



What makes South America Unique?



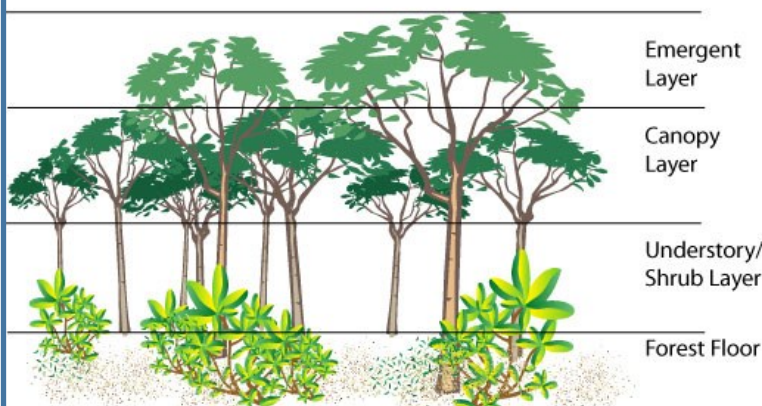
South America is a continent of extremes. It is home to the world's largest river as well as the world's driest place. It's physical features include: mountains, river basins, rainforests and coastal plains. With an unparalleled number of plant and animal species, South America's rich biodiversity is unique among the world's continents.

The **Amazon** is the world's largest tropical rainforest. Covering over 5.5 million square kilometres.

- The Amazon is in South America, spanning across many countries including Brazil, Bolivia and Peru
- • The Amazon Basin is in the equatorial region which is hot and humid all year.
- Running through the north of the rainforest is the Amazon River - a network of many hundreds of waterways.
- • The Amazon has an incredibly rich ecosystem – there are around 40,000 plant species, 1,300 bird species, 3,000 types of fish, 430 mammals and 2.5 million different insects.
- • This area of immense natural beauty plays an important role in limiting climate change.
- • Deforestation is one of the major issues effecting The Amazon Rainforest.
- • There are many descendants of indigenous people living in and around the Amazon Basin. One group of people are the caboclos, who mainly work as rubber-tappers, fishermen and small farmers near the rivers' margins

Vocabulary	Definitions
Amazon basin	The part of the amazon which is drained by the Amazon river and its tributaries.
Rainforest	A tall, dense forest which receives lots of rain. Found
Continent	A large continuous mass of
Agriculture	The practice of farming including the growing of crops and
Population	All the inhabitants of a particu-
Equator	A line around the widest part of the earth dividing it into the northern and southern hemisphere.
Hemisphere	A half of the earth, divided by
Tributaries	A stream or rive which flows
Deforestation	The action of clearing a wide

Rainforest Structure



The Amazon Rainforest is so big that the UK would fit into it over 17 times! However, trees are constantly being cut down (deforestation) and the rainforest is shrinking by the day.



Vocabulary	Definitions
Birth rate	The number of births per 1000 people per year.
Climate	The typical weather conditions in a region, including temperature, rainfall, and wind patterns.
Death rate	The number of deaths per 1000 people per year.
Densely populated	Many people live in one area.
Food insecurity.	Being without reliable access to enough affordable and nutritious food.
Food production.	Growing food for people to eat.
Life expectancy.	The average age that a person is expected to live to.
Migration	The movement of people from one place to another, often for better living conditions or job opportunities.
Natural resources	Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.
Population	The number of people living in a particular place.
Population density	The number of people living in one square kilometre.
Sparsely populated.	Very few people live in the area.

How does physical geography affect population?

Physical factors that affect population density include:

- water supply,
- climate,
- relief (shape of the land),
- vegetation
- soils
- availability of natural resources and energy.

During prehistoric times, early humans lived near sources of water and fertile land for farming. The as empires grew, major cities were established near rivers and coasts for trade and transportation but most people still lived rurally until the Industrial Revolution: Urban areas grew rapidly due to factories and job opportunities.

To keep up with growing populations, governments must ensure that the people's needs are met through their infrastructure.

