



Amazon Adventure – Term 4

Southville Primary School

Year 2

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Camilla from Bristol University used to do research and live in the Amazon or a parent from the community	Parent visit – Presentation about her visit to the Amazon Rainforest Trip to Noah’s Ark Zoo Farm with Rainforest Explorer workshop	Eric Carle – Artist whose collage techniques are explored in the art sessions. The parent visitor sharing first-hand experience of the Amazon Rainforest.	Understand rainforest layers, animals, and habitats. Classify animals and explain adaptations. Create rainforest collage and present research.
Diversity, Equity and Inclusion		Linked Learning	
Explore Amazon Rainforest globally. Research endangered species and environmental concerns. Foster empathy for nature and preservation		Writing: Research and reporting on animals, including their appearance, diet, habitat, and dangers. Terrific Trees in term 6	
Driver 1: Science <i>How do animals and plants survive and depend on each other in the Amazon Rainforest?</i>		Driver 2: Geography <i>What is the Amazon Rainforest like and why is it so important to our world?</i>	
Driver 1 Objectives Living Things and their Habitats <ul style="list-style-type: none"> 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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. Explore and compare the differences between things that are living, dead and things that have never been alive Animals including humans <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Notice that animals have offspring which grow into adult 		Driver 2 Objectives Human and physical geography <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human features Geographical skills and fieldwork <ul style="list-style-type: none"> Use world maps to identify countries, continents and oceans 	

Driver 1 Disciplinary Knowledge and Skills

This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:

- **Planning:** Asking questions, fair testing, setting up simple tests
- **Doing:** Using different equipment safely, making systematic and careful observations
- **Recording:** Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)
- **Concluding:** Suggesting answers, reporting, presenting (in oral and written forms)
- **Evaluating:** Seeking patterns, making predictions for the future

Driver 2 Disciplinary Knowledge and Skills

The use of knowledge and how children become a little more 'expert' as a geographer.

- **Asks geographical questions:** Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?
- **Builds knowledge** of a places, people, environments and processes and makes connections between them
- **Considers the impact** of human and geography on the environment, including the climate sustainability
- **Compares** the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different?
- **Collects and analyses data**
- **Looks at and interprets a range of sources:** maps, diagrams, globes, aerial photographs
- **Communicates geographical information:** creating maps, graphs, presenting, writing

Driver 1 Key Vocabulary

Tier 2: adapt, survive, food chain, predator, prey, consumer, producer, species, diversity, extinction, reproduction, nourishment

Tier 3: micro-habitat, herbivore, carnivore, omnivore, life cycle, classification, invertebrate, vertebrate, exoskeleton, camouflage, metamorphosis, respiration

Driver 2 Key Vocabulary

Tier 2: habitat, rainforest, woodland, ocean, desert, polar regions, climate, humid, equator, vegetation, biodiversity, environment, ecosystem, deforestation, sustainability

Tier 3: Amazon River, South America, Brazil, canopy, emergent layer, understory, forest floor, indigenous, conservation, precipitation, tropics, latitude, deforestation

Driver 3: Art

How can we, as artists, use texture and collage to bring the Amazon rainforest to life?

Driver 2 Objectives

Theoretical Knowledge:

- **Key Artist / Movement:** Eric Carle (Collage / Illustration)
- **Themes / Genre:** Rainforest, nature, conservation, children's book illustration
- **Context and Significance:** Eric Carle is a well-known illustrator famous for his textured collage technique. His style is used to visually engage children and depict nature with rich textures and vibrant colors. This connects to the rainforest theme by allowing students to explore habitats and biodiversity through art.

Practical Knowledge:

- **Area of Making:** Collage, Painting, Drawing
- **Media:** Tissue paper, poster paint, watercolour, pastels, glue, scissors
- **Methods and Techniques:**
 - *Collage:* Layering different coloured/textured papers
 - *Painting:* Creating different textures (stippling, dry brushing, wet-on-wet)
 - *Drawing:* Scientific drawing of animals (outlines, shading)
 - *Printing:* Using different textures to create leaf/animal patterns

Driver 2 Disciplinary Knowledge and Skills

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?
- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

Driver 2 Key Vocabulary

Tier 2: Artist, Texture, Layering, Colour, Form, Mood, Collage, Painting techniques, Contrast, Blending, Composition, Mood

Tier 3: Eric Carle, Collage technique, Stippling, Wet-on-wet, Dry brushing, Tissue paper, Layered effect, Textural contrast, Rainforest layers, Animal illustration, Dynamic movement, Symbolic use of colour

Driver 1 Sequence (Science)

1. **WALT:** Explain how animals are adapted to survive in different habitats.
2. **WALT:** Classify animals.
3. **WALT:** Classify animals as herbivores, carnivores, or omnivores.
4. **WALT:** Understand food chains.
5. **WALT:** Discover our research animal.
6. **WALT:** Research and gain an understanding of the appearance of our specific animal.
7. **WALT:** Research and gain an understanding of the diet of our specific animal.
8. **WALT:** Understand the life cycle of animals and how they develop.
9. **WALT:** Understand what animals need for survival.
10. **WALT:** Replicate a food chain using their chosen animal.
11. **WALT:** Draw and label an animal scientifically.

Driver 2 Sequence (Geography)

1. **WALT:** Describe and compare a habitat.
2. **WALT:** Describe a rainforest habitat.
3. **WALT:** Name and locate world habitats.
4. **WALT:** Understand the characteristics of the forest floor section of the rainforest.
5. **WALT:** Understand the characteristics of the understory section of the rainforest.
6. **WALT:** Understand the characteristics of the canopy section of the rainforest.
7. **WALT:** Understand the characteristics of the emergent layer section of the rainforest.
8. **WALT:** Research and gain an understanding of the habitat our specific animal lives in.
9. **WALT:** Research and gain an understanding of the dangers our specific animal faces.
10. **WALT:** Understand the human and physical features of the rainforest.
11. **WALT:** Understand the human features of the rainforest and gain an understanding of what it is like to live there.
12. **WALT:** Understand the dangers to the rainforest.
13. **WALT:** Locate and label the Amazon Rainforest on a world map.
WALT: Experience the habitat of the Amazon Rainforest and gain a deeper understanding of the animals that live there.

Driver 3 Sequence (Art)

1. **WALT:** Research the artist Eric Carle.
2. **WALT:** Understand more about the rainforest and what it is like to explore it. (*Geography / Visitor Talk as inspiration*)
3. **WALT:** Paint using different textures.
4. **WALT:** Create a collage in the style of Eric Carle.
5. **WALT:** Create a collage in the style of Eric Carle.
6. **WALT:** Create the presentation board in the style of the rainforest.
7. **WALT:** Create the presentation board in the style of the rainforest.
8. **WALT:** Present our work and take pride in it.
9. **WALT:** Present our work confidently.
10. **WALT:** Present our work confidently