

Goldfinch Summer Term 2021

Is our world sustainable?

Unit outcome

By the end of this unit, children will have an understanding of some natural disasters as well as some man-made disasters. They will have an awareness of how we can bring about change.

P.E.
Athletics
Cricket

Synopsis

This unit starts by looking at some natural disasters, thinking about why they happen and where in the world they occur. This will help lead to a sense of awe at nature, reinforced by our work on the Amazon Rainforest. We will consider its importance and the problems facing the earth because of its destruction.

But we finish on a very positive note: how can we be the change we want to see in the world?

First Milestone

How do volcanoes and earthquakes occur?

Volcanoes: how are they formed? Why do they erupt? Where in the world are they?
Earthquakes: why do they occur? What is their effect on the community?

Narrative

The Sound Collector poem
How to grow a strong mind

Second Milestone

Why is the Amazon Rainforest important?

Where in the world is the Amazon Rainforest and why is it important? Understand the difference between climate, ecosystem, natural resources and physical features. What are we doing to destroy the rainforest? Are there any alternatives? What is the impact on the local people? What is the impact on the earth?

Third Milestone

What can we do to make things better?

How can we all play our part in making the world more sustainable?
Plastic pollution.
Traffic pollution.
Our choices of what to buy and where to buy from.
How does farming impact the environment and how can we lessen the impact (visit from Jenni Hobbs).
Is hydro energy a real option?
What about electric cars?

Narrative

Journey by Aaron Becker
The River by Valerie Bloom

Fabulous finish

Young Leaders Award environmental project – to be decided by the children

RSHE focus for this term is:
- Keeping myself safe
- Being my best
—

R.E.

For Christians, what was the impact of Pentecost?

Values for this term:

- Friendship
- Forgiveness

Stunning start
Earthquake in the classroom!

Our learning is based on four drivers:

initiative, creative arts, environment & spiritual, moral and cultural.

We will show our initiative by being resourceful and working without always being told what to do. Showing both perseverance and trusting in ourselves, in order to demonstrate that we can think independently and act when necessary.

Using our creative skills, we will decide on an environmental project and put it into place. This might involve making things to sell or to give away. In art, we will be studying drawing techniques and textiles/collage.

As people concerned with our environment, we will put real thought into our impact on the environment, especially how to lessen our impact in the daily choices we make.

As part of our spiritual, moral and cultural development we will think about the impact of natural and man-made disasters on the people who are affected by them. We will consider our own community of school and our local area, and how best to serve those communities.