INFRASTRUCTURE



Roads



Airports



Ports



Railways



Energy



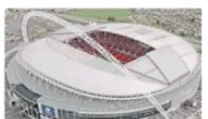
Utilities



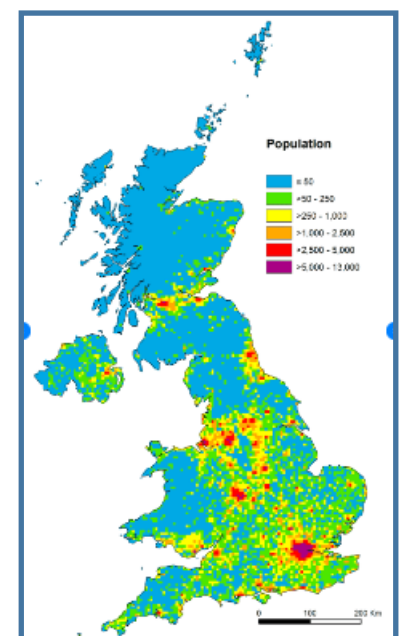
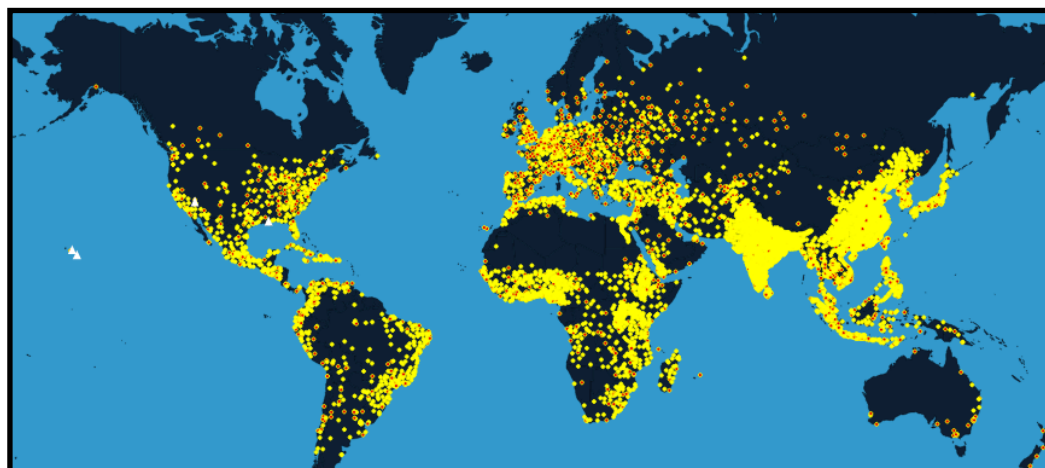
Education



Healthcare



Social





What should I already know?

- Animals can be grouped into **carnivores**, **herbivores** and **omnivores**. They can also be grouped into **vertebrates** and **invertebrates**.
- Organisms** can be **classified** and we can use a **classification key** to identify them.
- Examples of **habitats** (including **microhabitats**) and the **organisms** that can be found there.
- Living things depend on each other to survive.
- How **environments** are changing.
- The relationships between **predators** and **prey**.
- Food chains** demonstrate the direction in which **energy** travels.
- How **organisms** have **adapted** and **evolved** over time.

Vocabulary

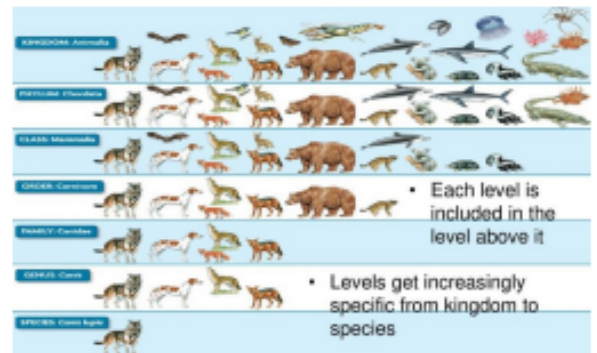
adaptation	a change in structure or function that improves the chance of survival for an animal or plant within a given environment
carnivore	an animal that eats meat
characteristics	the qualities or features that belong to them and make them recognisable
classification key	a system which divides things into groups or types
criteria	a factor on which something is judged
energy	the ability and strength to do physical things
environment	all the circumstances, people, things, and events around them that influence their life
evolution	a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics
food chain	a series of living things which are linked to each other because each thing feeds on the one next to it in the series
habitat	the natural environment in which an animal or plant normally lives or grows
herbivore	an animal that only eats plants
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus
microhabitat	a small part of the environment that supports a habitat , such as a fallen log in a forest
microorganism	a very small living thing which you can only see if you use a microscope
minibeast	a small invertebrate animal such as an insect or spider
omnivore	person or animal eats all kinds of food, including both meat and plants
organism	a living thing
predator	an animal that kills and eats other animals
prey	an animal hunted or captured by another for food
species	a class of plants or animals whose members have the same main characteristics and are able to breed with each other
vertebrate	a creature which has a spine

What will I know by the end of the unit?

