



Scheme of Work		
Years: 5&6	Title: Rainforests	Weeks: 6 weeks
<p>Rationale</p> <p>Healthy ecosystems depend upon balance, connection and interdependence. Through this unit pupils explore how rainforests support life, why they are globally significant and how people, environments and choices are interconnected. Pupils investigate how physical geography, biodiversity, climate and human activity shape rainforest environments and consider how actions can influence both local and global communities.</p> <p>Throughout the unit pupils work as Environmental Investigators, asking questions, gathering evidence, identifying patterns and communicating understanding through increasingly sophisticated geographical, scientific and literary thinking. Pupils develop disciplinary knowledge by exploring how environments function, how living things depend upon one another and how human choices can create both challenges and opportunities.</p> <p>Reading plays a central role throughout the unit. Carefully selected texts including <i>The Explorer</i> and supporting texts provide opportunities for pupils to encounter ambitious vocabulary, diverse perspectives and increasingly complex themes including belonging, identity, resilience, community and environmental responsibility. Pupils develop disciplinary reading skills by interpreting information, exploring viewpoints, evaluating evidence and making meaningful connections across texts and learning experiences.</p> <p>Learning is carefully sequenced to move from understanding the features and significance of rainforest environments towards investigating biodiversity, human impact and sustainability. Pupils progressively build knowledge, apply disciplinary thinking and communicate understanding through discussion, enquiry, writing and practical outcomes.</p> <p>Learning experiences are designed to promote curiosity, confidence and meaningful participation through practical enquiry, collaborative learning and purposeful opportunities for success. Visual supports, explicit vocabulary instruction, retrieval opportunities and structured discussion support access to ambitious learning whilst maintaining high expectations for all pupils.</p> <p>Golden Thread: Understanding connections helps us recognise how people, environments and choices influence the world around us.</p> <p>Learning experiences are designed to:</p> <ul style="list-style-type: none"> • build curiosity through exploration of rainforest environments, biodiversity and the interconnectedness of people, places and living things • provide opportunities for questioning, investigation and meaningful geographical enquiry • develop understanding through practical experiences, discussion and evidence-informed learning • support pupils to identify patterns, relationships and connections within environments and ecosystems • provide repeated opportunities for retrieval, oral rehearsal and application of key knowledge and vocabulary • use maps, images, artefacts, videos, diagrams and visual supports to strengthen understanding and reduce cognitive load • encourage collaborative learning and discussion before recording ideas independently • strengthen understanding through disciplinary reading, interpretation and comparison of information from a range of sources • provide structured opportunities for success and positive participation without reducing curriculum expectations • promote belonging, confidence and positive learning identities through purposeful and engaging experiences • support pupils to explore diverse viewpoints and understand how people and environments influence one another 		



- develop confidence in using ambitious geographical, scientific and disciplinary vocabulary through repeated exposure and purposeful application
- support executive functioning through explicit modelling, chunked information and predictable learning routines
- provide opportunities for pupils to apply understanding through enquiry, discussion, writing and practical outcomes

By the end of this unit pupils will:

Pupils will develop understanding of rainforest environments and how people, places and living things are interconnected. They will work as Environmental Investigators, using evidence, questioning and disciplinary thinking to explain how environments function and how choices can influence the world around us.

Adaptive Teaching

This unit applies Storyybrook SEMH principles with particular emphasis on practical enquiry and collaborative investigation.

Examples of adaptation within this unit include:

- visual timetables and now/next supports
- vocabulary pre-teaching and rehearsal
- sentence stems and modelling
- chunked instructions and reduced cognitive load
- oral rehearsal before recording ideas
- alternative recording methods (drawing, practical outcomes, verbal responses)
- sensory and movement opportunities where needed
- emotional check-ins and regulation support

Challenge and Greater Depth Opportunities

Pupils demonstrating secure understanding may be challenged through:

- increasingly independent application of learning
- deeper questioning and higher-order thinking
- interpretation and evaluation of evidence
- more sophisticated use of disciplinary and subject-specific vocabulary
- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- evaluate the impact of human activity on rainforest environments
- justify viewpoints using geographical evidence and data

Hook

Pupils enter a classroom transformed into a **Rainforest Exploration Experience** containing:

- mystery explorer crates containing rainforest artefacts and clues (*feathers, leaves, vines, seeds, animal prints, maps, compasses,*

Writing Outcomes

By the end of the unit pupils will:

- create labels, captions and annotated diagrams linked to rainforest layers, habitats, biodiversity and environmental features



<p><i>binoculars, ropes, field journals and mysterious locked containers)</i></p> <ul style="list-style-type: none"> • jungle pathways and footprints leading around the room with rainforest questions and investigation prompts • large rainforest images and immersive projections showing rainforest layers, wildlife, rivers and canopy environments • rainforest sounds and atmospheric soundscapes including birds, insects, rainfall and animal calls • hidden explorer journal pages and clue cards linked to <i>The Explorer</i> • biodiversity investigation stations containing photographs, magnifying glasses and mystery species cards • map stations exploring rainforest locations around the world • quotation stations exploring themes including belonging, survival, courage, responsibility and connection • investigation mirrors labelled: "What would happen if one part of an environment disappeared?" "How are living things connected?" "Can one choice change an entire environment?" • a mystery explorer backpack labelled: "Everything in the rainforest is connected" containing objects linked to survival, biodiversity and human impact (<i>water bottle, seed pod, compass, photograph, damaged leaf, animal image, notebook and conservation message</i>) <p>Challenge Question</p> <p>How do people, environments and living things influence one another?</p>	<ul style="list-style-type: none"> • compose explanation texts describing rainforest ecosystems, food chains, climate, biodiversity and the importance of rainforests • write comparative responses identifying similarities and differences between rainforest environments, communities, habitats and ways of life • create diary entries and first-person narratives from the perspective of explorers, scientists, conservationists or characters experiencing rainforest environments and challenges • write persuasive responses linked to environmental issues and conservation (<i>e.g. protecting rainforests and sustainable choices</i>) • use evidence from texts, maps, discussion and research to explain ideas and justify conclusions • create letters, poems, reports, presentations or environmental campaign outcomes linked to rainforest themes and human impact • communicate understanding using increasingly precise geographical, scientific and disciplinary vocabulary appropriate to audience and purpose <p>Mixed-age challenge (Year 6 depth)</p> <ul style="list-style-type: none"> • justify conclusions and viewpoints using evidence from multiple texts, maps, sources and research materials • adapt writing for different purposes including explanation, persuasive writing, discussion texts, narrative and comparative responses • evaluate environmental issues and viewpoints independently using evidence to justify conclusions • compare perspectives and experiences critically across texts, communities and environmental contexts • explain how environments, biodiversity and human choices influence one another • produce increasingly thoughtful and evidence-informed environmental outcomes
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a Rainforest Exploration Showcase shared with adults, peers or visitors demonstrating understanding of rainforest environments, biodiversity, interdependence and sustainability • a written explanation, comparative response, persuasive outcome or environmental report 	<p>Success Criteria</p> <p>By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary accurately within discussion and learning activities • identify and explain key concepts including biodiversity, interdependence, sustainability, conservation and human impact



<p>demonstrating understanding of rainforest ecosystems, human impact and conservation</p> <ul style="list-style-type: none"> • annotated diagrams, maps, food webs and visual representations linked to rainforest layers, habitats and environmental relationships • written responses linked to key questions, characters, environments and themes explored throughout the unit • a practical or creative outcome linked to learning (e.g. <i>rainforest models, biodiversity displays, survival guides, environmental artwork, food web investigations or collaborative ecosystem displays</i>) • vocabulary-rich display work demonstrating understanding of key geographical, scientific and environmental vocabulary • a collaborative presentation, storytelling outcome or discussion-based response communicating ideas, findings and environmental understanding • an Environmental Investigator outcome (e.g. <i>rainforest conservation campaign, sustainable action plan, rainforest field journal or environmental awareness guide</i>) • digital or creative outcomes where appropriate (e.g. <i>presentations, podcasts, videos, documentaries, digital maps or recorded explanations</i>) • written evaluations and reflections linked to biodiversity, environmental responsibility, human impact and sustainability 	<ul style="list-style-type: none"> • describe key features of rainforest environments and explain how climate and location influence ecosystems • explain how plants, animals and environments depend upon one another within rainforest ecosystems • compare similarities and differences between rainforest environments, communities, habitats and viewpoints • use texts, maps, discussion and research materials to retrieve, interpret and explain information • ask geographical and environmental enquiry questions and discuss ideas respectfully using increasingly precise geographical and disciplinary vocabulary • gather, interpret and use evidence from texts, maps, observations and research activities to explain ideas and justify conclusions • identify patterns and connections between environments, biodiversity and human actions • record ideas, findings and responses using appropriate vocabulary and sentence structures • explain how people, environments and choices can influence one another <p>Year 6 extension:</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise geographical, scientific and disciplinary vocabulary independently • interpret and evaluate information, viewpoints and environmental issues from multiple texts and sources • justify conclusions and viewpoints using evidence from texts, maps, research and discussion • identify connections between environments, biodiversity and human impact independently • compare and critically evaluate different environmental perspectives and approaches independently • explain how human choices can create positive and negative impacts upon environments • make reasoned and thoughtful judgements supported by evidence
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<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain how rainforest environments function and describe the relationships between living things and their habitats • identify and compare key features of rainforest ecosystems and the impact humans can have on these environments • interpret maps, data and evidence to explain geographical and environmental patterns



