

SUMMER TERM YEAR 2  
Rainforests

NC Requirements for History	Knowledge	Skills
<p>Events <b>beyond living memory</b> that are significant nationally or globally</p> <p>The lives of <b>significant individuals in the past</b> who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p>	<p><u>Revision and Links</u>  <a href="#">Y4 Autumn Term – Romans</a>  <a href="#">Y5 Autumn Term – Anglo Saxons and Vikings</a></p> <p><u>New Learning</u>  <u>General historical vocabulary to use</u>            Order, compare, similar, different, fact, opinion, artefact, event, source, evidence, question, cause, consequences, reason, connections, century, decade, living memory, different period of time.</p> <p>Research-based learning where children find out basic facts about life in 3 key historical periods that they will learn more about in KS2.</p> <p><b>Romans - when did they live, where did they come from and what did they look like?</b></p> <p>The original Romans came from Rome in Italy. By the time the Roman Army invaded Britain in 55BC it was made up of soldiers from across the Roman Empire. The empire stretched across Europe to the Middle East and Africa. There is evidence that the Emperor Claudius brought elephants to Britain with his troops. There is also evidence of African pottery being used in what is now Scotland.</p> <p>Mostly Roman men and women wore togas, these are long pieces of cloth they wrapped around the body and fastened with belts and broaches. Togas could be made from different materials depending on how cold it was. Poor Romans didn't have a lot of clothes so their toga doubled up as a sleeping blanket. For parties, rich Romans would dress up. Women would wear makeup &amp; jewellery. Men would go to the barbers to have their hair &amp; beards styled in the latest fashion.</p> <p>Romans lived in houses called villas which were built from stone with tiled roofs. The walls were painted or covered with marble. There was glass in the windows. Rich Roman houses had central heating which was under the floors. This heating system was called a hypocaust. Rich Romans decorated the floors of their main rooms with mosaics - tiny coloured stones</p> <p><b>Anglo Saxons - when did they live, where did they come from and what did they look like?</b></p> <p>The last Roman soldiers left Britain in 410 AD. New people came in ships across the North Sea – the Anglo-Saxons. The Anglo-Saxon age in Britain was from around 410 to 1066. They were a mix of tribes from Germany, Denmark and the Netherlands . The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.</p>	<p>I can answer questions using books and the internet.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p> <p><u>Skills vocabulary</u></p> <p>Research, using sources, questioning, discussion, compare and contrast, making conclusions, making connections.</p>

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	<p>The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed. They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies. They lived in small wooden huts with a straw roof, and inside was just one room in which the whole family lived, ate, slept and socialised together.</p> <p>Anglo-Saxons made their own clothes out of natural materials. The men wore long-sleeved tunics made of wool or linen, often decorated with a pattern. Their trousers were woollen and held up by a leather belt from which they could hang their tools such as knives and pouches. Shoes were usually made out of leather and fastened with laces or toggles.</p> <p>The women would wear an under-dress of linen or wool and an outer-dress like a pinafore called a "peplos" which was held onto the underlayer by two brooches on the shoulders. Anglo-Saxon women wore beaded necklaces, bracelets and rings.</p> <p><b>Vikings - -who were they, where did they come from and what did they look like?</b> The Vikings first invaded Britain in 793 AD and last invaded in 1066 when William the Conqueror became King of England.</p> <p>Vikings were also known as the Norsemen, which means people from the North. They came from Denmark, Sweden and Norway.</p> <p>They were great travellers and sailed to other parts of Europe, where they traded, raided, and often settled. They travelled in longships which often had a dragon's head at the front, which vikings hoped would keep evil spirits away.</p> <p>The Vikings built their houses from local material such as wood, stone or blocks of turf. They lived in long rectangular houses made with upright timbers (wood). The walls were made of wattle (woven sticks, covered with mud to keep out the wind and rain). Viking houses were often one room homes with a cooking fire in the middle. The smoke escaped through a hole in the roof. Animals and people lived in the same building.</p> <p>Viking clothes were made from wool, linen and animal skins. The Vikings were skilful weavers and made their own clothes. Women, with the help of children, made the wool into yarn and used natural dyes from plants to give it colour. Men wore tunics and trousers and women wore a long dress with a pinafore over it. Their clothes were fastened with belts and brooches.</p> <p><u>Timeline</u></p> <p>Romans 55BC – Anglo Saxons 410AD- Vikings 793 AD</p>	
