

RAINFORESTS

YEAR 3/4: SPRING 2

Why are Rainforests so important to us?

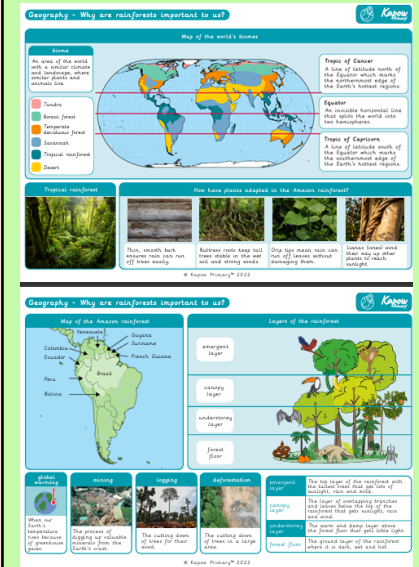
COVERAGE: Pupils will be looking at Rainforests around the world and discovering why they are so important to everyone on the planet. Pupils who are secure will be able to:

- 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.
- Summarise how the local woodland is used and suggest changes to improve the area.
- Development of **Locational Knowledge**: e.g. knowledge of continents, countries, counties, cities, hemispheres and tropics.
- Development of **Place Knowledge**: study of similarities and differences in human and physical geography.
- Development of **Human and Physical Knowledge**: development of human and physical vocabulary, human and physical features including biomes, climates etc

KEY LANGUAGE AND 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
Tropic of Capricorn
Tropic of Cancer
understorey layer
vegetation
vegetation belts

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. Where are the rainforests on our planet and why are they in these places?
2. Why is the rainforest in the Amazon a place of so much life?
3. Can you explain why the rainforest is changing?
4. What is happening to our local woodland and why?

KEY SKILLS AND KNOWLEDGE

Knowledge

- 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.
- 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.
- 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

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.
- 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/interviews 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.	
ENRICHMENT: The children will create digital information signs to be placed in the school library for parents and carers to view and investigate (computing link). Visits: -	PREVIOUS LEARNING: The children will have looked and compared different types of settlements from around the world. FUTURE LEARNING: The children will be going onto looking at the importance of rivers and why the River Severn is so important to Worcester!
School Drivers to Examine Children will look at: - <u>Care of the Environment</u> = why and how do we need to look after the rainforests? What can we do to help them? - <u>Economy and Power</u> = how is the rainforest linked to the economy of the country they exist in? - <u>Culture and Diversity</u> = how do different cultures use the rainforests in their countries?	