- use geographical and scientific vocabulary accurately to communicate understanding and justify ideas
- communicate understanding confidently through spoken, practical and written outcomes

Common Misconceptions

Pupils may think:

- rainforests are all the same rather than different rainforests existing across different parts of the world with unique environments and characteristics
- rainforests are simply large forests rather than complex ecosystems supporting diverse habitats and living things
- all rainforests are hot and dry rather than having warm, humid climates with high rainfall
- rainforests only contain dangerous animals rather than supporting a wide range of plants, animals and interconnected life
- animals and plants survive independently rather than depending upon one another and their environments
- food chains involve isolated animals rather than interconnected food webs and ecosystems
- humans are separate from environments rather than people and environments influencing one another
- human activity only damages rainforests rather than people also contributing positively through conservation and sustainability efforts
- deforestation only affects trees rather than impacting habitats, biodiversity, climate and communities
- all people living in rainforest regions live in the same way rather than communities having diverse cultures, lifestyles and experiences
- environments remain unchanged over time rather than ecosystems changing due to natural processes and human influence
- one environmental problem has one simple solution rather than environmental issues often involving multiple causes and consequences
- maps only show locations rather than helping people understand environments, patterns and connections between places
- information from books, images and online sources always presents the same perspective rather than different sources presenting different viewpoints and evidence
- one person's actions cannot make a difference rather than individual and collective choices influencing environments and sustainability

Sticky Knowledge (Non-negotiable Learning)

By the end of this unit pupils will know:

- rainforests are important ecosystems found in different regions of the world, usually near the Equator
- rainforests have distinct environmental characteristics including warm temperatures, high rainfall and high biodiversity
- rainforests contain different layers (*emergent layer, canopy, understory and forest floor*) and each layer supports different living things
- biodiversity refers to the variety of living things within an environment and is important for healthy ecosystems
- plants, animals and environments depend upon one another within ecosystems
- food webs show how living things are interconnected and changes in one part of an ecosystem can affect others
- living things adapt to survive within rainforest environments
- rainforests provide important resources and support life across the world including oxygen production, climate regulation, medicines and habitats
- people and environments influence one another and human choices can have positive and negative impacts upon ecosystems
- deforestation can affect habitats, biodiversity, communities and environments
- conservation and sustainability help protect environments and natural resources for the future
- different communities and cultures may interact with rainforest environments in different ways
- maps, photographs, texts and other sources can provide information and evidence about environments
- evidence from texts, maps, observations and research can be used to explain ideas and justify conclusions
- vocabulary supports accurate explanation, communication and understanding of geographical and environmental ideas
- understanding connections between people, environments and living things helps explain how choices can influence the wider world



	<p>Knowledge Builds Across the Unit</p> <p>Week 1: Pupils identify where rainforests are located and recognise key environmental characteristics.</p> <p>Week 2: Pupils understand rainforest layers and explain how climate influences environments.</p> <p>Week 3: Pupils investigate biodiversity and adaptations that support survival.</p> <p>Week 4: Pupils explore interdependence through food webs and ecosystem relationships.</p> <p>Week 5: Pupils investigate human impact including deforestation and sustainability.</p> <p>Week 6: Pupils synthesise learning and apply understanding as Environmental Investigators.</p>
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<p>Retrieval Opportunities</p> <p>Week 1 - Introducing Rainforest Environments</p> <p>Prior knowledge discussion linked to previously studied environments, habitats, ecosystems and stories involving exploration or journeys. Discuss existing knowledge and misconceptions about rainforests, climate and biodiversity.</p> <p>Week 2 - Rainforest Features and Layers</p> <p>Recall key vocabulary linked to rainforest environments, climate, location and rainforest layers through discussion, oral rehearsal, maps and image analysis.</p> <p>Week 3 - Biodiversity and Adaptation</p> <p>Retrieve and apply understanding linked to habitats, food chains, adaptation and biodiversity through discussion, diagrams, sorting activities and text exploration.</p> <p>Week 4 - Interdependence within Ecosystems</p> <p>Retrieve and apply learning linked to food webs, environmental relationships and patterns within ecosystems through comparison, investigation and discussion activities.</p> <p>Week 5 - Human Impact and Sustainability</p> <p>Retrieve and apply understanding linked to human activity, deforestation, conservation and sustainability through discussion, source analysis and evidence activities.</p> <p>Week 6 - Environmental Investigators Showcase</p> <p>Explain and communicate learning about rainforest environments, biodiversity and human impact using key vocabulary, evidence and final outcomes.</p> <p>Retrieval methods used throughout the unit:</p>	
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- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- map and image retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk activities
- sorting and classification activities
- food web and ecosystem retrieval tasks
- retrieval linked to texts, maps, diagrams and visual evidence
- geographical and environmental enquiry questions
- revisit prior learning through collaborative discussion and practical activities
- compare and justify activities linked to environments, biodiversity and sustainability
- concept mapping and connection-building activities

Prior Learning

Pupils may already:

Reading

- retrieve information from fiction, non-fiction and information texts
- identify key information from stories, maps, images and information sources
- discuss themes, characters, viewpoints and key ideas within texts
- make predictions and inferences using evidence from texts
- explain ideas using evidence from reading and discussion
- discuss similarities and differences between environments, characters and viewpoints

Reading Retrieval Opportunities

- retrieval of geographical and scientific vocabulary linked to rainforests, habitats and ecosystems
- flashback questions linked to previous geographical learning, environments and living things
- recall of sticky knowledge through comparison, map work and discussion activities
- retrieval through reading, enquiry and evidence-based geographical discussion

Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and narrative responses
- write diary entries and first-person accounts
- organise ideas into linked paragraphs
- communicate ideas through spoken and written outcomes
- use evidence to support explanations and responses

Grammar and Punctuation

- use expanded noun phrases and ambitious vocabulary to add detail and precision
- use conjunctions to extend and explain ideas
- use fronted adverbials and adverbial phrases
- organise writing into paragraphs around a theme
- use commas for clarity and expanded sentence structures



- use speech punctuation accurately where appropriate

Spoken Language / Oracy

- ask and answer questions linked to learning experiences
- explain opinions and ideas clearly during discussion
- participate in collaborative learning and group discussion
- build upon and respond appropriately to the ideas of others
- justify ideas using evidence and reasoning

Geography, Science and Wider Curriculum

- identify features of environments and habitats
- recognise that living things depend upon habitats for survival
- discuss similarities and differences between places and environments
- understand that human actions can affect environments positively and negatively
- use maps, atlases, images and information sources to identify places and features
- ask questions and investigate ideas through discussion and enquiry
- recognise that environments contain living and non-living elements that work together
- record and organise ideas using diagrams, notes and investigation activities

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- previously taught Year 5 and Year 6 statutory spelling expectations
- prefixes and suffixes taught previously
- topic vocabulary linked to environments, habitats and geographical learning
- increasingly ambitious vocabulary within written outcomes

Building on Prior Learning

Pupils build upon previous experiences of exploration, environmental understanding and enquiry developed through English, Science, Geography and wider curriculum learning. Prior understanding of habitats, ecosystems, human impact and relationships supports pupils in investigating rainforest environments and recognising how living things, people and places are interconnected.

Pupils also build upon previous experiences of storytelling, discussion and environmental exploration developed through earlier Storybrook units. Learning now extends towards deeper understanding of biodiversity, interdependence, sustainability and increasingly independent use of evidence to explain environmental ideas and viewpoints.