- Living things can be grouped according to different **criteria** (where they live, what type of **organism** they are, what features they have). For example, a camel can belong in a group of **vertebrates**, a group of animals that live in the desert, and a group of animals that have four legs.
- A **classification key** is a tool that is used to group living things to help us identify them using recognisable **characteristics**.



- The Linnaean system, named after Carl Linnaeus, has different levels where the number of living things in each group gets smaller and smaller, until there will just be one type of animal in the **species** group.



What are microorganisms?

- Microorganisms** are very tiny **organisms** where a microscope has to be used to see them.
- Examples of **microorganisms** include dust mites, bacteria and fungi, such as mould.
- Some **microorganisms** can be helpful in certain situations. Others can be harmful, and their spread needs to be controlled or contained.

Procedural Knowledge

- Sort **vertebrate** and **invertebrate** animals into groups, describing their key features. Use a **classification key** to identify which group of **vertebrates** animals belong to and then create your own.
- Explore the different ways in which **invertebrates** can be **classified** (e.g. arachnids, insects, molluscs).
- Describe some **organisms** that may be difficult to **classify** (e.g. platypus) and explain why.
- Use simple computer software programmes to create a branching **classification key**.
- Sort scenarios where **microorganisms** might be helpful (e.g. yeast in baking) or harmful; (e.g. Infectious diseases).
- Use **classification systems** and keys to identify some **organisms** in the immediate **environment**. Record these in a variety of ways (e.g. Venn and Carroll diagrams, tables).
- Research unfamiliar **organisms** from a broad range of other **habitats** and decide where they belong in the **classification system**.
- Research the work of Carl Linnaeus.



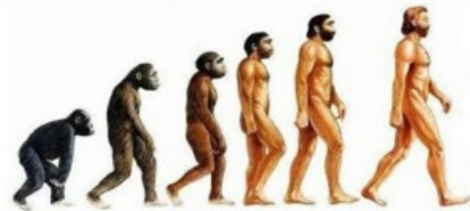
What should I already know?

- Which things are living and which are not.
- Identifying animals (e.g. amphibians, reptiles, birds, fish, mammals, invertebrates) and plants using classification keys
- Animals that are carnivores, herbivores and omnivores.
- Animals have **offspring** which grow into adults.
- The basic needs of animals for **survival** (water, food, air)
- Some animals have skeletons for support, protection and movement.
- Food chains, food webs and the role of predators and prey.
- Features of habitats and the animals and plants that exist there (**biodiversity**) .
- Examples of different **biomes**
- The life cycle of some animals and plants
- Sometimes **environments** can change and this has an effect on the plants and animals that exist there
- Living things **breed** to produce **offspring** which grow into adults. This is called **reproduction**.
- The role of Mary Anning in **palaeontology** and the discovery of **fossils**.
- The features of some rocks and the role they play in the formation of **fossils**

Diagram



Charles Darwin, an evolutionary scientist, studied different animal and plant **species**, which allowed him to see how **adaptations** could come about. His work on the finches was some of his most famous.



Vocabulary

adaptation	a change in structure or function that improves the chance of survival for an animal or plant within a given environment
ancestor	an early type of animal or plant from which a later, usually dissimilar, type has evolved
biodiversity	a wide variety of plant and animal species living in their natural environment
biome	a large naturally occurring community of animals and plants occupying a major habitat
breeding	the process of producing plants or animals by reproduction
characteristics	the qualities or features that belong to them and make them recognisable
environment	all the circumstances, people, things, and events around them that influence their life
evolution	a process of change that takes place over many generations , during which species of animals, plants, or insects slowly change some of their physical characteristics
extinct	no longer has any living members, either in the world or in a particular place
fossil	the hard remains of a prehistoric animal or plant that are found inside a rock
generation	the act or process of bringing into being; through reproduction , especially of offspring
inherit	If you inherit a characteristic you are born with it, because your parents or ancestors also had it.
maladaptation	the failure to adapt properly to a new situation or environment
mutation	characteristics that are not inherited from the parents or ancestors and appear as new characteristics .
natural selection	a process by which species of animals and plants that are best adapted to their environment survive and reproduce , while those that are less well adapted die out
offspring	a person's children or an animal's young
palaeontology	the study of fossils as a guide to the history of life on Earth
reproduction	when an animal or plant produces one or more individuals similar to itself
species	a class of plants or animals whose members have the same main characteristics and are able to breed with each other
survive	continue to exist
theory	a formal idea or set of ideas that is intended to explain something
variation	a change or slight difference

