

Year 4: Birds

What should I already know?

Geography-

N/C - Locate the world's countries using maps Understand geographical similarities and differences through the study of a human and geographical region of South America.

Powerful knowledge



Significant dates, people and places

1541- First European explorer Francisco de Orellana.

32000 - Years ago people started living in the rainforest.

The Amazon Rainforest is 5.5million km²

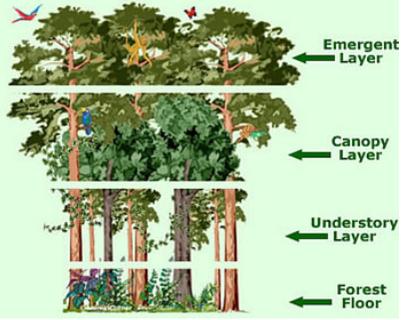
The largest tropical rainforest in the world.

Interesting facts: The Amazon Rainforest is where some 3,800 species are found, 1,300 of which are birds species.

Glossary/Key Events

<i>Environment</i>	The surroundings or conditions in which a person, animal, or plant lives or operates.
<i>Mountains</i>	A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.
<i>Rivers</i>	A large natural stream of water flowing in a channel to the sea, a lake, or another river.
<i>Land use</i>	Land use involves the management and modification of natural environment or wilderness into built environment such as settlements and semi-natural habitats.
<i>City</i>	A large town.
<i>Characteristics</i>	A feature or quality belonging typically to a person, place, or thing and serving to identify them.
<i>Rainforest</i>	a luxuriant, dense forest rich in biodiversity, found typically in tropical areas with consistently heavy rainfall.
<i>Emergent Layer</i>	The top layer of a rainforest
<i>Canopy Layer</i>	The canopy, which may be over 100 feet (30 m) above the ground, is made up of the overlapping branches and leaves of rainforest trees.
<i>Understory Layer</i>	A layer of vegetation beneath the main canopy of a forest.
<i>Forest Floor</i>	The ground beneath the trees of a forest, consisting of roots, soil, and decomposing organic matter.

Geography-Year 4 Owls

<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region within South America. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. 			<p>Prior Objectives:</p> <ul style="list-style-type: none"> Locate the world's countries using maps Understand geographical similarities and differences through the study of a human and geographical region of South America. 		
<p>Lesson 1</p>  Skill - Research  Knowledge - South America and its 4 regions	<p>Lesson 2</p>  Skill - Understand  Knowledge - What is a rainforest.	<p>Lesson 3</p>  Skill -  Knowledge -	<p>Lesson 4</p>  Skill -  Knowledge -	<p>Lesson 5</p>  Skill -  Knowledge -	<p>Lesson 6</p>  Skill - Explain  Knowledge - What birds live were in the rainforest.
<p><u>WALT: Recall prior knowledge on South America</u></p> <p>WILF: Recall key physical features of South America. Locate the continent. Explain what you know.</p> <p>Lesson: This lesson is all about knowing more, remembering more. What can we remember from before? Give the children a large sheet of paper and give them time just using their memory to write what they can remember. The in a different pen give them time using the atlas, globes and ipads to recall facts they have forgotten. This will be done again at the end of the topic.</p> <p>Recording: Big paper</p>	<p><u>WALT: Explore what a rainforest is.</u></p> <p>WILF: What can you hear? What can you see? What can you smell? What can you touch? What can you taste?</p> <p>Lesson: During this lesson, you are going to spend time on each of these senses. Immerse the children in the rainforest. Play rainforest sounds and get the children to close their eyes and listen. What can they hear? Write down how it makes them feel. Look at pictures. What can they see? Do this for all the sense.</p> <p>Recording: Children can draw, write ect about the rainforest</p>	<p><u>WALT: Identify birds and their habitats.</u></p> <p>WILF: Say the habitat Identify the bird. Explain why it lives there.</p> <p>Lesson:  We are going to look at the lays of the rainforest and what birds we find where.</p> <p>Starting on the forest floor. What do we think it will be like? It will be covered in shrubs, logs, rivers ect. Acted out in the classroom using the chairs and tables. Climbing over them. Do you think birds could live here? What predators might there be?</p>	<p><u>WALT: Identify birds and their habitats.</u></p> <p>WILF: Say the habitat Identify the bird. Explain why it lives there.</p> <p>Lesson: Look at the Canopy area, Describe to the children what it is like. Dark, humid, leafy, protected. Using the iPad, can we find out what animals live in the canopy area? Can you add these to your tree and add details on the habitat.</p> <p>Recording: Add to tree.</p>	<p><u>WALT: Identify birds and their habitats.</u></p> <p>WILF: Say the habitat Identify the bird. Explain why it lives there.</p> <p>Lesson: Look at the Emergent layer, Describe to the children what it is like. Dark, humid, leafy, protected. Using the iPad, can we find out what animals live in the Emergent layer? Can you add these to your tree and add details on the habitat.</p> <p>Recording: Add to tree.</p>	<p><u>WALT: Explain why birds live in different habitats.</u></p> <p>WILF: Use research. Explain how birds have adapted. Design a bird for a habitat.</p> <p>Lesson: Get the children to explain what birds live where are why? "The humming bird has adapted a long beak to reach the nectar in the flowers. It is only a small animal so it does not need lots of food." Children to write about an animal from each layer. Then they can design their own bird using their research to help them. Does it need to be quick because of predators? Does it need a strong beak for food?</p> <p>Recording:</p>

<p>Pictures QR codes of children saying what they remember.</p>	<p>using the sense as a starting point.</p>	<p>What about in the understory layer? What is this habitat like? A common bird in this area is the hummingbird. How has this animal adapted to living in the understory?</p> <p>https://www.dkfindout.com/us/animals-and-nature/habitats-and-ecosystems/understory/ (useful website to help planning)</p> <p>Recording: Children can draw a rainforest tree (see picture above) they can annotate it with birds, habitats ect. This can be added to each lesson.</p>			<p>Design a bird. Write sentences. Place on their tree.</p>
<p>Assessment: Key Vocabulary: Environment, mountains, rivers, land use, city, characteristics, rainforest</p>					