Pupils may already:

- use evidence from texts and discussion to explain ideas
- recognise that environments and habitats can differ
- identify relationships between living things and their environments
- discuss viewpoints and experiences respectfully

Future learning prepares pupils to:

- explain increasingly complex environmental relationships independently
- compare different environments, communities and viewpoints critically



- justify conclusions and ideas confidently using evidence
- develop thoughtful discussion and respectful debate skills
- understand how human choices can influence environments and sustainability
- apply environmental understanding across the wider curriculum and everyday experiences

Spelling

Pupils apply:

- Year 5 and Year 6 statutory spelling expectations
- previously taught spelling patterns and rules with increasing independence and accuracy
- prefixes and suffixes linked to meaning and vocabulary development including **re-**, **mis-**, **over-**, **under-**, **dis-**, **im-**, **in-**, **inter-**, **sub-**, **trans-** and **eco-** where appropriate
- words ending **-ible/-able** and **-ibly/-ably**
- words ending **-tion**, **-sion**, **-ssion** and **-cian**
- words containing silent letters and less predictable spelling patterns
- ambitious vocabulary linked to environments, biodiversity, ecosystems and environmental understanding
- accurate spelling of increasingly complex geographical, scientific and disciplinary vocabulary within written outcomes

Spelling application opportunities throughout the unit:

- vocabulary pre-teaching and oral rehearsal
- explicit morphology and word meaning exploration
- etymology links (*exploring origins and meanings of words where appropriate*)
- retrieval and application of previously taught statutory words
- sentence-level application within explanation, persuasive and comparative writing
- editing and proofreading activities
- independent application within extended writing outcomes
- exploration of thematic vocabulary linked to rainforest environments and environmental understanding (*e.g. biodiversity, ecosystem, conservation, sustainability, deforestation, adaptation, habitat, canopy, climate, interdependence, species, environment, tropical*)
- discussion of prefixes, suffixes and root words to support meaning and understanding

Grammar and Punctuation Focus

Pupils develop:

- use of expanded noun phrases to add detail, atmosphere and precision when describing rainforest environments, habitats and living things
- use of relative clauses beginning with **who**, **which**, **where**, **when**, **whose** or **that** to add additional information and detail
- use of modal verbs to indicate possibility, certainty and responsibility (*could*, *would*, *should*, *might*, *must*) within explanations and environmental discussions
- use of adverbials and fronted adverbials to develop cohesion and sequence within explanation, comparative and persuasive writing
- use of parenthesis through brackets, commas and dashes to add information and clarification
- use of commas to clarify meaning and avoid ambiguity
- use of cohesive devices within and across paragraphs (*for example: however, therefore, consequently, meanwhile, similarly, in contrast, as a result*)
- use of organisational devices including headings, subheadings, bullet points and captions where appropriate
- use of direct and reported speech where appropriate within narratives, diaries and first-person accounts
- use of active and passive voice to change emphasis and effect within reports, explanations and environmental writing
- use of formal and informal language appropriately according to audience and purpose
- use of colons to introduce lists and explanations
- use of semi-colons to mark relationships between closely related clauses
- use of hyphens to avoid ambiguity where appropriate
- use punctuation including commas, apostrophes, brackets, dashes, colons and semi-colons accurately within writing

Grammar and punctuation progression within this unit:



expand → connect → organise → manipulate → refine
→ apply independently

Pupils progressively move from:

- constructing expanded and descriptive sentences
- linking ideas using conjunctions and cohesive devices
- organising information into increasingly coherent paragraphs and sections
- selecting grammatical structures deliberately for audience and purpose
- refining punctuation and sentence structures for clarity and effect
- independently applying grammar and punctuation across extended outcomes

Mixed-age challenge (Year 6 depth):

- select and manipulate grammatical structures deliberately to create clarity, atmosphere and effect
- use active and passive voice purposefully according to audience and purpose
- use formal language and increasingly precise geographical, scientific and disciplinary vocabulary consistently within written outcomes
- use a wider range of cohesive devices to link ideas within and across paragraphs
- sustain control of sentence structure and punctuation across extended writing
- use parenthesis, colons, semi-colons and dashes accurately and independently
- adapt sentence structures appropriately across explanation texts, persuasive outcomes, reports, comparative writing and environmental campaigns
- edit and refine grammar and punctuation independently to improve precision and effectiveness

Computing Integration

Pupils learn to:

- use search technologies effectively to locate information linked to rainforest environments, biodiversity, ecosystems and environmental issues
- select and retrieve information from a range of digital sources including maps, images, videos, databases and information texts
- recognise that information found online may vary in reliability, accuracy and viewpoint
- compare and evaluate information from different sources and identify evidence to support environmental ideas and conclusions



- use digital tools to organise and present learning linked to rainforest environments, biodiversity and sustainability themes explored throughout the unit
- create digital presentations, field journals, maps, environmental reports, campaigns or investigation outcomes linked to rainforest learning
- use multimedia elements such as images, audio, video, diagrams and text to communicate understanding and findings
- develop keyboard, editing and formatting skills when producing written outcomes
- use technology safely, respectfully and responsibly when researching and presenting information
- understand the importance of evaluating sources and recognising that information may present different viewpoints and perspectives
- record, organise and present ideas using digital tools where appropriate
- use digital maps, satellite images, photographs and environmental data to support geographical understanding
- communicate and collaborate appropriately through digital activities where relevant

Computational Thinking and Digital Creation

- collect, organise and evaluate environmental information using digital tools and present findings appropriately

Independence

Pupils move from:

- identifying simple information from texts, maps, images and discussion with adult support
- using geographical, scientific and disciplinary vocabulary with prompts and scaffolds
- recording ideas through supported discussion and structured activities
- asking simple questions about environments, habitats and living things
- identifying features, patterns and relationships with adult guidance
- relying on models, sentence stems and visual prompts to organise ideas
- participating in collaborative activities with adult support

To:

- independently retrieving and selecting relevant information from texts, maps, images and investigation activities
- using increasingly precise geographical, scientific and disciplinary vocabulary independently
- asking increasingly sophisticated geographical and environmental enquiry questions with confidence
- identifying and interpreting environmental patterns and relationships using evidence
- gathering and selecting appropriate evidence independently to support conclusions

Thinking

This unit develops:

- asking geographical and environmental enquiry questions to investigate rainforest environments and ecosystems
- gathering, interpreting and evaluating evidence from texts, maps, observations, images and research sources
- identifying environmental patterns, relationships and interdependence within ecosystems
- drawing conclusions and communicating findings as Environmental Investigators
- environmental and geographical thinking through exploration of rainforest environments and ecosystems
- comparison and connection-making between environments, biodiversity and human actions
- reasoning and justification using evidence from texts, maps, observations and research
- critical thinking through analysis of environmental issues, viewpoints and sustainability challenges
- empathy and perspective-taking through stories, communities and environmental experiences
- communication and explanation using increasingly precise geographical, scientific and disciplinary vocabulary
- curiosity, independence and investigative thinking
- understanding of how people, environments and living things influence one another



- organising and communicating ideas confidently through spoken, practical and written outcomes
- selecting appropriate methods to record, investigate and present learning independently
- working collaboratively whilst taking increasing ownership of learning and decision-making

By the end of the unit pupils can:

- independently retrieve and apply learning from texts, maps, discussion and prior experiences
- communicate understanding using geographical, scientific and disciplinary vocabulary accurately and appropriately
- ask and answer geographical and environmental enquiry questions using evidence to justify conclusions
- organise ideas into coherent spoken and written outcomes with increasing independence
- interpret and discuss environmental relationships, viewpoints and ideas with growing confidence
- make comparisons and identify connections between environments, living things and human actions
- select appropriate strategies and resources to support learning independently
- explain understanding and communicate findings with increasing confidence and accuracy
- use evidence from texts, maps, observations and research activities to explain ideas and justify conclusions

- creativity through storytelling, enquiry, environmental responses and practical learning opportunities

3 Lead Subjects National Curriculum Links

Lead Subjects National Curriculum Links

Geography

Pupils learn to:

- locate the world's countries using maps, atlases and digital mapping
- describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts
- understand geographical similarities and differences through the study of human and physical geography
- use maps, atlases, globes and digital mapping confidently
- ask geographical questions and investigate environments using evidence

Fieldwork opportunities

- collect and record environmental data linked to habitats and ecosystems
- conduct observations and comparative surveys of environments



- use maps, atlases and digital mapping tools to investigate geographical patterns and locations
- present findings using graphs, maps and increasingly precise geographical vocabulary

Year 5:

- identify key features of rainforest environments and explain how climate influences ecosystems
- identify relationships between environments, biodiversity and living things
- use maps and geographical information to locate and investigate rainforest regions
- explain how environmental conditions influence habitats and ways of life

Year 6 extension:

- evaluate the impact of human activity on rainforest environments independently
- compare environmental issues and viewpoints critically
- justify geographical conclusions using evidence from multiple sources
- analyse how human and physical geography interact within rainforest environments

Disciplinary Knowledge:

Pupils learn to think as **Environmental Investigators** by:

- asking geographical and environmental enquiry questions
- identifying patterns and relationships
- gathering, interpreting and applying evidence from maps and geographical sources
- comparing environmental relationships and viewpoints
- explaining environmental connections
- drawing conclusions using evidence

Secure End Point:

By the end of the unit pupils can:

- explain key features of rainforest environments
- describe how climate and geography influence ecosystems
- explain how people and environments influence one another
- justify ideas using geographical evidence
- apply environmental understanding to wider contexts and future learning

English

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and information texts
- retrieve, record and present information from texts
- write for a range of audiences and purposes
- participate in discussion, debate and presentations

Year 5:

- retrieve information and justify responses using evidence
- write explanation texts, narratives and comparative responses
- discuss themes, viewpoints and author choices within texts

Year 6 extension:



- evaluate author choices and viewpoints independently
- sustain writing for different audiences and purposes
- use increasingly sophisticated vocabulary and grammatical structures independently

Disciplinary Knowledge:

Pupils learn to think as readers, writers and environmental communicators by:

- retrieving and interpreting information
- identifying themes and viewpoints
- evaluating language and meaning
- organising and communicating ideas effectively

Secure End Point:

By the end of the unit pupils can:

- communicate understanding through spoken and written outcomes
- justify ideas using evidence from reading and discussion
- write coherent environmental outcomes for different audiences and purposes

Genre Coverage

Genre	Coverage
Narrative	Writing diary entries and first-person narratives from the perspective of explorers, scientists or rainforest communities
Explanation	Writing explanations linked to rainforest environments, food webs and ecosystems
Comparison	Writing comparative responses exploring environments, communities and viewpoints
Persuasion	Writing persuasive responses linked to conservation and environmental issues
Information report	Writing factual reports linked to rainforest environments and biodiversity
Discussion / Balanced argument	Considering questions such as <i>Should rainforests always be protected?</i>
Spoken presentation	Participating in presentations, debates and Environmental Investigator showcase activities

Science

Pupils learn to:

- describe how living things depend upon environments and habitats
- identify patterns and relationships within ecosystems
- recognise that living things adapt to survive in different environments
- use evidence to ask questions and draw conclusions
- understand how environments can change over time

Year 5:



- identify relationships between plants, animals and habitats
- explain how environments support biodiversity
- recognise patterns within food chains and ecosystems
- investigate adaptation and survival

Year 6 extension:

- evaluate environmental changes and human impact independently
- justify conclusions using evidence from multiple sources
- explain how environmental systems are interconnected
- compare causes and consequences of environmental change critically

Disciplinary Knowledge:

Pupils learn to think as Environmental Investigators by:

- observing carefully
- asking questions
- identifying patterns
- gathering evidence
- drawing conclusions
- explaining environmental relationships

Working Scientifically Focus

Pupils will develop scientific enquiry skills by:

- asking questions
- making predictions
- carrying out observations and investigations
- recording findings
- identifying patterns
- drawing conclusions using evidence
- evaluating outcomes where appropriate

Working Scientifically Focus

Pupils will:

- observe patterns within living environments
- classify and compare living things
- gather information from observations and research
- identify relationships within ecosystems
- communicate conclusions using evidence

Secure End Point:

By the end of the unit pupils can:

- explain relationships between living things and environments
- describe how ecosystems support biodiversity
- identify how changes can affect environments
- justify conclusions using evidence



- apply understanding of environmental systems to wider learning

Application Subjects

Subject: PSHE / Personal Development

National Curriculum Links

Pupils learn to:

- recognise and discuss similarities and differences between people, communities and experiences
- develop understanding of relationships, responsibility and belonging
- discuss emotions, challenges and experiences respectfully
- reflect upon values, choices and responsibility
- develop empathy and understanding of different viewpoints

Year 5

- reflect upon experiences, communities and environmental issues through stories and discussion
- discuss similarities and differences between experiences and perspectives
- recognise how choices and actions can influence people and environments
- communicate ideas respectfully within collaborative discussion

Year 6 Extension

- evaluate different perspectives independently
- justify ideas thoughtfully using evidence
- explain how actions and experiences influence understanding
- make thoughtful connections between environmental themes and wider life experiences

Disciplinary Knowledge

Pupils work as reflective learners by:

- discussing experiences
- recognising viewpoints and perspectives
- comparing ideas
- reflecting thoughtfully
- communicating respectfully
- considering different viewpoints

Disciplinary Progression

recognise → discuss → compare → reflect → justify → evaluate

Secure End Point

Pupils independently consider viewpoints and communicate thoughtful understanding of environmental responsibility and human influence.

Subject: Computing

National Curriculum Links



Pupils learn to:

- use search technologies effectively
- select, use and combine software to create outcomes
- understand how online information may vary in reliability
- use technology safely, respectfully and responsibly
- use digital tools to organise and communicate information

Year 5

- use digital tools to research rainforest environments, biodiversity and sustainability
- create presentations and environmental digital outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 6 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate reliability and usefulness of online information
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to research, create and communicate purposeful environmental outcomes.

Subject: Art and Design

National Curriculum Links

Pupils learn to:

- create sketchbooks to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate creative work
- use a range of materials creatively to communicate ideas
- develop understanding of visual representation

Year 5



- explore colour, pattern, texture and imagery linked to rainforest environments
- create artwork inspired by biodiversity and natural environments
- discuss artistic choices and techniques
- communicate environmental ideas visually

Year 6 Extension

- compare artistic approaches independently
- explain artistic decisions using appropriate vocabulary
- evaluate and refine outcomes thoughtfully
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists by:

- observing
- exploring
- designing
- creating
- evaluating
- improving

Disciplinary Progression

observe → explore → design → create → evaluate → improve

Secure End Point

Pupils independently communicate environmental ideas through purposeful creative outcomes.

Subject: Design Technology

National Curriculum Links

Pupils learn to:

- generate, develop and communicate design ideas
- select from and use a range of materials and components
- evaluate products and improve designs
- apply understanding of structures and purposeful design

Year 5

- investigate structures and environmental design ideas
- create models inspired by rainforest environments and habitats
- select suitable materials and construction methods
- evaluate effectiveness of designs

Year 6 Extension

- refine and improve design ideas independently
- justify design decisions using evidence
- evaluate designs against purpose and function



- create increasingly sophisticated outcomes

Disciplinary Knowledge

Pupils work as designers by:

- investigating
- planning
- creating
- testing
- evaluating
- improving

Disciplinary Progression

investigate → design → create → test → evaluate → improve

Secure End Point

Pupils independently design and evaluate purposeful outcomes linked to rainforest environments and sustainability.

Subject: Music

National Curriculum Links

Pupils learn to:

- listen with attention to detail and recall sounds with increasing understanding
- perform, review and evaluate music across different traditions and styles
- use voices and instruments expressively and creatively
- communicate ideas and experiences through music

Year 5

- identify how musical elements create atmosphere and meaning
- explore rainforest soundscapes using rhythm, tempo and dynamics
- create musical responses linked to rainforest environments

Year 6 Extension

- evaluate how musical choices communicate meaning independently
- justify decisions using musical vocabulary
- compare musical responses and identify similarities and differences

Disciplinary Knowledge

Pupils work as musicians by:

- listening carefully
- responding and interpreting
- creating and performing
- evaluating and refining

Disciplinary Progression



listen → explore → create → perform → evaluate

Musical Understanding and Performance

- create rainforest-inspired soundscapes using rhythm, texture, pitch and dynamics to communicate atmosphere and environmental themes

Secure End Point

Pupils independently communicate environmental ideas and atmosphere through musical responses.

Subject: Spoken Language / Drama

National Curriculum Links

Pupils learn to:

- participate in discussion, presentations and debate
- communicate understanding through spoken language
- perform confidently for different audiences
- justify opinions and respond appropriately to others

Year 5

- participate in storytelling and role-play activities
- discuss environmental viewpoints thoughtfully
- communicate ideas confidently within discussion and performance

Year 6 Extension

- adapt spoken language appropriately for audience and purpose
- justify viewpoints independently using evidence
- evaluate and respond thoughtfully to different perspectives

Disciplinary Knowledge

Pupils work as speakers and performers by:

- listening carefully
- discussing ideas
- exploring viewpoints
- presenting information
- responding thoughtfully
- evaluating effectiveness

Disciplinary Progression

listen → discuss → explore → present → justify → evaluate

Secure End Point

Pupils independently communicate environmental understanding and viewpoints confidently through discussion and performance.