What will I know by the end of the unit?

What is evolution ?	<ul style="list-style-type: none"> • Evolution is a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics. This is because offspring are not identical to their parents. • It occurs when there is competition to survive. This is called natural selection. • Difference within a species (for example between parents and offspring) can be caused by inheritance and mutations. • Inheritance is when characteristics are passed on from generation to the next. • Mutations in characteristics are not inherited from the parents and appear as new characteristics.
How do we know about evolution ?	<ul style="list-style-type: none"> • Evidence of evolution comes from fossils - when these are compared to living creatures from today, palaeontologists can compare similarities and differences. • Other evidence comes from living things - comparisons of some species may reveal common ancestors.
What is adaptation ?	<ul style="list-style-type: none"> • Adaptation is when animals and plants have evolved so that they have adapted to survive in their environments. For example, polar bears have a thick layer of blubber under their fur to survive the cold, harsh environment of the Arctic while giraffes have long necks to reach the leaves on trees. • Some environments provide challenges yet some animals and plants have adapted to survive there • Sometimes adaptations can be disadvantageous. One example of this can be the dodo, which became extinct as it lost its ability to fly through evolution. Flying was unnecessary for the dodo as it had lived for so many years without predators, until its native island became inhabited. • When adaptations are more harmful than helpful, these are called maladaptations.

Procedural Knowledge

- Research the work of Charles Darwin and Alfred Russel Wallace.
- Create a fact file of an animal or plant identifying how it has **adapted** to its **environment** and how it has **evolved** to **survive**.
- Create a new planet and describe the **environmental** features. What animals and plants can live there? How have they **adapted** to survive?

Useful websites:

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw>

<https://www.natgeokids.com/uk/teacher-category/habitats/>



Mayan art



Chiaroscuro

Chiaroscuro is an Italian word meaning light and dark. A drawing, painting or photograph is described as using chiaroscuro when dramatic light and shade is the main feature of the image. It is used to make something on a flat surface look more three-dimensional.



Artists

Dan Fenelon

Leonardo da Vinci

Banksy

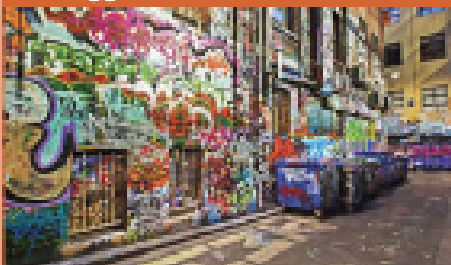
Diego Rivera

Caravaggio

Pablo Picasso

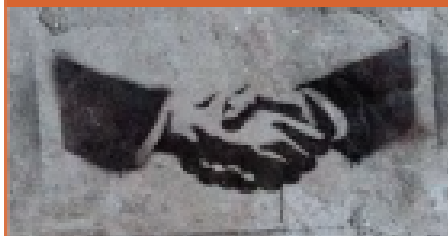
aesthetic	As an adjective, it describes something that is pleasing to look at.
commissioned	When someone is asked to create a piece of art.
interpretation	How the meaning of an image is understood.
mural	A painting made directly on a wall or other permanent structure.
symbolic	Conveying a message using symbols.
tone	How light or dark something is.

Graffiti



Graffiti is used to describe spray painted words and images that appear on property without permission. It is illegal to graffiti on private and public property.

Guerrilla art



Guerrilla art is similar to graffiti because it is often produced without permission. It usually appears unannounced in unusual places and can have a controversial message.

Mural



A mural is a large painting that may cover a wall. Artists are usually commissioned to paint them.



