

Key Focus areas

Rainforest (focus on the Amazon) Central and South America Adventure stories

Chocolate and fair trade

The Georgian era

Challenge 1: What can we learn from the Darwins?

Science : evolution and process of natural selection (Charles Darwin and Wallace)

History: the role of **Erasmus Darwin**, one of the key thinkers of the Midlands Enlightenment and Charles's grandfather. Potential visit towards the end of term to Erasmus Darwin House.

English: diary writing. Darwin's Voyage on the Beagle—extracts.

Challenge 2: What is a hero's journey (cont.)?

English: The Hobbit

(continued) Was Bilbo Baggins as a leader and a hero?

Use what we know about

classic journey stories

such as the Hobbit to write our own adventure story or quest.



Short adventure stories by Terry Pratchett (for younger readers)



Challenge 3: What's the rainforest like?

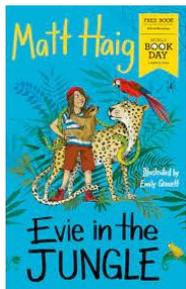
Geography: What is a rainforest and where are they found? What is the climate in a rainforest. Why are rainforests are under threat and the measures do we need to take to protect them? What is special about the Amazon?

English

What happened on the Journey to the River Sea? (older children) Journey to the River Sea will be our key text for 9-11 year olds

Stanley saves the Amazon Rainforest (book.) Letter writing (to encourage others to protect the rainforest.) Newspaper report writing.

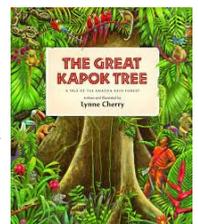
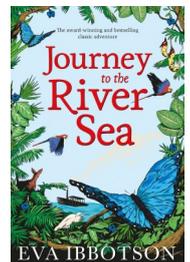
An Amazon Adventure, Evie in the Jungle, The Kapok Tree : younger children (7-9 years) will explore different stories in our reading sessions.



Rainforest Animals (book of poems) : write our own poems about rainforest animals

Science: identify a variety of rainforest plants and animals. Classify animals according to various criteria. Understand and identify food chains in the Amazon Rainforest.

Art: make a rainforest animal mask **DT:** make a bean bag poison dart frog



French: rainforest musical story **Music:** creating sounds to match elements such as rain.

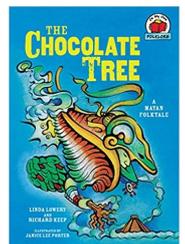
Challenge 4: Is there more to our chocolate than meets the eye?

Geography: Find out where in the world cocoa trees grow and why. Explore what happens to cocoa pods once harvested and how chocolate is made. Compare and contrast framers in a cocoa growing area with a farmer in the UK.

English: The chocolate Tree (Mayan Folk Tale)

History: origins of cocoa beans. Compare use with the Aztec and Mayan cultures. Find out about when cocoa first came to Europe and how Cadbury's began.

Education for Social Responsibility: Explore what fairtrade and sustainability mean, why they are important and how we can support fairtrade.



Challenge 5: What is our own journey at Dame Catherine's ?

PSHE and citizenship: what can we do to prepare us for our journey to becoming resilient learners and responsible citizens?

Dame Catherine's: a closer look at the school's journey and the children's roll in shaping our community.

Music: what would our own playlist be if we were to go on a long journey?



Challenge 6: What might a voyage through central and South America look like - now and then?

Languages: Spanish and Portuguese. Basic greetings.

Geography: explore some of the human and physical features of countries in central and south America. What does the continent produce?

History: Find out about some of the civilizations such as Incas, Mayans and Aztecs.

Games: learn some South American games such as Dudo, the national dice game from Peru.

DT/cooking: traditional specialities of regions of central and South America. Compare modern day food with Aztec food. Learn about the Aztecs and weaving. Use clay to produce a piece of Mayan artwork.



Challenge 7: What great 'journeys' were made in the Georgian era? Who were the people of influence?

Local history: Who was Dame Catherine Harpur. Compare our school building with other local Georgian buildings.

Explore influential people in the Midlands in Georgian times such as Richard Arkwright, Abraham Darby III.



Whole school theme week: The Gruffalo

A cross-curricular week will see the Gruffalo take a trip to the Amazon for a change and lead to class 2 children presenting parts of the Gruffalo story in French, preparing some delights from the French and English versions and of course taking part in a little acting along the way.

"Au secours! Un gruffalo!"



Discretely taught subjects:

PE: sessions will continue in the village hall, in the playground or on the Grange (usually on Wednesdays)

German: taught more discretely and integrated where links arise.

These are broad areas and possible curriculum objectives, which will be developed in more detail according to pupil interests.