English Progression and National Curriculum Links

Reading

Pupils develop:

- increasing fluency and stamina when reading a range of increasingly complex fiction, non-fiction and information texts
- retrieval, inference and prediction skills using evidence from texts
- understanding and discussion of themes, vocabulary and author choices
- comparison of ideas, viewpoints, environments and experiences across texts
- disciplinary reading skills through narratives, information texts, maps, reports and environmental sources
- confidence in discussing and justifying opinions using evidence

Disciplinary Reading Opportunities

- maps and atlases
- environmental reports
- climate graphs
- species fact files
- conservation campaigns
- field journal extracts
- satellite imagery
- geographical case studies

Writing

Pupils develop:

- planning and organising ideas for different audiences and purposes
- writing narratives, explanations, information reports, persuasive writing and comparative responses
- selecting vocabulary and grammatical structures appropriate for purpose
- using evidence from texts, research and discussion to support explanations and ideas
- drafting, editing and improving writing independently

Spelling

Pupils develop:

- application of Year 5 and Year 6 statutory spelling expectations
- accurate use of geographical, scientific and environmental vocabulary within spoken and written outcomes
- understanding of spelling patterns, prefixes and suffixes
- independent editing and proofreading skills

Grammar and Punctuation

Pupils develop:

- use of relative clauses and expanded noun phrases
- use of cohesive devices across paragraphs
- use of modal verbs and adverbials
- use of active and passive voice



- use of formal and informal language appropriately
- use of punctuation including brackets, commas, colons, semi-colons and dashes accurately

Spoken Language / Oracy

Pupils develop:

- discussion and debate skills
- asking and responding to questions thoughtfully
- presenting information confidently
- justifying opinions using evidence
- adapting language and vocabulary for audience and purpose
- developing fluency, expression and confidence through oral rehearsal, storytelling and presentation opportunities

Progression

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Pupils progressively move from:

- identifying and retrieving simple information from texts and sources
- making inferences and identifying themes and important ideas
- interpreting information, viewpoints and environmental themes
- comparing texts, perspectives and environmental issues
- justifying ideas and conclusions using evidence
- evaluating information, author choices and viewpoints critically
- independently communicating understanding through spoken and written outcomes

Secure End Point

Pupils independently communicate understanding of rainforest environments, biodiversity and environmental themes through a range of spoken and written outcomes using evidence, ambitious vocabulary and increasingly sophisticated language structures.

Future Learning (English)

This unit prepares pupils for future learning by supporting them to:

- read increasingly challenging fiction, non-fiction and information texts confidently
- interpret themes, viewpoints and evidence across a wider range of texts
- write for increasingly sophisticated purposes and audiences
- organise and sustain extended writing independently
- evaluate language, author choices and viewpoints critically
- communicate ideas confidently through discussion, debate and presentation
- apply reading and writing skills across the wider curriculum
- access secondary curriculum demands requiring independent reading, analysis and communication
- develop confidence as fluent readers, writers and communicators across subjects
- communicate thoughtful interpretations and evidence-informed understanding accurately through explanation, discussion and reasoning

Curriculum Progression and National Curriculum Links

Lead Subject: Geography



National Curriculum Links

Pupils learn to:

- locate the world's countries using maps, atlases, globes and digital mapping
- describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts
- understand geographical similarities and differences through the study of human and physical geography
- ask geographical questions and investigate environments using evidence
- use maps, atlases and geographical sources confidently

Year 5

- identify key features of rainforest environments and explain how climate influences ecosystems
- identify relationships between environments, biodiversity and living things
- use maps and geographical information to investigate rainforest regions
- explain how environmental conditions influence habitats and ways of life

Year 6 Extension

- evaluate the impact of human activity on rainforest environments independently
- compare environmental issues and viewpoints critically
- justify geographical conclusions using evidence from multiple sources
- analyse how human and physical geography interact within rainforest environments

Curriculum Progression

locate → identify → investigate → compare → explain → justify → evaluate

Secure End Point

Pupils independently explain how rainforest environments function and justify understanding using geographical evidence and increasingly sophisticated disciplinary vocabulary.

Lead Subject: English

National Curriculum Links

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and information texts
- retrieve, record and present information from reading
- write for a range of purposes and audiences
- participate in discussions, presentations and debate

Year 5

- retrieve and justify responses using evidence from texts
- write narratives, explanations and comparative responses
- discuss themes, vocabulary and author choices
- organise writing into coherent paragraphs

Year 6 Extension

- evaluate author choices and viewpoints independently



- sustain writing for different audiences and purposes
- use increasingly sophisticated vocabulary and grammatical structures
- justify opinions and interpretations confidently using evidence

Curriculum Progression

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Secure End Point

Pupils independently communicate understanding through increasingly sophisticated spoken and written outcomes using evidence and ambitious vocabulary.

Lead Subject: Science

National Curriculum Links

Pupils learn to:

- describe how living things depend upon environments and habitats
- identify patterns and relationships within ecosystems
- recognise that living things adapt to survive in different environments
- use evidence to ask questions and draw conclusions
- understand how environments can change over time

Year 5

- identify relationships between plants, animals and habitats
- explain how environments support biodiversity
- recognise patterns within food chains and ecosystems
- investigate adaptation and survival

Year 6 Extension

- evaluate environmental changes and human impact independently
- justify conclusions using evidence from multiple sources
- explain how environmental systems are interconnected
- compare causes and consequences of environmental change critically

Curriculum Progression

observe → question → investigate → identify patterns → explain → justify → evaluate

Secure End Point

Pupils independently explain relationships between living things and environments and justify conclusions using scientific evidence and understanding.

Application Subject Progression and National Curriculum Links

Subject: PSHE / Personal Development

National Curriculum Links



Pupils learn to:

- recognise and discuss similarities and differences between people, communities and experiences
- develop understanding of relationships, responsibility and belonging
- discuss emotions, challenges and experiences respectfully
- reflect upon values, choices and responsibility
- develop empathy and understanding of different viewpoints

Year 5

- reflect upon experiences, communities and environmental issues within stories and discussion
- discuss similarities and differences between viewpoints and experiences
- recognise how actions and choices can influence people and environments
- communicate ideas respectfully within collaborative discussion

Year 6 Extension

- evaluate different perspectives independently
- justify ideas thoughtfully using evidence
- explain how actions and experiences influence understanding
- make thoughtful connections between environmental themes and wider experiences

Disciplinary Knowledge

Pupils work as reflective learners by:

- recognising perspectives and experiences
- discussing ideas respectfully
- comparing viewpoints
- reflecting thoughtfully
- communicating understanding
- considering different perspectives

Disciplinary Progression

recognise → discuss → compare → reflect → justify → evaluate

Secure End Point

Pupils independently communicate thoughtful understanding of environmental responsibility and human influence.

Subject: Computing

National Curriculum Links

Pupils learn to:

- use search technologies effectively
- select, use and combine software to create outcomes
- understand how information found online may vary in reliability
- use technology safely, respectfully and responsibly
- use digital tools to organise and communicate information



Year 5

- use digital tools to research rainforest environments and biodiversity
- organise and present ideas digitally
- create purposeful presentations and environmental outcomes
- communicate ideas appropriately using technology

Year 6 Extension

- evaluate reliability and usefulness of online information independently
- select appropriate digital tools according to purpose
- communicate information effectively through a range of media
- evaluate and improve digital outcomes independently

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to research, create and communicate purposeful environmental outcomes.

Subject: Art and Design

National Curriculum Links

Pupils learn to:

- create sketchbooks to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate creative work
- generate and communicate ideas through visual outcomes
- select and use appropriate materials and techniques creatively

Year 5

- explore colour, texture, pattern and imagery linked to rainforest environments and biodiversity
- generate ideas through sketches and planning
- create outcomes inspired by rainforest landscapes, habitats and living things
- discuss artistic choices and techniques

Year 6 Extension

- evaluate artistic techniques and creative choices independently
- justify decisions using increasingly precise artistic vocabulary



- refine and improve designs following evaluation
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists by:

- observing
- exploring
- planning
- creating
- evaluating
- improving

Disciplinary Progression

observe → explore → plan → create → evaluate → improve

Secure End Point

Pupils independently apply artistic skills to communicate environmental ideas and understanding through purposeful outcomes.

Subject: Design Technology

National Curriculum Links

Pupils learn to:

- generate, develop and communicate design ideas
- select from and use a range of materials and components
- evaluate and improve products and designs
- apply understanding of structures and purposeful design
- investigate how products are designed for function and purpose

Year 5

- investigate structures and environmental design ideas
- create models inspired by rainforest environments and habitats
- select suitable materials and construction methods
- evaluate effectiveness of designs

Year 6 Extension

- refine and improve design ideas independently
- justify design decisions using evidence
- evaluate designs against purpose and function
- create increasingly sophisticated outcomes

Disciplinary Knowledge

Pupils work as designers by:

- investigating
- planning



- creating
- testing
- evaluating
- improving

Disciplinary Progression

investigate → design → create → test → evaluate → improve

Secure End Point

Pupils independently design and evaluate purposeful outcomes linked to rainforest environments and sustainability.

