



Term 3
LKS2 Geography
Rainforests

<u>National Curriculum Objectives</u>	<u>Substantive knowledge</u>	<u>Vocabulary</u>		
<ul style="list-style-type: none"> ❖ 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 and the Tropics of Cancer and Capricorn. ❖ Understand and explain human geography including types of settlement and land use. ❖ Make observations about places and features that change over time. ❖ Begin to develop the skill of comparing regions by focusing on specific features. 	<ul style="list-style-type: none"> ❖ 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. ❖ Identify the key characteristics of the Congo. ❖ Know the impact of deforestation has on rainforests. ❖ Explain the importance of rainforests. 	<p><u>Locational terms</u></p> <ul style="list-style-type: none"> ❖ equatorial ❖ Northern Hemisphere ❖ Southern Hemisphere ❖ Tropic of Cancer ❖ Tropic of Capricorn 	<p><u>Geographical terms</u></p> <ul style="list-style-type: none"> ❖ biodiversity ❖ biome ❖ canopy ❖ deforestation ❖ emergent layer ❖ forest floor ❖ understory 	<p><u>Place names</u></p> <ul style="list-style-type: none"> ❖ Amazon River ❖ Democratic Republic of Congo ❖ Lake Tanganyika ❖ Indonesia ❖ Manaus ❖ River Niger
<p><u>By the end of this topic children should know:</u></p> <ul style="list-style-type: none"> ❖ Rainforests are tropical forests which are located around the equator and in between the Tropic of Cancer and Capricorn. ❖ Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of food and medicine. ❖ A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest. 	<p><u>Support</u> Children will know that the Equator is an imaginary line around the middle of a planet and that it divides the planet into a Northern Hemisphere and a Southern Hemisphere. The location of countries in relation to the equator affects their climate.</p> <p><u>Extend</u> Children can explain how vegetation and climate are connected and use the word Biome. Children can explain how some animals are adapted to the climate.</p>	<p><u>Phonics focus</u></p> <p>Hemisphere /m//ph/ Biome/ me/</p>		



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<p><u>Children should be able to:</u></p> <p>Locate the worlds' rainforests on a map and explore the key features of a rainforest. Study the different layers of the rainforest with definitions, images and descriptions of the animals that live there, asking, "What is it like in the different parts of the rainforest?" Understand how important rainforests are for food and medicine around the world. Look at the temperature and precipitation levels of each climate zone and to read and complete our own data. Define deforestation and looks at the impact it has on the world's rainforests.</p>	<p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> ❖ Use different types of maps (aerial and atlas) to explore the locations of rainforests around the world. ❖ Explore why rainforests are located where they are, using key vocabulary such as Equator. ❖ Use different online sources to create a fact-file on the Congo Rainforest. ❖ Consider the significance of deforestation. ❖ Interpret data to show what deforestation is being used for. ❖ 	<p><u>Fieldwork</u></p> <p>Investigate local buildings, land use, and local facilities and explore issues of environmental quality and value by investigating which spaces or places are valued by the local community, using a simplified Likert Scale to record judgements of environmental quality and conducting interviews.</p> <p>Relate a large-scale plan of the local area to the environment, identifying features that support the natural environment and make digital recordings to monitor noise levels in different parts of the local area / school at different times (use dataloggers).</p> <p>Describe the location of places in the local area using the 8 points of a compass.</p>
<p><u>Map skills</u></p> <ul style="list-style-type: none"> ❖ Use maps and diagrams from a range of publications. ❖ Recognise that larger maps cover less area. ❖ Begin to recognise patterns on maps and what they show. ❖ Create maps of small areas with features in the correct place and label maps to show their purpose. 	<p><u>Deeper thinking. What if...</u></p> <ul style="list-style-type: none"> ❖ What if all the rainforests disappeared? ❖ What if it didn't rain in the rainforest? ❖ What if all rainforest trees were the same? 	



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<p>British Values</p> <ul style="list-style-type: none"> ❖ Rule of Law: Children have opportunities to discuss why rules and laws are needed and the impact they have on us as citizens. Children will look at sustainability ❖ Mutual Respect for and tolerance of those with different faiths and beliefs: Pupils will look at similarities and differences between their lives and others around the world. TDemocracy: Our geography units encourage pupils to think about how they can be active citizens and think about how they can implement current and future change. ❖ Individual liberty: Pupils consider how the actions we take as citizens can impact our own community. Throughout the term, children will discuss how we can live responsibly and 	<p>Christian Values:</p> <p>Respect: Showing respect for our environment and being proactive in taking care of it. Children can consider how we can look after our planet through careful use of water usage.</p> <p>Courage: Children feel that they have great influence in the future world enabling them to feel that the changes they make can support the planet positively.</p> <p>Trust: Having faith in ourselves that we can each play a part in building a brighter future, considering the impact of our actions on the environment.</p>	
<p>Case studies / examples</p> <ul style="list-style-type: none"> • Democratic Republic of Congo case study 	<p>Guided Reading opportunities</p>	<p>Reading support</p> <ul style="list-style-type: none"> ❖ Word mat ❖ Phonics teaching of key vocabulary ❖ Vocabulary game ❖ Word ban game ❖ Writing frames ❖ Videos and photographic examples
<p>Prior learning</p> <p>Key Stage 1</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ❖ Name the world's 7 continents and 5 oceans. ❖ 4 countries and capitals of the UK and surrounding seas. <p>Place knowledge:</p> <ul style="list-style-type: none"> ❖ Similarities and differences in human and physical geography. <p>Human and physical geography</p> <ul style="list-style-type: none"> ❖ Identify seasonal and daily weather patterns. ❖ Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ❖ Use world maps, atlases and globes. 	<p>Key questions</p> <ul style="list-style-type: none"> ❖ Are all rainforests near the Equator? ❖ Why are rainforests located where they are? ❖ What are the different layers of life in a rainforest? ❖ What sort of plants grow in each layer? ❖ What sort of animals live in each layer? ❖ What is it like in different of a rainforest? ❖ What do we mean by 'a rainforest biome'? 	<p>Future learning</p> <p>Key Stage 3:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ❖ Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. <p>Place knowledge:</p> <ul style="list-style-type: none"> ❖ Understand geographical similarities, differences and links between places through the study of human and physical geography. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ❖ Physical geography: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.



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<ul style="list-style-type: none"> ❖ Use simple compass directions and locational and directional language. ❖ Use aerial photographs, plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, use and construct basic symbols in a key. ❖ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> ❖ What sorts of foods come from the rainforest? ❖ Where is the Congo Rainforest? ❖ How is the Congo changing? ❖ What is deforestation? ❖ How is deforestation affecting the planet? ❖ What can be done about deforestation? 	<ul style="list-style-type: none"> ❖ Human geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ❖ Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. ❖ Interpret OS maps, use grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. ❖ Use GIS to view, analyse and interpret places and data.
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