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	<p><u>Key vocabulary</u> Villa Hypocaust Mosaic Toga Angles, Saxons, Jutes Peplos Tunic Norsemen Wattle</p>	
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NC Requirements for Geography	Knowledge	Skills
<p><u>Human and physical geography</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><u>Revision and Links</u> <a href="#">Y4 Spring Term – South America</a> <a href="#">Y5 Spring Term - Rivers</a> <a href="#">Y1 Summer Term - Weather</a></p> <p><u>New Learning</u> Most plants grow best in the spring when there is lots of rain and sun. Cold weather can make it hard for seeds to germinate.</p> <p>Tropical rainforests are positioned near the Equator, which gives them the right amount of sunshine and rainfall. They are found in South America, Africa, Asia and Australia. There is a lot of rainfall and it is hot and very humid throughout the year. They have a tropical climate.</p> <p>The world's largest tropical rainforest is the Amazon Rainforest, which is found in South America.</p> <p>Rainforests provide a very important habitat to plants and animals. They also help to keep the planet healthy as plants absorb carbon dioxide (CO<sub>2</sub>) and release oxygen (O<sub>2</sub>), which we need to breathe.</p> <p>High up in the tree tops it is sunny and warm. There is no winter in the rainforest, so there are leaves, flowers and fruits to eat all year around.</p> <p>The UK has warm summers and cool winters. Summers are cooler than others in Europe but winters are milder. July and August are the warmest months in the UK. January and February are the coldest months. The west of the UK is the wettest. It rains throughout the year. It has a temperate climate.</p>	<p>I can say what I like and don't like about the place I live in</p> <p>I can say what I like and don't like about a different place</p> <p>I can describe a place outside Europe using geographical words</p> <p>I can explain how jobs may be different in other locations</p> <p>I can explain how an area has been spoilt or improved and give my reasons</p> <p>I can explain the facilities that a village, town and city may need and give reasons</p>

Commented [SG1]:

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	<p><b>England</b> Population: 53 million Location: Western Europe Currency: British Pound (Sterling) Area: 130,279 km<sup>2</sup> Capital City: London Language: English</p> <p><b>Brazil</b> Population: 207.7 million Location: South America Currency: Brazilian real Area: 8.516 million km<sup>2</sup> Capital City: Brasilia Language: Portuguese</p> <p>England does not experience extreme changes in weather and generally has warm summers and cool winters.</p> <p>Brazil's temperature rarely drops below 20°C all year long, except for in mountainous regions. Due to its size, the climate varies from one region to another. It tends to be hot and arid in central Brazil and more humid and sticky in the tropical areas of the Amazon rainforest.</p> <p>Famous landmarks of England:</p> <p><b>Stonehenge</b> In around 2500 BC, Stonehenge was created in Salisbury, Wiltshire. No one really knows why it was built but some historians believe that it may have been a site for burials, healing, ceremonies, or as a temple to the sun.</p> <p><b>Scafell Pike</b> Scafell Pike is the highest mountain in England. It stands 978 metres above sea level and is in the Lake District, Cumbria.</p> <p><b>Buckingham Palace</b> Buckingham Palace is the Queen's official home in London. The palace was built in 1703 but Queen Victoria was the first monarch to take up residence there on 13 July 1837. The palace has hundreds of rooms, including its own post office and cinema. When the Queen is in the palace, the Royal Standard (the royal flag) can be seen flying from the flagpole on top of Buckingham Palace.</p> <p><b>River Severn</b> England's longest river is the River Severn, which is 220 miles long. Its source is in the Welsh highlands and its mouth is near Bristol in the south of England. There are over 100 bridges along the length of the Severn as it flows through many towns and cities.</p> <p>Famous landmarks of Brazil:</p> <p><b>Christ the Redeemer</b> Christ the Redeemer is a statue of Jesus Christ which stands proudly above the city of Rio de Janeiro, Brazil. The statue was built in 1922 as a Roman Catholic monument and symbol of Brazilian Christianity. The outstretched arms of Jesus span 28 metres.</p> <p><b>Pico da Neblina</b></p>	