Subject: Music

National Curriculum Links

Pupils learn to:

- listen with attention to detail and recall sounds with increasing understanding
- perform, review and evaluate music across different traditions and styles
- use voices and instruments expressively and creatively
- communicate ideas and experiences through music

Year 5

- identify how musical elements create atmosphere and meaning
- explore rainforest soundscapes using rhythm, tempo and dynamics
- create musical responses linked to rainforest environments

Year 6 Extension

- evaluate how musical choices communicate meaning independently
- justify musical decisions using increasingly precise musical vocabulary
- compare musical responses and identify similarities and differences in effect

Disciplinary Knowledge

Pupils work as musicians by:

- listening carefully
- responding and interpreting
- creating and performing
- evaluating and refining

Disciplinary Progression

listen → explore → create → perform → evaluate

Secure End Point

Pupils independently communicate environmental ideas and atmosphere through purposeful musical responses.



Subject: Spoken Language / Drama

National Curriculum Links

Pupils learn to:

- participate in discussion, presentations and debate
- communicate understanding through spoken language
- perform confidently for different audiences
- justify opinions and respond appropriately to others

Year 5

- participate in storytelling and role-play activities
- discuss environmental viewpoints thoughtfully
- communicate ideas confidently within discussion and performance

Year 6 Extension

- adapt spoken language appropriately for audience and purpose
- justify viewpoints independently using evidence
- evaluate and respond thoughtfully to different perspectives

Disciplinary Knowledge

Pupils work as speakers and performers by:

- listening carefully
- discussing ideas
- exploring viewpoints
- presenting information
- responding thoughtfully
- evaluating effectiveness

Disciplinary Progression

listen → discuss → explore → present → justify → evaluate

Secure End Point

Pupils independently communicate environmental understanding and viewpoints confidently through discussion and performance.

Cross-curricular links

Subject	Cross-curricular links within this unit
English	Reading stories, narratives and information sources linked to rainforest environments, exploration, biodiversity and environmental themes; writing explanations, diary entries, reports, comparative responses, persuasive outcomes and environmental campaigns
Science	Exploring habitats, biodiversity, adaptation, food chains, ecosystems and interdependence; investigating how living things survive and how environmental changes affect ecosystems
Computing	Researching rainforest environments, biodiversity and sustainability using digital tools; creating presentations, digital field journals, environmental campaigns and investigation outcomes; evaluating online information and source reliability
Art and Design	Exploring colour, texture, pattern and imagery through rainforest environments and biodiversity; creating artwork inspired by habitats, living things and environmental themes



Design Technology	Investigating structures and environmental design; designing and creating rainforest models, habitats, shelters or sustainable products; evaluating effectiveness and function
Music	Exploring how rhythm, tempo, dynamics and musical elements communicate atmosphere and meaning; creating rainforest soundscapes and musical responses inspired by environmental themes
PSHE / Personal Development	Exploring responsibility, empathy, communities and environmental stewardship; discussing choices, actions and how people can influence environments positively
Geography	Exploring rainforest locations, climate, biomes and environmental features; investigating relationships between people, places and environments
Spoken Language / Oracy	Participating in discussion circles, presentations, storytelling, debate and collaborative enquiry activities; justifying opinions and communicating ideas clearly
Reading Across the Curriculum	Developing disciplinary reading skills through narratives, environmental reports, maps, biographies, visual texts and non-fiction materials linked to rainforests, biodiversity and sustainability

Substantive Knowledge Sequence

Week	Substantive Knowledge Sequence
Week 1 - Exploring Rainforest Environments	Pupils learn that rainforests are important ecosystems found in different parts of the world, usually near the Equator; maps and geographical sources help identify locations and environments; climate and environmental conditions influence how places develop.
Week 2 - Layers and Features of Rainforests	Pupils learn that rainforests have distinct layers (<i>emergent layer, canopy, understory and forest floor</i>) and that each layer has unique characteristics supporting different living things and environmental conditions.
Week 3 - Biodiversity and Adaptation	Pupils learn that biodiversity refers to the variety of living things within an ecosystem; plants and animals adapt in different ways to survive; habitats support living things according to environmental conditions and needs.
Week 4 - Interdependence and Ecosystems	Pupils learn that living things and environments depend upon one another; food chains and food webs show relationships within ecosystems; changes within one part of an ecosystem can affect other parts.
Week 5 - Human Impact and Sustainability	Pupils learn that people and environments influence one another; deforestation and environmental changes can affect biodiversity, habitats and communities; conservation and sustainability can help protect environments and natural resources.
Week 6 - Environmental Investigators: Enquiry and Application	Pupils learn that evidence from maps, texts, research and investigations can be used to explain ideas and justify conclusions; understanding connections between people, environments and living things helps explain how choices influence the wider world.

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
Geography	locate the world's countries using maps, atlases and globes; describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts; understand geographical similarities and differences through study of human and physical geography; use maps, atlases, globes and digital mapping to investigate environments
Science	describe how living things are classified and grouped; recognise how living things depend upon habitats and environments; identify patterns and relationships within ecosystems; recognise adaptation and survival within different environments; use evidence to ask questions and draw conclusions
English	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes and conventions across a



	range of texts; draw inferences and justify responses using evidence; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures; participate in discussions, presentations and debate
Computing	use technology purposefully to create, organise and present information; select and use software effectively; understand how information found online may vary in reliability; use technology safely and responsibly
Art and Design	create sketchbooks to record observations and develop ideas; improve mastery of artistic techniques; use colour, texture, pattern and visual elements purposefully; evaluate and discuss creative work and outcomes
Design Technology	generate, develop and communicate ideas through discussion and design criteria; select and use materials and components appropriately; evaluate products and improve designs; apply understanding of structures and purposeful design
Music	play and perform in solo and ensemble contexts; improvise and compose for different purposes; listen with attention to detail and recall sounds with increasing understanding; use musical dimensions including tempo, dynamics, pitch, rhythm and texture purposefully; evaluate and discuss musical responses and performances
PSHE / Personal Development	develop self-awareness and emotional understanding; build positive relationships and communication skills; develop empathy, resilience and responsible decision-making; consider different viewpoints and experiences; explore responsibility and environmental stewardship
Spoken Language / Oracy	participate in discussions, presentations and debate; justify opinions using evidence; ask thoughtful questions and communicate ideas clearly; adapt spoken language for audience and purpose
Reading Across the Curriculum	develop disciplinary reading skills through narratives, environmental reports, maps, biographies, visual texts and non-fiction sources linked to rainforest environments, biodiversity and sustainability

<p>Reading Spine</p> <p>Anchor Text:</p> <ul style="list-style-type: none"> The Explorer <p>Supporting texts / recommended reads:</p> <ul style="list-style-type: none"> Rainforest Warrior Tree of Wonder Turtle Moon The Fox Girl and the White Gazelle Poems Aloud Ella on the Outside 	<p>Reading Focus</p> <ul style="list-style-type: none"> interpretation of stories, environmental themes and key ideas evidence and viewpoint evaluation narrative, information and environmental texts comparison of environments, experiences and perspectives across texts disciplinary reading as Environmental Investigators inference from stories, characters, environments and experiences ambitious geographical, scientific and disciplinary vocabulary author viewpoint and purpose interpreting images, maps, diagrams and visual representations using evidence from texts to explain and justify ideas and conclusions comparing information, viewpoints and evidence across multiple texts and sources identifying how environments, biodiversity and human actions influence people and the wider world recognising patterns and connections within environmental information developing understanding through fiction, non-fiction, biographies and environmental source materials
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- questioning and evaluating information critically

Disciplinary Reading Opportunities

- narrative texts exploring rainforest environments, exploration, survival and human experiences
- stories exploring belonging, resilience, community and environmental responsibility
- biographies and stories of significant environmental figures, explorers and conservationists
- maps, diagrams, photographs and environmental visual sources
- environmental questions and enquiry prompts
- explanation, information and comparative texts
- different viewpoints and environmental perspectives
- stories and texts exploring biodiversity, ecosystems and sustainability
- reports, articles and source materials linked to rainforest environments and conservation
- environmental campaigns and persuasive texts

Genre Coverage

Genre	Coverage
Narrative	Exploring stories, journeys and first-person perspectives linked to exploration, survival and rainforest experiences
Information texts	Reading non-fiction texts, fact files and information sources linked to rainforest environments, biodiversity and ecosystems
Explanation texts	Understanding and creating texts explaining rainforest environments, food webs, biodiversity and environmental processes
Persuasive texts	Exploring and creating persuasive responses linked to conservation, sustainability and environmental issues
Balanced argument / Discussion texts	Considering different perspectives and evaluating questions such as <i>Should rainforests always be protected?</i>
Biography	Reading biographies and stories of environmental activists, explorers and significant individuals
Poetry	Exploring expressive language and environmental imagery linked to rainforests, nature and biodiversity
Environmental / Disciplinary reading	Interpreting maps, reports, visual evidence, environmental texts and viewpoints to develop understanding
Spoken presentation	Discussion circles, storytelling, debate, presentations and Environmental Investigator showcase activities

