓	✓			✓
	3	Identify Rowan, Sycamore, Hazel, Elder, Hawthorn, Ash, Beech and Willow.	Compare folklore and myths about trees in the Amazon to British tree folklore and myth. Perform dramas to show knowledge.	Making links between cultures of different places Develop creativity and kindness	✓	✓	✓	✓	✓
	4	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.	Represent layers of rainforest through natural art.	Consolidate knowledge of rainforest layers Develop creativity, resourcefulness and kindness	✓	✓			✓
Geography	1, 2	Use a range of resources to identify the key physical and human features of a location.	Look at photos of South America. Sort into human and physical features. Explain and define human and physical geography.	Name and explain the difference between human and physical features of a location					
	3	Describe key aspects of physical geography , including: rivers , mountains, volcanoes and earthquakes and the water cycle.	Name and locate rivers in Sheffield. Explain and describe the upper, middle and lower course of a river. Identify river features such as tributaries, meanders, main channel, banks, erosion and deposition, source and mouth.	Knowledge and vocabulary to describe and explain rivers.					
	4, 5	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	Use of digital maps to locate local brook and route to visit it. Pre-visit lesson to plan investigation. Field visit including observation and field sketch, investigation of water flow carried out	Use digital mapping to plan a route. Carry out fieldwork to find own evidence and record own observations of a local physical feature (Owler Brook)	✓	✓			
	8	Explain own views about locations, giving reasons.	Present information about forest fires in the Amazon rainforest. Use a range of sources e.g. newspaper, NGO agencies, environmental groups, native people's voices. Explain human geographical reasons for deforestation (economics, population) Children to look at reasons people give for deforestation and different interest groups. Children asked to consider and give own opinions.	Knowledge and understanding of opposing views Geographical aware citizens who take responsibility for their world.	✓		✓	✓	
	1, 2,	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Locate South America on a globe, a world map, and an atlas. Use compass directions. Name continents and oceans. Identify position of South America in relation to the UK and Europe. Match names and location of all countries in South America	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied				✓	
	8	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.	Describe and explain deforestation in the Amazon rainforest, using reports of fires and land clearances. Present arguments and reasons for and against deforestation. Debate the viewpoints held by different interest groups.	Able to explain main arguments related to deforestation and give own views.	✓		✓	✓	



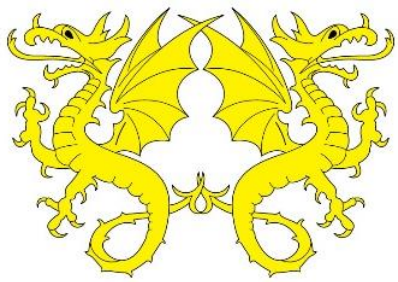
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	6	Use a range of resources to identify the key physical and human features of a location.	Locate Rio de Janeiro in Brazil and South America. Use photographs, information, video, books and data about Rio De Janeiro to learn about the human and physical geography of this location.	Identify and locate a major city in South America. Explain key human and physical geographical features.				✓	
	1	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	Use globe, world map and atlases to identify and locate continent of South America. Differentiate from North America. Identify physical regions of South America. Locate rainforest in South America and locate other rainforests around the world. Discuss vocabulary of tropics and link to climate and biomes	Show on a world map key locations in South America – countries and cities and physical features (mountains, river basins, biomes)				✓	
	6	Describe geographical similarities and differences between countries.	Locate Sheffield in the UK and Europe, and Rio de Janeiro in Brazil and South America. Use data from Sheffield and Rio De Janeiro to compare our own and this contrasting location.	Explain similarities and differences in selected key physical and human characteristics of two locations in UK and South America	✓			✓	
	2	Describe key aspects of physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle.	Locate, name and explain the climate zones, biomes and vegetation belts of South America. Compare to other locations previously studies (ie Arctic and Antarctic) Describe the Amazon river and its tributaries. Use film to illustrate and explain main river features.	Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belt and rivers,				✓	
	7	Describe key aspects of human geography , including: settlements and land use.	Introduce and explain human geography facts about Rio De Janeiro. Show video of children who live in favelas in Brazil. Explain and describe mega cities and favelas. Compare to local area. Compare and contrast children's experience living in Dore and in a favela in Brazil.	Human geography knowledge: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Place Knowledge – compare and contract with own locations	✓		✓	✓	
Art & Design	1	Develop ideas from starting points throughout the curriculum.	Discover, discuss and evaluate the art of Henri Rousseau.	Create an effective diorama of a 'jungle' scene, reminiscent of the work of Henri Rousseau. Know that each layer of the diorama represents a layer of the rainforest (canopy, understorey etc.). Create a collage using a carefully selected range of colours and shapes in the style of contemporary Brazilian artist Beatriz Milhazes	✓		✓		
		Comment on artworks using visual language.		✓					
	2 3 4	Collect information, sketches and resources.	Using sketch books, explore techniques for mixing chalks, oil pastels and watercolours to create different shades of blue, green and brown. Evaluate how each colour / media / brush could be effective in creating their own jungle scene. Evaluate how final product (diorama) uses these media and techniques to build up layers of image.	✓					
		Adapt and refine ideas as they progress.		✓					
		Explore ideas in a variety of ways.		✓					
		Painting – Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.		✓					
		Painting – Mix colours effectively.		✓					
		Painting – Use watercolour paint to produce washes for backgrounds then add detail.		✓					
		Painting – Experiment with creating mood with colour.		✓					
	5	Collage - Select and arrange materials for a striking effect.	Experiment with collage making – thinking about how this could add impact to one layer of the diorama.	✓					
		Collage - Ensure work is precise.	Select, cut and assemble collage elements in order to create an image inspired by Beatriz Milhazes, Rio de Janeiro and Carnival.	✓					
	6 +	Create original pieces that are influenced by studies of others.	Create and evaluate their own diorama.	✓					



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		Replicate some of the techniques used by notable artists, artisans and designers.	Using carefully selected colours and curved shapes, create a collage inspired by Beatriz Milhazes.		✓				
Science	1	Recognise that living things can be grouped in a variety of ways.	Study life from the Amazonian Rainforest, appropriately group animals and plants (building on knowledge of different types of animals from Y2- birds, fish, amphibians, reptiles, mammals and invertebrates and plants from Y3)	Computing?? Branching				✓	
		Explore and use classification keys.							
	2	Construct and interpret a variety of food chains, identifying producers, predators and prey.	Understand scientific vocabulary to allow children to categorise different organisms.						
	3	To work scientifically – all objectives	Recap on habitats from Y2 Full scientific investigation, possibly centred around habitats in the school grounds – ready to consider the next scientific focus.	Complete a scientific investigation – focus on fair testing		✓			
	4	Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	Present information about forest fires in the Amazon rainforest. Use a range of sources e.g. newspaper, NGO agencies, environmental groups, native people's voices. Explain human geographical reasons for deforestation (economics, population) Children to look at reasons people give for deforestation and different interest groups. Children asked to consider and give own opinions.	P4C – debate around the use of the rainforest – Look at The Great Kapok Tree. Final written summary to pull together key learning			✓	✓	