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	<p>Pico da Neblina is the highest mountain in Brazil. It is 2995 metres above sea level and is found on the Brazil-Venezuela border. In English, Pico da Neblina means 'peak of the mists', which reflects the fact that the summit is normally covered by clouds.</p> <p><b>Teatro Amazonas</b> The Amazon Theatre is an opera house in the heart of the Brazilian rainforest. Work on the building began in 1884 and was finished 15 years later. The grand building has 198 chandeliers and materials were found from all over the world to create the building. The opera house is an important part of Brazilian history and culture and today, hosts many events including the Amazonas film festival.</p> <p><b>Amazon River</b> The Amazon River is the world's largest river by volume and is approximately 4000 miles long, making it one of the world's longest rivers. There are no bridges over the Amazon River as there is no need for them because most of the river runs through the rainforest or unpopulated areas of Brazil.</p> <p><u>Transport</u> Brazil: Brazil is a huge country: covering a total area of 8.5 km<sup>2</sup> it is the fifth largest country in the world. Being almost as large as the whole European continent, you would expect to find a railway network connecting the country. In fact, Brazilian railways were started off enthusiastically in the 19th century, but shortly after they were abandoned in favour of roads as the preferred method of ground transport. Nowadays there are a few railway lines but getting from a city to another by train is difficult as there are almost no trains to run the service. In all of Brazil's main cities: São Paulo, Rio de Janeiro, Recife, Puerto Alegre, Brasilia, Belo Horizonte, Teresina, Fortaleza and Salvador, there are underground train systems to help you to travel anywhere within the city you are in. Buses are the best way to move between cities in Brazil, though some journeys can take a very long time. A bus journey between Rio de Janeiro and Brasilia takes around 17 hours!</p> <p>England: You can travel to all cities and many towns in England by train and by bus. There are also trams that help you get around some cities, such as Sheffield, Croydon and Manchester. In London, the biggest city in England, there is an underground train network that people can use to get around the city quickly. This is called London Underground and is often referred to as The Tube. You can also catch buses within cities and towns to get around the local area. England has a road and motorway system so you can drive a car easily to different parts of the country.</p> <p><u>Brasilia and London</u> <b>Population</b> Brasilia: Around 3 million London: Around 9 million</p> <p>Brasilia has busy shopping areas, offices and factories. There are cafes and fast food outlets as well as supermarkets and department stores. Brasilia was one of the host cities for the World Cup in 2014.</p> <p>London is well known for being a popular city for shopping, with many large department stores and smaller 'unique' shops. London has many areas for business and industry with offices and factories. There are cafes, restaurants and fast food outlets as well as many big brand supermarkets. London was chosen to hold the 2012 Olympic and Paralympic Games.</p>	
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	<p>London is one of the most popular place in the world for tourists. Tourists visit for many of the attractions and landmarks that London has.</p> <p><b>Nature</b> Brasília: A major feature of the city is Lake Paranoá (although it is man-made) and also the large areas of open space and greenery. The Salto de Itiquira is a natural waterfall 168m high. Brasília also has a national park with thousands of acres of fields, waterfalls and rivers.</p> <p>London is built on the River Thames, the river runs through the middle of the capital city. London is also in a valley and is just above sea level. <a href="#">LINK TO Y5 RIVERS</a></p> <p><b>Housing</b> Housing in Brasília is very expensive. However, for many years people have moved to Brasília from the countryside and smaller towns for work. Brasília has many tall blocks of flats or apartments.</p> <p>Living in the centre of London is very expensive. There are many different types of houses and homes in London as it is such a big city. You can find: apartments flats terraced houses detached houses house boats</p> <p><b>Brasília has a range of different transport methods:</b> A large airport, the third busiest in the whole of Brazil. A range of taxis. An underground railway named 'the Metro'. A high speed railway. A main bus network.</p> <p><b>London has a range of different transport methods:</b> Six large airports such as London Heathrow (the busiest in the world for international traffic). One of the largest bus networks in the world, running 24 hours a day with over 9,000 buses. An underground railway named the London Underground or the Tube. A large railway network (366 railway stations in London). Many motorways and ring roads.</p>	
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	<p>Some port and river boats.</p> <p><b>Rainforest:</b> Forest habitat found in warm places  <b>Equator:</b> An imaginary line drawn around the middle of the Earth  <b>Spring:</b> The season after winter and before summer  <b>Tropical climate:</b> Hot and wet all year round  <b>Temperate climate:</b> Cold winters and mild summers</p>	
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NC Requirements for Science	Knowledge	Skills
<p><u>Living things and their habitats</u>            Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><u>Revision and Links</u>  <a href="#">See Living Things and their Habitats Knowledge Progression</a></p> <p><u>New Learning</u>            All living things have the same characteristics: they move, breathe, feel, grow, have babies, make waste and need food and water.            The letters <b>MRS GREN</b> help us to remember the scientific names for these processes.            This helps us to compare things that are living, dead and that have never been alive.</p> <p>Movement            Respiration            Sensitivity</p> <p>Growth            Reproduction            Excretion            Nutrition</p> <p>Polar bears are an example of an animal adapted to its environment – thick fur for warmth and oily paw pads to ensure that they don't freeze to the ice.            Sharks are another example – smooth skin and streamlined shape for quick swimming; and gills for breathing underwater            Cacti are an example of a plant adapted to its environment – thick skin keeps a store of water safe; sharp spikes keep animals from stealing the water</p>	<p>I can ask simple questions and recognising that they can be answered in different ways</p> <p>I can observe closely, using simple equipment</p> <p>I can perform simple tests</p> <p>I can identify and classify</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data to help in answering questions.</p>

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<p><u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Pine trees have thick bark and pine cones to protect against cold winters Woodlice live under logs – an example of a microhabitat - as they need somewhere dark and damp so that they do not dry out Frogs can live in ponds – an example of a microhabitat - as they water in which to lay their eggs (frogspawn) Plants absorb energy from the Sun; that this energy is consumed by herbivorous animals; and that carnivorous animals eat other animals. Arrows on a food chain show the direction that the energy travels.</p> <p><u>Key vocabulary:</u> <b>Habitat:</b> A home of plants and animals, such as woodland, desert, grass plains, rainforest or ocean <b>Micro-habitat:</b> A very small habitat, such as under a leaf <b>Food chain:</b> This shows how living things are linked through their food. <b>Producer:</b> Plants that start a food chain <b>Consumer:</b> Animals that eat plants (producer) <b>Predator:</b> Animals that hunt and eat other animals <b>Life Cycle:</b> The different stages of life for a living thing <b>Food Chain:</b> A diagram that shows us how animals are linked by what they eat <b>Reproduction:</b> The process by which living things produce offspring</p> <p><u>Plant Growth</u> The growth of a plant depends on different conditions. They need the correct temperature and water to grow; they need light to grow green and strong.</p> <p>Know that seeds and bulbs need to be buried underground in soil and that they will grow into adult plants under the right conditions (water, warmth)</p> <p><u>Plants grow in stages:</u> 1. Germination 2. Roots 3. Shoots 4. Stems 5. Leaves 6. Flowers 7. Fruit</p> <p><u>Key vocabulary</u> <b>Germination:</b> When a plant starts to grow. <b>Root:</b> The part of a plant that attaches it to the ground. <b>Shoot:</b> New growth of a plant where leaves will develop. <b>Stem:</b> The main stalk of a plant <b>Leaf:</b> Flat green part of a plant that makes food <b>Flower:</b> Part of the plant that blossoms and helps reproduction. <b>Fruit:</b> Part of the plant that contains seeds. <b>Emergent:</b> Layer of the rainforest that is very sunny because it is the very top.</p>	
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	<p><b>Canopy:</b> Layer of the rainforest that is much of the rain is stopped by the thick foliage.</p> <p><b>Understory:</b> Layer of the rainforest that has many vines, dense vegetation and not much light.</p> <p><b>Forest floor:</b> Layer of the rainforest that is dark, damp, full of many dead leaves, twigs and dead plants.</p>	
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