

Our Intent is: To support our children to engage in enquiry about, "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School

**Clougha Class
Spring 1 & 2
Year A**

Etymology – deforestation - "act of cutting down and clearing away the forests of a region or tract," 1870, noun of action from deforest

N.C. LINKS: Human and Physical

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.
- 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.

Locational knowledge:

- 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.

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<p>Key Concept: Rainforests</p> <p>Key Question: What is a rainforest like as a habitat?</p> <p>Why are there no rainforests in Antarctica?</p> <p>Why is the forest floor dark?</p>	<ul style="list-style-type: none"> • 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. • 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). 	
 <p>All The Way Down: Amazon Rainforest</p> <p>by Alex Woolf and Isobel Lundie</p>		
<p>Unit Overview:</p> <p>The Amazon Rainforest</p> <p>Climate</p> <p>Layers of the Rainforest</p>	<p>Subject Vocabulary:</p> <p>Rainforest, Amazon Rainforest, Brazil, climate, deforestation, equator, humid, native tribes, species, weather, emergent</p>	<p>Geographical Enquiry:</p> <p>Atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern</p>

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<p>Deforestation</p> <p>Protecting the Rainforest</p>	<p>layer, canopy layer, understory layer, forest floor.</p>	<p>hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Locating countries using a map, concentrating on their physical features. • To 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) in the context of a rainforest. • To describe and understand key physical aspects of a rainforest and its layers. • To understand physical differences of a rainforest and another forest. • To understand the impact of humans on the rainforest and why it is happening. 	<p>Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • To know where Kenya is in the world. • To locate Kenya on a world map. • To understand what it is like to live in Kenya. • To understand what a National park is. • To understand elements the Maasai culture. • To use photos to ask question about a place. • To compare life in Kenya to life in the UK. 	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • to understand the significance of the Equator, Northern Hemisphere and Southern Hemisphere. • To identify the position and significance of latitude and longitude. • To be able to locate the Arctic and Antarctic Circle. • To identify the position and importance of the Tropics of Cancer and Capricorn. • To identify the position and significance of the Prime/Greenwich Meridan. • To identify and position the time zones.

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Key Skills (Disciplinary)

- Name and locate a wider range of places in their locality, the UK and wider world.
- Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.
- Use geographical language to describe some aspects of human and physical features and patterns.
- Make observations about places and features that change over time.
- Use geographical language to identify and explain some aspects of human and physical features and patterns.
- Describe how features and places change and the links between people and environments.
- Ask and answer more searching geographical questions when investigating different places and environments.
- Identify similarities, differences and patterns when comparing places and features.
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.
- Communicate geographical information through a range of methods including the use of ICT.
- Express their opinions on environmental issues and recognise that other people may think differently.

Sequence of Lessons:

1. **Where are the rainforests?** -To identify areas of the world containing rainforests. To use maps.
2. **The rainforest climate.** – To describe the key aspects of a tropical climate.
3. **Layers of rainforest.** – To describe and understand the features and layers of a rainforest.
4. **Life in the rainforest.** – To describe animals and plants living in a rainforest.
5. **The Amazon.** – To compare the Amazon rainforest with Sherwood Forest.
6. **Protecting the Rainforests.** - To explain the effects that humans are having on the rainforests.

Enhancements:

Lakeland Wildlife Oasis

End of Unit Outcome: Rainforest Non-chronological report.

Children will create a non-chronological report on rainforests describing the different wild life living there, climate, layers of the

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rainforest and how to protect them. Describe what the Amazon Rainforest is like.

Oral Assessments:

What is a rainforest like as a habitat?

Why are there no rainforests in Antarctica?

Why is the forest floor dark?

What are the key aspects of a tropical climate?

What are the features and layers of a rainforest?

What animals and plants live in a rainforest?

What are the differences and similarities between the Amazon rainforest with Sherwood Forest?

What the effects that humans are having on the rainforests?