



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Spring 1
Class:	Year 4/5
Subject:	Geography
Key Unit Question:	Why are rainforests important to us?
Key Themes:	Environment
Memorable Experience:	Eden Project – Rainforest Connections (Virtual)

Vocabulary that will be taught:

Rainforest: a dense forest with high levels of rainfall, normally found in tropical areas

Canopy: layer of rainforest made up of the overlapping branches and leaves of trees.

Emergent Layer: the name given to the tops of trees that poke up above the rainforest canopy.

Understory: the warm, damp layer under the canopy.

Forest Floor: The bottom layer of the rainforest.

Deforestation: when forests are cut down and the area is permanently cleared for another use.

Biomes: areas of planet with similar climate/landscape where similar plants/animals live

Extinction: the permanent disappearance or elimination of a species of plant/animal

Destruction: the act of destroying something.

Biodiversity: the rich variety of life on Earth

Endangered: a species which has been categorized as very likely to become extinct.

Indigenous: people or things belong to the country in which they are found

National Curriculum Objectives:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Rationale:

Within this geographical unit of study, the pupils will be reintroduced to the continents of the world using maps, atlases and globes. They will locate rainforests around the world and describe the location of rainforests using terms such as latitude, longitude, equator and hemisphere. The children will study the impact (both negative and positive) if the human influence on the Amazon Rainforest. This unit of work will prepare the pupils for future work related to the environment, habitats and the human impact on the natural world in 'Natural Disasters' (Year 5) and 'Climate Change' (Year 6).

Prior Knowledge:

This geographical unit of work will link closely to the knowledge that the pupils developed in EYFS on animals and habitats where the pupils gained an awareness of the different animals in the rainforest. It will continue to build on the understanding of the human impact on the natural environment in KS1.

Children have previously learned about the name and location of the seven continents in KS1. They have had experiences of finding places using globes and atlases. Children have also learned about some of the hot and cold places in the world e.g. The North and South Pole but this will be their first introduction to the concept of biomes.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know where rainforests are located
- I know the names of the layers of the rainforest
- I know the effects of deforestation

Disciplinary knowledge:

- I can begin to use atlases to find out about other features of places
- I can make observations about how people are improving or damaging the environment
- I can identify and explain different views of a wide range of people including themselves



May we give them roots to grow and wings to fly.



Key lesson questions		Activities/Key points
Lesson 1	Where are the rainforests? - I can name and identify the hemispheres, tropics of cancer and Capricorn and the equator - I can identify areas of the world containing rainforests. - I can use maps and atlases to locate rainforests.	- Vocabulary task: explore meaning of the words equator, northern hemisphere, southern hemisphere, and the tropics (mix and match task) - On a blank map of the world children locate and plot the equator, northern hemisphere, southern hemisphere and the tropics - Using digital mapping/atlas plot add on the location of rainforests around the world - Analyse their location – what can they uncover about where rainforests are found in the world? Children to predict why this might be.
Lesson 2	What is a rainforest? - I can recognise and describe biomes - I can describe the key aspects of a tropical climate - I can describe and understand the features of the layers of a rainforest	- Children to recognise and label the five major biomes. - Children to have description of the layers of the rainforest (chopped up) and through discussion attempt to explain which order the layers would be found in the rainforest - Children annotate a picture of the rainforest, annotating with facts about each layer and describing the physical aspects of each layer. (SEND could mix and match) - Children to write a song to a popular tune/song about to teach other children about the layers of the rainforest to develop other children's knowledge: e.g. https://www.youtube.com/watch?v=5khxx-uwu2Y with lyrics. Film and place QR code in books
Lesson 3	Should the world care about deforestation? - I can describe deforestation - I can describe the effects of deforestation on the environment - I can make observations about how people are improving or damaging the environment	- Introduce the lesson by showing the children images to document the deforestation of the Amazon rainforest over time http://cbhsyear5geography.weebly.com/deforestation-of-the-amazon-rainforest.html - allow the children time to discuss and come up with reasons as to what they think is happening - Look at the 3 ways in which deforestation can take place ... Slash and Burn, Clear and Cutting, Selective Logging Can they evaluate these methods i.e. <i>are any worse than others?</i> - Children to begin to explore the main issues of deforestation from different aspects: Water Cycle, Soil Erosion, Loss of animal habitats, Medicine, Climate Change, Indigenous People - Children to create an infographic documenting their understanding of deforestation
Lesson 4	Why are rainforests important? - I can begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) - I can identify and explain different views of a wide range of people including themselves	- Children are to put knowledge acquired about deforestation into a written task. - Children to write in role as a tribe member in a rainforest in which deforestation is becoming a vital threat to their survival. They are to write in role to a western world country (where its members feel that they do not need to worry about deforestation) and explain to them their current situation and the threat that deforestation is having on their rainforest habitat. - They then need to explore and write about how the threat of deforestation may not be as prominent in the western world at the moment, but in time could pose a real threat. They need to explain these threats in the letter - Finally, they need to include how members of the world can work together to reduce the threat of deforestation and its negative impact on the world.
Lesson 5	Why are rainforests important to us? End of Unit Assessment / Knowledge Harvest	