



Where in the world?

6 Weeks

PERU



Rationale

Year 6 are invited to join their teachers on a mystery adventure. By solving a series of clues and using atlases and maps, they will earn their passage to Peru. After a day in Peru, the children will be challenged to create a visitor centre for their parents, sharing the wonders of the place. Throughout the project, the children will be immersed in Geography and learning about the human and physical features of Peru. They will prepare a group presentation on one of the biomes in Peru identifying the climate and the distinctive plant and animal groups which have adapted to that environment. In Science, the children will learn how to classify plants and animals and they will give reasons for their classifications. In preparation for their exhibition, the children will work together to research the topographical regions of Peru and their biomes. This will lead them to create presentations, slide shows and leaflets that will inform and interest their visitors. Throughout this project, there are opportunities to develop children's ASCENT values of community and aspire when working in teams to prepare their exhibition. The British Value of mutual respect and tolerance will be embedded throughout this project when discussing and learning about different cultures.

Hook

The children are invited to join their teachers on a mystery adventure. On arrival at school, they will be given a ticket with their first clue and then they need to earn a passport by finding and solving all the clues about their destination. On discovering the destination, they will need to plan their journey. If they are successful, a Peruvian experience will await them.

Outcome

A visitor's centre with interactive displays which will inform visitors of the geographical wonders of Peru. Visitors will use this information to complete a questionnaire as they travel through the centre.

English

Link text; The Explorer

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using Talk for Writing, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

- explanation text about the climate zones in Peru.
- Information leaflets which include headings, sub headings, columns and tables, for the Visitor Centre
- Write an explanation about mountains
- Record interviews for the slide show, taking on the role of local Peruvians, describing their life style and culture using an appropriate level of formality.

Writing skills to cover

Narratives:

- Describing settings, character and atmosphere.

- Integrate dialogue in narratives, to advance the action.
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

Non- chronological reports and explanation texts:

- Research using different resources taking notes and précising information.
- use paragraphs to organise ideas
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing

Punctuation and Grammar

- relative clauses and pronouns
- Modal verbs to show possibility
- Advanced punctuation - hyphens, brackets, dashes, colons and semicolons.
- Passive and active voice.

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject - Geography

Find and explore the geographical clues (hemisphere, continent, neighboring countries/oceans, time zone etc) to locate their destination and plan their journey, using longitude and latitude, distance from the UK and the equator and maps and atlases (NC - identify and name some of the countries in which the Amazon is located)

Describe key physical and human characteristics and environmental regions of South America. (NC - describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).

Complete maps and write labels explaining the topographical regions and the climate zones in Peru (NC - use an atlas, map or globe to locate the Amazon rainforest and Amazon River).

Describe and begin to explain several threats to wildlife/habitats in Peru (NC - To describe threats to wildlife and habitats).

Prepare a group presentation on one of the biomes in Peru identifying the climate and the distinctive plant and animal groups which have adapted to that environment. (NC - to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest and describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).

Describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons (NC - To describe similarities and differences in life in cities and in

Focus Subject - Science

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 (NC - To 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 (NC - To give reasons for classifying plants and animals based on specific characteristics.)

villages and in a range of settlement sizes, and give some reasons).

Discrete Subject - Art

- Compare and contrast different artists representations of rainforest plants and animals exploring the colours and shapes used (NC - To evaluate the work of others including a range of artists, designers and craft makers.)
- Explore bold shapes to create a representation of rainforest plants or animals. (NC - builds up drawings and images of whole or parts of items using various techniques)
- Experiment with colours that complement and contrast and will bring the rainforest to life.
- Create a representation of rainforest animals and plants using paper collage, bold shapes and contrasting colours (NC - I can shape, form, model and join with confidence. I can produce more intricate patterns and textures. I can work directly from observation or imagination with confidence. I can take into account the properties of media being used.

Cultural capital

Maths - Interpret and present a range of data about Peru, to provoke curiosity amazement and interest.

ICT - Use the Google search engine to locate information for presentations and use to create a slide show using PowerPoint

Home Learning

Create a travel guide about the geography of a country they have visited, or would like to, to present to their peers, including graphs, maps, explanation and pictures.

Visits and visitors

Hengisbury Head - Visitors Centre and geographical skills

Patricia Zimmerman expert in geology