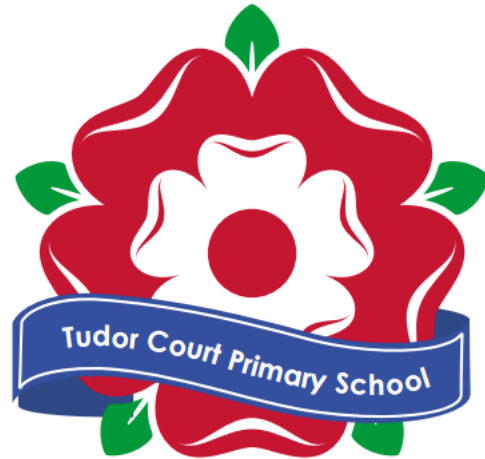


# **Tudor Court Primary**

*Curriculum Map – Cycle 2*

*25<sup>th</sup> November 2024 – 8<sup>th</sup> February 2025*



# Learning Power Focus: Curiosity

## Year 6

*Inspire – Challenge - Succeed*



### Key Knowledge:

- Biomes are a way to categorise the Earth's surface, based on climate patterns, soil types and the living organisms that inhabit an area. There are terrestrial and aquatic biomes. Every part of the Earth's surface is part of one or more biomes.
- There are ten biomes: tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah, marine, freshwater and ice.
- Typically, the plants and animals within a biome will share characteristics, having adapted to surviving in that region and habitat.
- Tropical rainforests are rainforests that occur in the equatorial and sub-equatorial climate zones, which are in the tropics. They are the world's most diverse biome, home to over half of plant and animal species.
- Rainforests cover about 6 % of the Earth's surface. The five largest rainforests are located in Brazil, the Democratic Republic of the Congo, Indonesia, Peru and Colombia.
- Tropical rainforests are hot, wet places with high levels of precipitation.
- Tropical rainforests consist of broad layers (emergent, main canopy, understorey and forest floor) with different organisms in each layer. They are dominated by broad-leaved trees that form a dense canopy.
- Characteristic features of rainforest plants include "drip tips" to help them shed water from the daily downpours and "buttress roots" to support the tallest trees.
- Animals found in tropical rainforests include jaguars, pumas, monkeys, frogs, butterflies, snakes and exotic birds.
- Many crops are grown in rainforests, including bananas, cocoa beans, coffee, Brazil nuts, coconuts, cinnamon and rubber. About 25 % of the medicines we use come from rainforest plants. Deforestation is a major problem for the world's climate because tropical rainforests absorb more than 50 % of all atmospheric carbon dioxide each year. Trees are cut down for timber and to clear land for agriculture and other sorts of development.

### Overall Outcome:

Children will create an extended piece of writing for a particular purpose (e.g. campaign text, letter/email to a stakeholder etc.) which explains in depth the importance of rainforests, including reflecting on how the situation has changed over time. They will use quantitative and qualitative data which they have selected from a range of reliable sources to support their arguments. They will critically evaluate others' responses to relevant issues and events, for example, deforestation, and put forward their own ideas for how to respond.

### Topic: Biomes: Rainforests

## Enquiry Question: Why are rainforests so important?

**Key Concepts: place, space, scale, physical features and processes, human processes, cultural understanding and diversity, environmental interaction, change and sustainable development, interdependence and connectedness**

**Key Vocabulary:** adapt, survive, habitat, equatorial, sub-equatorial, precipitation, biome, organism, terrestrial, aquatic, tropical, vegetation, canopy, emergent, understorey, timber, deforestation

### Community and Local Links:

- Determining which biome the UK is part of.
- Exploring local organisms and considering their adaptations.
- Kew Gardens: <https://www.kew.org/kew-gardens/school-visits>
- ZSL: <https://www.zsl.org/zsl-london-zoo/exhibits/rainforest-life>

### Coherence

#### Links to prior geography learning:

- Weather/seasons and hot/cold places (Y1)
- Water Cycle and Settlement and land use (Y3)
- Trade and Latitude, longitude, hemisphere and mapping: time and climate zones (Y5)

#### Links to future geography learning:

- Understanding how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (KS3)

#### Significant individuals and events:

- Indigenous people of the Amazon.
- **Christmas:** How does consumerism affect how Christmas is celebrated today?

# Learning Power Focus: Curiosity

## Year 6

*Inspire – Challenge - Succeed*



### Writing:

#### Book Study:

- Holes – *Louis Sachar*
- Frankenstein The Graphic Novel – *Mary Shelley*

#### Fiction:

- Hansel and Gretel

#### Non-Fiction:

- How does consumerism affect how Christmas is celebrated today?

#### Reading:

- Various reading texts

### Music:

#### Second Part:

- Classroom Jazz 2
- A New Year Carol

### Computing: Data and Information

- Spreadsheets
- Graphs
- Pie charts
- Infographics

### Science:

#### Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

#### Living Things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

### Topic: Biomes: Rainforests

## Enquiry Question: Why are rainforests so important?

**Key Concepts: place, space, scale, physical features and processes, human processes, cultural understanding and diversity, environmental interaction, change and sustainable development, interdependence and connectedness**

### PE:

- Games 2, Dance 1, Gym 1

### Art:

- Painting

### RE:

- Believing: What do religious say to us when life gets hard?
- Living: Green Religions: What do religious and nonreligious worldviews teach us about caring for each other?

### PSHE:

- Celebrating difference
- Dreams and Goals

### Maths:

- Unit 3: Numbers to 10, 000, 000
- Unit 4: Draw, compose and decompose shapes
- Unit 5: Multiplication and Division - (Multiplication and Division)