

NC/PoS:

### **Locational knowledge**

- 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)
- 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
- Name and locate counties and cities of the UK., 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

### **Human and physical geography**

- 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.

### **Place knowledge**

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

### **Geographical skills and fieldwork**

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

### **Prior Learning (what pupils already know and can do)**

Children can identify and locate characteristics of the UK on a map. They can identify human and physical features, and locate them on a world map. They can name and locate the five oceans on a world map, and explain the differences between oceans and seas.

They can use an aerial photograph to draw a simple sketch map, collect data by sketching findings on a map and completing a tally chart, and present their findings in a bar chart

#### End Points (what pupils MUST know and remember)

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

Summarise how the local woodland is used and suggest changes to improve the area

#### Key Vocabulary

Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise

#### Lesson 1:

Where in the world are the tropical rainforests?

What is a biome?

Can you name an example of a biome?

What are the Tropics of Capricorn and Cancer?

How are the Tropics of Capricorn and Cancer linked to the tropical forest biome?

In which biome is the Amazon rainforest?

On which continent is the Amazon rainforest?

In which countries is the Amazon rainforest?

What is the name of the large river that runs through the Amazon rainforest?

How do people travel in the Amazon?

What have you learned about the Amazon rainforest?

Vocabulary: biome, Equator, Tropic of Capricorn, Tropic of Cancer, Lines of latitude

Lesson 2:

What is the Amazon rainforest like?

How have plants adapted to living in the rainforest?

What does vegetation mean?

What is a vegetation belt?

What are the four layers of the rainforest?

Can you describe a characteristic of each layer?

Can you describe how vegetation has adapted to the rainforest?

Vocabulary: buttress roots, canopy layer, emergent layer, forest floor, lianas, minerals, understorey layer, vegetation, vegetation belts

Lesson 3:

Who live in the rainforest?

Who do you think lives in the Amazon rainforest?

What do you think other people might want to use the rainforest for?

What does indigenous mean?

How do indigenous people use the rainforest?

How do indigenous communities feel about the Amazon rainforest?

How is the Amazon rainforest changing?

Vocabulary: deforestation, community, indigenous peoples

Lesson 4:

How are rainforests changing?

Why is the Amazon rainforest changing?

What are businesses and outside groups doing to the Amazon?

What harm is being done to the Amazon rainforest?

How can the rainforest be protected?

Vocabulary: drought, greenhouse gas, global warming, logging, mining

Lesson 5:

How is our local woodland used? (Data collection)

What is fieldwork?

What can we use to collect information from people or places?

Why is the woodland important to people?

Vocabulary: method, risk, route, questionnaire, enquiry, data

Lesson 6

How is our local woodland used? (Findings)

What is the main reason people use the woodland?

How often do people use the woodland?

What time of day do people use the woodland most?

What do people like about the woodland?

What would people change about the woodland?

How do people here use the woodland compared to how the indigenous peoples use the Amazon rainforest?

What feelings do we have towards our woodland compared to how the indigenous peoples feel about the Amazon?

Vocabulary: analyse, present, summarise, interpret, quote

Future learning this content supports:

Why do oceans matter?