Reading Progression Audit



Area	Progression within this Unit
Vocabulary development	Pupils progress from understanding familiar environmental vocabulary to independently applying increasingly ambitious disciplinary language including biodiversity, ecosystem, adaptation, sustainability, conservation, interdependence and habitat
Fluency and stamina	Pupils develop increasing fluency and confidence when reading longer and more complex narratives, information texts and environmental sources; sustained reading opportunities support increasing reading stamina
Retrieval	Pupils progress from locating explicit information to independently retrieving and selecting relevant evidence from a range of texts and environmental sources
Inference	Pupils progress from making simple inferences to justifying ideas and conclusions using evidence from texts and discussion
Author intent and viewpoint	Pupils develop understanding that texts and sources may present different viewpoints and perspectives and begin to evaluate author choices critically
Environmental disciplinary reading	Pupils work increasingly as Environmental Investigators by interpreting information, identifying patterns and constructing understanding using evidence
Comparison across texts	Pupils compare environments, viewpoints and experiences across stories and environmental texts
Discussion and response	Pupils progress from supported responses to independently discussing, questioning and justifying opinions using evidence
Reading across genres	Pupils access increasingly varied genres including narratives, biographies, information texts, environmental reports and source materials
Reading for purpose	Pupils increasingly understand that reading supports environmental understanding, enquiry and application across the wider curriculum

Reading Spine Links

Reading Spine Unit: Rainforests (UKS2)

Reading focus areas:

- interpretation of environmental themes and key ideas
- exploration, resilience and environmental responsibility
- retrieval and interpretation from stories and information texts
- comparison of viewpoints and environmental perspectives
- ambitious geographical, scientific and disciplinary vocabulary
- discussion, questioning and environmental reasoning

Fluency approaches:

- reader's theatre
- performance reading
- oral rehearsal before writing
- guided group reading aloud



- choral reading of key quotations and information texts
- echo reading for key vocabulary
- storytelling and role-play
- debate and collaborative discussion
- partner explanation and discussion

Retrieval focus:

- recalling key vocabulary and environmental concepts
- retrieving information from stories and environmental texts
- identifying evidence from maps, diagrams, photographs and discussion
- using evidence to explain ideas and justify conclusions
- comparing environments, themes and viewpoints

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- narratives, biographies and environmental texts
- increasingly ambitious geographical, scientific and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- discussion-based learning and perspective-taking opportunities
- opportunities to compare viewpoints and justify ideas using evidence
- increasingly sophisticated reading, discussion and critical thinking skills
- meaningful opportunities to develop fluency, comprehension and environmental understanding through reading across the curriculum

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1:

forest, tree, animal, plant, river, habitat, climate, environment, jungle, survive

Tier 2:

biodiversity, adaptation, conservation, ecosystem, habitat, species, sustainability, interdependence, tropical, deforestation

Tier 3:

canopy, understory, emergent layer, forest floor, ecosystem, biodiversity, interdependence, conservation, sustainability, deforestation, environmental impact, climate zone, biome, vegetation belt, adaptation, food web

Oracy & Fluency

SEMH Reading Approach



- echo reading for geographical, scientific and disciplinary vocabulary
- paired reading
- oral storytelling linked to exploration, rainforest experiences, biodiversity and environmental themes
- performance reading
- discussion circles
- reader's theatre
- storytelling and role-play (e.g. *explorer, conservationist, environmental scientist, journalist, guide, researcher, presenter or campaigner*)
- guided group reading aloud
- partner explanation and evidence talk
- questioning and environmental enquiry discussion
- collaborative interpretation of stories, maps, photographs, diagrams and viewpoints
- explanation and justification using evidence from texts, research and discussion
- debate and persuasive discussion (e.g. *Should rainforests always be protected?, Can one action influence an ecosystem?, Should humans change environments?*)
- presentation and Environmental Investigator showcase activities
- oral rehearsal before writing and discussion tasks
- map talk and geographical explanation activities
- collaborative problem-solving and enquiry activities linked to environmental challenges

Texts are selected to provide emotional safety, opportunities for curiosity, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Environmental learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and purposeful experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage environmental enquiry and develop confidence without reducing curriculum expectations.

Reading experiences are designed to:

- build curiosity through stories, exploration, rainforest environments and meaningful real-world experiences
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use images, maps, diagrams, photographs, story maps and visual prompts to support understanding
- encourage discussion and investigation before recording ideas
- strengthen comprehension through retrieval, prediction, inference and interpretation of environmental information and themes
- provide structured opportunities for success and positive participation
- develop confidence in communicating ideas without reducing curriculum expectations
- promote belonging, confidence and positive reading identities through meaningful and engaging texts
- support pupils to explore different perspectives, communities and environmental experiences through discussion and collaborative learning
- develop empathy, critical thinking and environmental understanding through carefully selected texts and experiences
- support executive functioning through chunked information, explicit modelling and predictable learning routines
- develop confidence in using ambitious geographical, scientific and disciplinary vocabulary through repeated exposure and purposeful application
- support pupils to identify patterns, connections and relationships within environments and ecosystems
- provide opportunities for discussion, enquiry and evidence-based thinking through environmental themes and investigation activities



Visits and Visitors

Visits and visitors are used to:

- deepen understanding of rainforest environments, biodiversity and environmental themes through first-hand and meaningful experiences
- provide opportunities for questioning, investigation and thoughtful environmental enquiry
- develop curiosity through exploration, stories and expert knowledge
- strengthen understanding of environmental relationships, viewpoints and sustainability issues
- provide opportunities for discussion, questioning and collaborative learning
- develop understanding of how people, environments and communities influence one another
- support vocabulary development and disciplinary understanding through authentic experiences
- strengthen confidence, communication and engagement through memorable learning opportunities
- create opportunities for pupils to make connections between learning, environments and the wider world
- promote belonging and positive learning experiences through engaging and accessible activities
- develop understanding of environmental responsibility and how individual actions can contribute positively to the wider world

Possible visits and visitors may include:

- local woodland environments, nature reserves or outdoor learning spaces where appropriate
- virtual rainforest tours and immersive environmental experiences
- environmental scientists, ecologists or conservation specialists as visitors
- storytellers, authors or poets linked to environmental themes and exploration
- wildlife and biodiversity workshops
- environmental and sustainability workshops
- music and soundscape workshops exploring rainforest environments and natural sounds
- visitors sharing experiences linked to conservation, travel or environmental work
- creative workshops linked to biodiversity, habitats and environmental themes
- immersive experiences exploring rainforest ecosystems and environmental challenges
- local educational visits supporting geographical understanding and environmental investigation
- outdoor learning or Forest School experiences supporting observation, enquiry and environmental understanding

Home Learning

- family discussion prompt linked to rainforest environments, exploration or environmental themes (*e.g. Why are rainforests important?, How are living things connected?, Can one choice affect an environment?*)
- simple creative activity to reinforce retrieval (*e.g. create a rainforest layer model, design an animal adaptation card, create a food web diagram, design a conservation poster or create a rainforest fact file*)
- optional object, photograph, drawing or spoken contribution to bring back and share with the class
- short reading, storytelling or discussion activity linked to anchor or supporting texts
- comparison and observation activity (*e.g. compare environments near home with*

Home Reading Opportunities

Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas. Opportunities for discussion should support curiosity, questioning and understanding of rainforest environments, biodiversity and how people, places and living things are interconnected.

Topics for discussion may include:

- rainforest environments and what makes them unique
- biodiversity and why different living things are important
- similarities and differences between environments, habitats and communities



<p><i>rainforest environments, compare habitats, compare animal adaptations or compare viewpoints about environmental issues)</i></p> <ul style="list-style-type: none"> • vocabulary retrieval activities using key geographical, scientific and disciplinary vocabulary • research task linked to an environmental question (e.g. <i>Why are rainforests important?, How do animals survive in rainforest environments?, What can people do to help protect environments?</i>) • simple observation activity (e.g. <i>identify living things in a local environment and discuss similarities and differences with rainforest ecosystems</i>) • optional family enquiry challenge (e.g. <i>investigate products at home that may come from rainforest regions or create a simple sustainability pledge together</i>) 	<ul style="list-style-type: none"> • significant people including explorers, scientists and conservationists • environmental themes, challenges and responsibility within stories and texts • questions about how environments influence living things and how living things adapt to survive • problem-solving and how people respond to environmental challenges • relationships between people, animals and environments • different viewpoints linked to environmental issues and conservation • how stories and information texts help us understand the wider world • how choices and actions can influence environments positively or negatively • connections between rainforest environments and everyday life • how characters within stories respond to challenge, exploration and change • questions such as: <i>Should rainforests always be protected? or Can one action make a difference?</i>
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Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Assessment Area	Assessment Opportunities within this Unit
Knowledge and understanding	Retrieval quizzes, vocabulary checks and discussion tasks linked to rainforest environments, biodiversity, adaptation, ecosystems and sustainability
Environmental enquiry and investigation	Observation of questioning, investigation activities, comparison tasks and evidence gathering through texts, maps and research
Reading	Retrieval, inference and interpretation activities linked to narratives, information texts, maps and supporting environmental texts
Writing	Explanation texts, diary entries, reports, comparative responses, persuasive writing and extended written outcomes
Vocabulary development	Oral rehearsal, vocabulary retrieval activities, discussion and independent application within spoken and written outcomes
Spoken language / Oracy	Discussion, debate, presentations, role-play and explanation of ideas using geographical, scientific and disciplinary vocabulary
Interpretation and viewpoints	Analysis of environmental themes, comparison of viewpoints and justification using evidence from texts, maps and research
Independence	Observation of independent application, organisation of ideas, selection of strategies and participation in enquiry activities
Final outcome	Rainforest Exploration Showcase , Environmental Investigator presentations or enquiry outcomes demonstrating substantive knowledge and disciplinary understanding
Pupil voice and reflection	Discussion, self-reflection and evaluation of learning, understanding and confidence