Key learning in design and technology

Prior learning

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.

Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.
- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.

Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

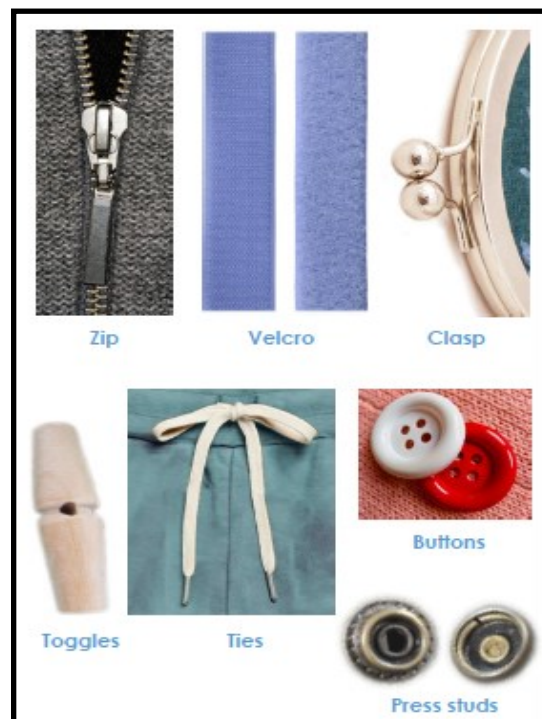
Evaluating

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

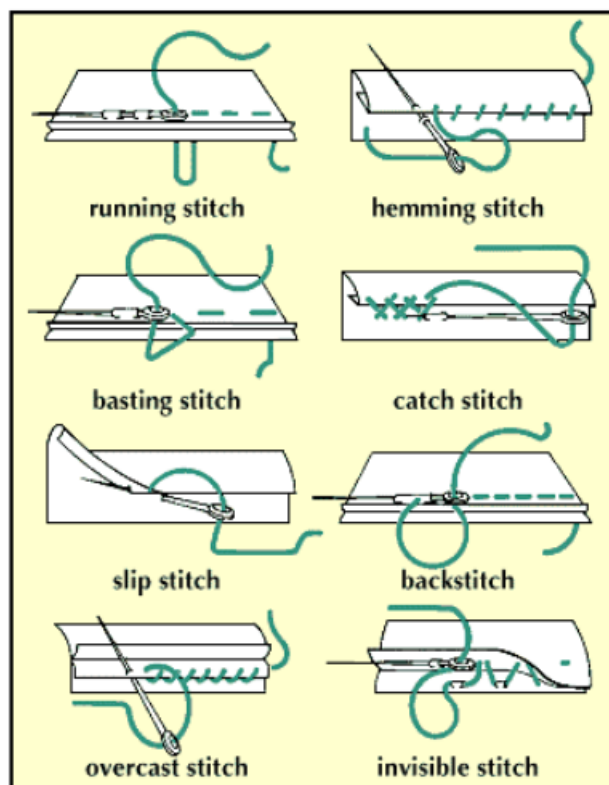
Technical knowledge and understanding

- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

Types of Fastening



Types of Stitch



Glossary

- **Mock up** – quick 3-D modelling using easy to work and cheaper materials and temporary joints. Useful for checking proportions and scale.
- **Pattern or template** – a shape drawn to exact shape and size, used to assist in cutting out.
- **Seam allowance** – extra fabric allowed for joining together - 15mm for domestic patterns.
- **Specification** – describes what a product has to do.
- **Tacking** – large running stitches to hold pieces of fabric together temporarily.
- **Working drawing** – detailed drawing contains all information needed to make a product but is updated as changes are made.



What is Commitment?

Commitment is the practice of being dedicated to a cause, belief or activity. It is a key concept in religious beliefs and can be shown in many ways.

Hindu Commitment to God

Hindus believe in Brahman as the one true God who is formless, limitless, all inclusive, and eternal. The following aspects of Hindu belief – Puja, Gayatri Mantra, Vedas, The four goals - (purusharthas) - Dharma (teaching) Puja all form part of a Hindu's commitment.

- Worship can be performed alone at home or in a mandir/ temple with others
- Offerings are always given to God Vedas • The Vedas are the oldest of the Hindu holy books • Veda means knowledge
- The Vedas include laws covering many aspects of life The four goals - (purusharthas) For many Hindus there are four goals in human life (purusharthas); namely
- Moksha - the release of the soul (Atman) from the cycle of rebirth.
- Dharma - the code for leading your life – including duties
- Artha – Being prosperous legally – this includes earning money through doing a job beneficial to others. Earning wealth benefits the community as well as self.
- Karma- this includes desire and a passion for life

Buddhist Commitment to Dharma

Buddhists show commitment to the Dharma through various practices, such as meditation, making offerings, observing ethical precepts, and participating in pilgrimages.

The Three Jewels or Three Refuges in Buddhism are the Buddha, the Dharma, and the Sangha, which Buddhists venerate and commit to following.

The act of offering food to Buddhist monks, known as alms-giving, is a common practice in many Buddhist communities as a way to show commitment to the Dharma.



Muslim Commitment to God

Muslim's show commitment by being faithful to the Five Pillars of Islam

The five pillars are:

1. The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet'
2. Salat - prayer, 5 times a day
3. Zakat - Giving 2.5% annual savings to charity
4. Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours
5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime

The Shahadah and Salat form a major focus of every day. Meanwhile, Ramadan will see communities support each other especially if the fast falls during the hotter months. Muslims believe money is loaned to them by Allah – they must use it wisely – life on earth is a test.



Les matières scolaires

Les matières scolaires



Les langues vivantes:



qu

sound in:

- informatique
- musique

ç

sound in:

- français

an

sound in:

- amusant
- intéressant

en

sound in:

- sciences

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'aimes' and the 'x' is silent in the word 'ennuyeux'.

phonics

The nouns and determiners for 10 subjects:



The 7 days of the week in French:

Mon Tues Wed Thurs Fri Sat Sun



J'étudie le français à neuf heures.

Language to describe what subjects I like/do not like and why:

J'adore le français parce que c'est amusant.

I love French because it is fun.

vocabulary

To fully understand the role of gender and plurality in the choice of determiners.

le français



Singular determiner
'the' for masculine nouns.

la musique



Singular determiner
'the' for feminine nouns.

les sciences



Plural determiner
'the' for plural nouns.

The 1st person conjugation of the verb 'étudier' (to study)

J'étudie le français.

I study French.

grammar

Key Learning

- 1: I will learn the nouns and determiners for 10 classroom objects in French.
- 2: I will learn how to create a short phrase in French in a subject using I like and I do not like.
- 3: I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.
- 4: I will learn how to say at what time I study a particular subject in French.
- 5: I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.

Je vais en villeJe vais au cinémaJe vais à la piscineJe fais une promenadeJe fais mes devoirsJe fais du shoppingJe regarde la téléJe joue à l'ordinateurJ'écoute de la musique

qu

sound in:

- informatique
- musique

phonics

an

sound in:

- bandes dessinées

en

sound in:

- Je prends mon déjeuner

&

silent
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'heures'. The 't' is silent in 'amusant', 'fatigant' and 'barbant'.

liaison

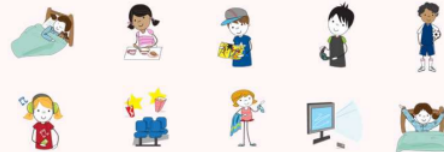
The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like an 'z'. This is called a liaison.

Telling the time around the clock in French:



Il est deux heures moins vingt.

10 activities we may do at the weekend:



Extended phrases including an activity, a time and an opinion.

Le week-end je regarde la télé à dix heures et quart. C'est génial !

At the weekend I watch TV at 10.15. It's great!

Vocabulary

To make sentences longer, more complex and interesting with opinions.

Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est génial !

At the weekend I watch TV at 10.15 and at 11.30 I go to the swimming pool. It's great!

To use a wider range of conjunctions:

après

after

aussi

also

plus tard

later

The 1st person conjugation of a wider range of verbs.

j'écoute

I listen

je lis

I read

je regarde

I watch

grammar

Key Learning

- 1: I will learn how to tell the time around the clock in French.
- 2: I will learn 10 activities in French that I may do at the weekend.
- 3: I will consolidate my learning and focus on the spellings in French for the 10 activities.
- 4: I will integrate 'at...' plus a time into my spoken and written work about weekend activities. Objective 5: I will use all my new knowledge from the unit to present to the class in spoken and/or written form.