

# LEARN AT CHESTER ZOO

## ENGLISH

Children to retrieve information - from fact files, videos and leaflets on SPO and how a company becomes certified CSPO.



Children to also link the restrictions imposed in Indonesia on the palm oil industry with growth of Palm Oil production in South America. Following the retrieval of information about becoming CSPO children are to start a debate about the reasons for and against the use of (sustainable) palm oil in food and household products.

Children to write a letter to local MPs about the importance of clear labelling of products containing palm oil and CSPO.

Children to write a letter to local suppliers to ask them to only stock products which contain SPO, giving reasons why.

Children to plan and write a newspaper article about how they have had an impact on local suppliers to only stock products which contain SPO.

Children to write a script on a news report on the rainforests in the world affected by unsustainable palm oil production.

Children to write a non-chronological report on rainforest animal.

## PHYSICAL EDUCATION

Children to explore rap dance, typical of that in Africa and America. Children to perform a rap dance using a range of movement patterns; developing their technique. Children to film their performance, to compare with previous ones. Children to demonstrate improvement to achieve their personal best rap.

TOPIC: Sustainable Palm Oil Challenge

KS2 Year: 6

Term: Autumn / Spring / Summer

## SCIENCE

**Living things and their habitats** - Children to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Children to classify common animals (and some rainforest animals) into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals); Children to give reasons for classifying plants and animals based on specific characteristics.

Children to learn how to use a classification key to classify rainforest plants and animals affected by unsustainable palm oil plantations.

**Evolution and Inheritance** - Children to identify how the rainforest animals and plants are adapted to suit their environment.

## MATHEMATICS

Children to read, write, order and compare numbers on the quantities of litres of palm oil which are typically transported to different countries (up to 10 000 000) and determine the value of each digit. Children to interpret and construct their own pie charts on SPO and use these to solve problems e.g. compare the numbers of specific animals in critically endangered group of animals with specific animals in the vulnerable group of animals. (See red list). Children to interpret and construct their own line graphs on SPO and use these to solve

problems e.g. research how a specific animal species' numbers have declined over the past 10 years and show on their own line graph. Children to use data gathered on SPO to calculate and interpret the mean as an average. Children to calculate scales to accurately draw a plan for a hypothetical sustainable PO factory (to a given scale). Children to calculate the fraction and percentage coverage of e.g. open land, land with wildlife corridors etc. of a hypothetical oil palm tree farm. Children to convert the estimated distances between different points on given palm oil plantation maps from miles to kilometres. Children to convert the estimated distances between different points on SPO factory plans pupils have drawn; from miles to kilometres.



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## GEOGRAPHY

Children to collect and record facts (unaided) from primary and secondary sources of evidence on in the different rainforest layers. Use 4 figure co-ordinates to confidently to mark in the rainforests of the world where deforestation is the most prevalent and find out what difference has it made to these environments. Research how the rainforest has affected the way the people live and work. Research the reasons for the setting of sustainability standards in Indonesia to curb the deforestation in these regions for palm oil. Find out about the increase in oil palm tree plantations in South America, the risks posed to this region and what the area needs to do to make certain that land is not lost to deforestation. Research how the consumer might help with this (Using CSPO products). Locate key places in the transatlantic trade on a world map, including UK ports. Use Google Earth to help with research. Begin to use latitude and longitude on atlas maps to locate key places. Compare and contrast images of hypothetical sustainable and unsustainable oil palm plantations. Create a hypothetical sketch map of a sustainable oil palm plantation, including suitable buildings, the rainforest, plantations and wildlife corridors. Encourage annotations to explain e.g. the existence of wildlife corridors etc. Confidently locate or identify given places (linked to palm oil production) on an OS map and world map, recognising this as a flattened globe. They will also describe the OS map features shown. Use a scale to measure the distance between different places.

## HISTORY

Children to create a timeline of deforestation in Western Africa's rainforests; by mapping a visual representation of the declining rainforest coverage in the rainforest over time.

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Compare the weather in the main rainforests of the world and describe how latitude can influence geography and climate of these regions. Describe the significance of the Equator, Tropics and Poles. Compare to the UK. Use the Koppen system, an atlas, information books/ the internet to find out the climate and biomes of specific places around the globe, including specific places in the rainforests of Indonesia. Use an atlas to identify the main continents of the world and the main countries in North and South America and in South-east Asia. Use an atlas to find the capital cities of these regions.

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## DESIGN AND TECHNOLOGY

Children to design, make and evaluate a healthy smoothie and main course made from ingredients containing SPO. Children to design, make and evaluate a 3D cross section of the rainforest, showing the many layers. Children to incorporate a pulley and levers, using a variety of cutting, shaping, joining and finishing techniques. After playing the computing 'Green Gold' game children are to design and create their own decision-making board game.

Carry out fieldwork of their local area to find out the different aspects of human and physical geography. Using secondary resources (videos, factual information given and research), children are to compare and contrast their local area with a region in the rainforest of South America. Children to play the Green Gold Game, learning about the negative impact of non-sustainable palm oil production on deforestation and pollution. As well as the positive impact of SPO production has on the rainforest animals, it's workers and us as consumers.



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## COMPUTING

Children to create a podcast about their campaign to get people to be more 'sustainable' using an APP such as Audacity to create a podcast with sound effects.

## ART AND DESIGN

Children to use a range of art materials and media such as forest shades of ink, tissue paper and oil pastels to recreate the changing rainforest coverage of the continents of Indonesia and Malaysia (see History). Children to look at works of art depicting rainforest shades, depth and mystery. Children to re-create own drawings/ paintings based on the chosen style. Children to practice the technique of quilling and create a group forest collage using the technique. Children to design, make and evaluate a clay rainforest animal with a painted design on.



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## MUSIC

Children to learn and perform a Palm Oil RAP performed and written by rapper Jon Chase in collaboration with Chester zoo. Children to listen to the rhythm and rhyme and say sections of the rap to engrain it in to their memory. Children to rehearse, improving each time their aural memory of the raps detail.



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