Assessment Checkpoints



Teachers monitor whether pupils can:

Knowledge

- identify key features of rainforest environments and ecosystems
- recall vocabulary linked to habitats, biodiversity and environmental change
- explain how living things and environments interact

Disciplinary Thinking

- interpret maps, evidence and geographical information
- identify patterns and relationships within environments
- explain environmental issues using evidence

Application

- communicate understanding through spoken, practical and written outcomes
- justify ideas using geographical vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through:

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious geographical, scientific and disciplinary vocabulary in reading and writing
- monitoring interpretation and use of evidence from stories, maps, diagrams, photographs and research within spoken and written outcomes
- monitoring application of environmental enquiry, investigation and critical thinking skills across learning outcomes
- monitoring pupils' ability to justify conclusions and communicate understanding using evidence
- monitoring understanding of key concepts including rainforest environments, biodiversity, adaptation, interdependence and sustainability across learning
- monitoring pupils' ability to ask thoughtful questions and apply disciplinary thinking as Environmental Investigators
- monitoring engagement, confidence and participation within discussion, debate and collaborative enquiry activities
- monitoring independent application of knowledge and skills across outcomes
- monitoring pupils' ability to compare viewpoints, environments and environmental issues thoughtfully
- monitoring use of reasoning and evidence when explaining ideas, conclusions and environmental understanding
- monitoring pupils' ability to identify patterns and connections within ecosystems and environmental relationships
- monitoring pupils' ability to apply environmental understanding across wider curriculum experiences and everyday contexts



- monitoring pupils' ability to explain how human actions can influence environments and sustainability
- monitoring progression from retrieving information → investigating → explaining → justifying → evaluating → applying independently
- monitoring pupils' ability to gather evidence, draw conclusions and communicate findings as Environmental Investigators

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy



Appendix 1: Year 5-6 National Curriculum Progression Overview

Area	Year 5	Year 6
Reading	Retrieve, infer and justify ideas from increasingly complex texts	Evaluate viewpoints, themes and author choices using evidence across texts
Vocabulary	Apply ambitious subject-specific vocabulary with support	Independently select precise disciplinary vocabulary for purpose
Writing	Write for a range of audiences and purposes using appropriate structures	Sustain and adapt writing independently for different audiences and purposes
Grammar & punctuation	Apply Y5 grammar structures appropriately	Manipulate structures purposefully for effect and precision
Spoken language	Participate in discussion and justify viewpoints	Lead discussion, challenge ideas respectfully and communicate confidently
Historical thinking	Use evidence and chronology to explain events	Evaluate interpretations and analyse reliability of evidence
Scientific enquiry	Plan investigations and identify patterns	Evaluate evidence, justify conclusions and explain variables
Geographical thinking	Use maps and evidence to explain places and environments	Evaluate relationships between people, environments and change
Religious / reflective thinking	Compare beliefs and viewpoints respectfully	Interpret meaning and justify perspectives using evidence
Computing	Select and use digital tools appropriately	Evaluate sources and select technologies purposefully
Creative thinking	Generate ideas and explain choices	Refine, evaluate and justify creative decisions independently
Independence	Select resources with support	Plan, organise and evaluate learning independently

Appendix 2: Year 5-6 Disciplinary Knowledge Progression

Subject Discipline	Year 5 pupils increasingly learn to...	Year 6 pupils increasingly learn to...
Historian	identify evidence, chronology and cause	evaluate interpretations and justify conclusions
Scientist	observe, investigate and identify patterns	evaluate evidence and explain findings critically
Geographer	identify patterns and relationships between places	explain interdependence and evaluate geographical issues



Environmental Investigator	recognise connections within ecosystems	evaluate human impact and sustainability issues
Reflective Thinker	compare beliefs, values and experiences	interpret viewpoints and justify perspectives
Reader	retrieve, infer and discuss themes	evaluate viewpoints and author intent
Writer	organise ideas for purpose and audience	manipulate language and structure deliberately
Artist / Designer	explore and create using techniques	refine and justify artistic decisions
Musician	create and perform using musical elements	evaluate and improve compositions independently
Health Investigator	identify factors affecting wellbeing	evaluate choices and explain impacts on wellbeing
Digital Creator	locate and organise information	evaluate reliability and create purposeful outcomes

Appendix 3 - Reading Spine Progression Across UKS2

Purpose

The Storyybrook Reading Spine is designed to ensure pupils experience a broad and ambitious range of high-quality texts that progressively develop reading fluency, vocabulary, comprehension, disciplinary thinking and understanding of the wider world. Texts are carefully selected to provide emotional safety, opportunities for discussion and increasing challenge whilst maintaining high expectations for all learners.

The Reading Spine supports pupils to:

- develop fluency, stamina and confidence as readers
- encounter increasingly ambitious vocabulary and language structures
- experience a wide range of authors, themes, cultures and perspectives
- strengthen retrieval, inference and interpretation skills
- develop disciplinary reading across subjects
- communicate ideas confidently through discussion and writing
- develop empathy, curiosity and understanding of the wider world
- access increasingly sophisticated texts and ideas in preparation for secondary education

Reading Progression Across UKS2

Area	Year 5	Year 6
Vocabulary development	Understand and apply ambitious vocabulary within discussion and reading	Independently select and apply precise disciplinary and thematic vocabulary
Reading fluency	Read increasingly complex texts with developing confidence and expression	Sustain fluency, expression and stamina across extended texts



Area	Year 5	Year 6
Retrieval	Retrieve information and identify relevant evidence	Select and synthesise evidence across multiple sources
Inference	Infer meaning and justify responses using evidence	Evaluate interpretations and viewpoints critically
Author intent	Identify author choices and themes	Analyse author intent and evaluate impact
Comparison across texts	Compare themes, characters and experiences	Compare viewpoints, themes and interpretations critically
Disciplinary reading	Interpret information within subject contexts	Apply reading skills independently across subjects
Discussion and response	Explain ideas and justify opinions	Lead discussion and communicate increasingly sophisticated responses
Reading for purpose	Recognise how reading supports learning	Apply reading strategically to investigate, evaluate and communicate understanding

Text Progression Across UKS2

Pupils progressively experience:

- increasingly sophisticated narratives
- biographies and significant individuals
- poetry and performance texts
- explanation and information texts
- persuasive and discussion texts
- historical, scientific and geographical source materials
- disciplinary texts linked to wider curriculum learning
- texts presenting different viewpoints and perspectives
- increasingly complex themes including identity, belonging, resilience, responsibility, community and change

Fluency Progression Across UKS2

Fluency approaches are consistently revisited and strengthened through:

- echo reading
- choral reading
- guided reading aloud
- partner reading
- reader's theatre
- storytelling and role-play
- oral rehearsal before writing
- discussion and debate activities
- performance opportunities



Pupils progress from:

supported reading and oral rehearsal
↓
increasing expression and confidence
↓
independent fluency and purposeful communication

Disciplinary Reading Progression Across UKS2

Pupils increasingly learn to:

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

Pupils move from:

- identifying information and themes
- discussing ideas and viewpoints
- interpreting meaning using evidence

Towards:

- evaluating viewpoints and evidence critically
- comparing interpretations across texts and subjects
- independently applying reading skills across the wider curriculum

Impact

By the end of UKS2 pupils demonstrate increasing confidence as readers who can:

- read with fluency, expression and stamina
- interpret increasingly complex texts and ideas
- justify thinking using evidence
- communicate understanding confidently
- apply reading skills across subjects
- use ambitious vocabulary independently
- think critically and reflect thoughtfully
- access secondary curriculum expectations with confidence

Appendix 4: Storyybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning



- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience