

YEAR 4 - Rainforests

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

	seasons and changing states of matter.						
<p>PLACE KNOWLEDGE Aims</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>

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<p>HUMAN & PHYSICAL GEOGRAPHY Aims</p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>Describe and understand key aspects of 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</p>

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<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps (coast).</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

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<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world 	Name, locate and identify characteristics of the four countries and capital cities of the UK	Name and locate the world's seven continents and five oceans. Name, locate and identify the United Kingdom and its surrounding seas	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	Name and locate countries and cities of the United Kingdom , geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

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COMPOSITES

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe and understand key aspects of 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.

COMPONENTS

	1	2	3	4	5	6	End Point
	LQ: Where are the world's rainforests?	LQ: What makes up a rainforest?	LQ: What are the main features of a rainforest?	LQ: What is the Congo rainforest like?	LQ: Why are rainforests being cut down?	LQ: Why does the Amazon Rainforest matter so much?	To be able to write a persuasive letter explaining why the Amazon rainforest as a habitat is so important.
CONCEPTS Link to concept map	Environment	Environment	Environment	Place Environment Environmental impact Cultural Awareness Interconnections	Environment Environmental impact Cultural Awareness Interconnections	Place Environment Environmental impact Cultural Awareness Interconnections	To consider the features of a rainforest, the key characteristics and importance of specific rainforests and to have cultural awareness of the impact of those rainforests.
SKILLS	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle Describe and understand key	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle Describe and understand key	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use, and the	To be able to use globes, atlases and maps to identify the location and distribution of rainforests and other biomes.

				aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.	aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.	distribution of natural resources including energy, food, minerals and water.	
KNOWLEDGE	I can describe what a rainforest is. I can locate the world's rainforests on a map.	I can recognise the different layers of life in a rainforest.	I can describe the features of a rainforest biome.	I can describe the key characteristics of the Congo.	I can define deforestation and explain how and why it is occurring. I can explain the impact of deforestation on rainforests.	I can explain the importance of the Amazon Rainforest.	To know: The key elements of a rainforest biome and how this contrasts with other biomes. (including the Amazon and the Congo); the main location of the world's rainforests. The rainforest. how some human beings have adapted to life in.
LESSON LINK	06-ODDIZZI---KS2-Scheme-of-Work---Rainforests-63.pdf	06-ODDIZZI---KS2-Scheme-of-Work---Rainforests-63.pdf	06-ODDIZZI---KS2-Scheme-of-Work---Rainforests-63.pdf	06-ODDIZZI---KS2-Scheme-of-Work---Rainforests-63.pdf	06-ODDIZZI---KS2-Scheme-of-Work---Rainforests-63.pdf	06-ODDIZZI---KS2-Scheme-of-Work---Rainforests-63.pdf	
PROGRESSIVE VOCABULARY	rainforest Equator continent Amazon Congo	forest floor understory emergent canopy	logging tribe biome okapi	logging Aka people nomadic hunter-gatherer	deforestation ecosystem indigenous fell farming	Oxygen Fertile Carbon dioxide biodiversity Manaus	To use appropriate geographical vocabulary when describing rainforests and other biomes, including their location.

CURRICULUM EXPERIENCES							
END POINT	Recognise what a rainforest is and locate the world's rainforests on a map.	Recognise the different layers of life in a rainforest.	Recognise the features that make up a rainforest.	Describe the key characteristics of the Congo.	Describe and explain the impact of the deforestation of the rainforests.	Explain the importance of the Amazon Rainforest.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe and understand key aspects of 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.