



Saint Mary's Catholic Voluntary Academy

Geography- Why are rainforests important to us?

	Composite	Components	Vocabulary
Lesson 1	I know some examples of a biome and can find the location and some features of the Amazon rainforest.	• I know what a biome is and can give some examples. • I know how to use an atlas to find the location of the Amazon rainforest. • I know how to use photographs and maps to list some features of the Amazon rainforest.	biome, equator, lines of latitude, Tropic of Cancer, Tropic of Capricorn
Lesson 2	I know the characteristics of each layer of a tropical rainforest and can describe them.	• I know the four layers of a tropical rainforest. • I know the characteristics of each layer. • I know how vegetation has adapted to living in a rainforest.	buttress roots, canopy layer, emergent layer, forest floor, lianas, minerals, understory layer, vegetation, vegetation belts
Lesson 3	I know the lives of indigenous peoples living in the Amazon rainforest.	• I know what the word indigenous means. • I know examples of how indigenous peoples use the Amazon's resources. • I know how the Amazon rainforest changes over time.	community, deforestation, Indigenous peoples
Lesson 4	I know why tropical forests are important and understand the threats to the Amazon.	• I know why tropical rainforests are important. • I know how humans harm the Amazon rainforest. • I know what we can do to make positive environmental changes to the Amazon rainforest.	drought, global warming, greenhouse gas, logging, mining



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Lesson 5	I know how local woodland is used, using a variety of data collection methods.	• I know how to assess and avoid risks when out of the school grounds. • I know how to collect data through sketching, questioning and recording information on a tally chart. • I know how to map the route I am taking.	data, enquiry, method, questionnaire, risk, route
Lesson 6	I know how to analyse and present findings on how local woodland is used.	• I know how to draw a bar chart representing how people use the woodland. • I know how to summarise how often and when people visit the woodland. • I know what people like and would change about the woodland.	analyse, interpret, present, quote, summarise

Prior Knowledge

To know the names of some of the world's most significant rivers.
To know the name of some counties in the UK (local to your school).
To know the name of some cities in the UK (local to your school).
To know the name of the county that they live in and their closest city.
To begin to name the twelve geographical regions of the UK.
To know the main types of land use.
To know some types of settlement.
To know water is used by humans in a variety of ways.
To know an urban place is somewhere near a town or city.
To know a rural place is somewhere near the countryside.
To know that a natural resource is something that people can use which comes from the natural environment.
To know the UK grows food locally and imports food from other countries.
To understand that a scale shows how much smaller a map is compared to real life.



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To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.

To know that an OS map shows human and physical features as symbols.

To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).

To know an enquiry-based question has an open-ended answer found by research.

To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Adaptive Learning

Cognitive	Physical	Sensory	Social/Emotional
L1- Could use the map provided on <i>Activity: Amazon photos</i> instead of an atlas and globe. Could use the <i>Resource: Word bank</i> when labelling the <i>Activity: Amazon photos</i>. Could use the <i>Activity: Amazon map and facts (supported)</i> for more guided questioning. L2- Can use the <i>Activity: Layers of the rainforest (supported)</i> to match the name of each layer and the descriptive sentence to the rainforest diagram. L3- Can use the word bank to complete the fact file in the <i>Activity: Indigenous communities (supported)</i>. L4- Can use the <i>Activity: Letter plan (supported)</i> but may need to work with an adult to read the statements. The statements on page two of the <i>Activity: Letter plan (supported)</i> may need to be pre-cut for children who struggle with fine motor skills. L5- May need support working out where they are on the <i>Activity: Mapping my route</i>. This can be done by identifying features around them that they can recognise on the map.	L5- Support pupils on the walk if they have any physical difficulties.		



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Review Notes

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National Curriculum Links

Place knowledge

Pupils should be taught to:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Locational knowledge

Pupils should be taught to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- 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).
- name and locate counties 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.'



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Human and physical geography

Pupils should be taught to:

- Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water.'
- 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.'

Geographical skills and fieldwork

Pupils should be taught to:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Unit Outcomes	Key Knowledge
Pupils who are secure will be able to: • Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example. • Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. • Name one way in which the Amazon is changing. • Articulate why the Amazon rainforest is important. • Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. • Use a variety of data collection methods with support.	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species • To know the name of some counties in the UK (local to your school). • To know that countries near the Equator have less seasonal change than those near the poles.



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| <ul style="list-style-type: none">• Summarise how the local woodland is used and suggest changes to improve the area. | <ul style="list-style-type: none">• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.• To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn• To know the world's different climate zones.• To know that climates can influence the foods able to grow.• To know the main types of land use.• To know that a natural resource is something that people can use which comes from the natural environment.• To know the threats to the rainforest both on a local and global scale.• To recognise world maps as a flattened globe.• To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.• To know that an OS map shows human and physical features as symbols. |
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- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Key Skills

- Locating some countries in Europe and North and South America using maps.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Locating some of the world's most significant rivers and identifying any patterns
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.



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- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Finding countries and features of countries in an atlas using contents and index.
- Making and using a simple route on a map.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.
- Collecting quantitative data in charts and graphs.
- Using a questionnaire/interview to collect quantitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.
- Suggesting different ways that a locality could be changed and improved.
- Finding answers to geographical questions through data collection.