

# Brough Primary School

## Curriculum Intention Plan 2023 - 2024

<b>Subject:</b> Geography <b>Year Group:</b> 3/4 - Cycle B		<b>Area of learning: Location Study:</b> Focus on South America and rainforests- Focus on rainforest and endangered animals.
Links to previous work/Remember when	Y3/4- compare hot and cold areas of the world in Y1/2- Greenland and India - Mapping - Continents of the world over KS1 - Habitats focus in science in Y2 Y4 - comparison of regions of the world with regions of the UK. Y4- focus on physical regions including volcanoes	
<b>Term</b>	<b>Year</b>	<b>Key Skills to be taught</b>
<b>Autumn 2023</b>  What the children should know at the end of this series of lessons	3/4	<ul style="list-style-type: none"> <li>What is a biome?</li> <li>Where rainforests are in the world</li> <li>Their structure and ecosystem</li> <li>Some of their animals and plants</li> <li>What animals are endangered and the reasons behind this.</li> </ul> KS2 objectives <ul style="list-style-type: none"> <li>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</li> <li>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)</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied links to habitats in science- habitats in Summer term</li> </ul>

### Vocabulary

Physical geography -Climate zones, biomes, vegetation belt, rivers, rainforest.

human geography, including: types of settlement and land use- farming, deforestation.

Rainforest vocabulary- emergent, canopy, understorey and forest floor

Regular locational sessions

Look at the continents of the world- name some countries in each one.  
Focus on countries of Europe.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
<b>Pre-assessment</b>	What is a rainforest? What is the climate like? What animals live there? Discuss the answers and why rainforests are important and what is happening to them. Recap on what a biome is- see display in KS2 corridor Recap on what is physical and human geography-

	<a href="https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb">https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</a> See ppt in folder
1	<b>Where in the world are most of our planet's rainforests?</b> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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)</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <a href="https://planbee.com/blogs/news/rainforest-facts-for-ks2-children-and-teachers">https://planbee.com/blogs/news/rainforest-facts-for-ks2-children-and-teachers</a> Use maps and globes to establish where rainforests are. Use vocab to describe their location in terms of equator, tropics and hemispheres. Focus on the rainforest of South America- what countries are the main areas of rainforest in?
2	<b>What is the climate of a rainforest like?</b> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> Use data to describe the climate of a rainforest. Compare this to our native temperate forests.
3	<b>What types of flora and fauna live in a rainforest?</b> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> Look at the layers in a rainforest and describe their vegetation. Research the animals in one rainforest location in the world.
4	<b>Why are rainforest animals endangered? What could we do?</b> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- 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</li> </ul> Look at the human causes of rainforest destruction. Gather data on what is happening to our rainforests ready for end of unit task.
5	Assessment- see end of unit question below. See learning outcome.

### Learning Outcome/product

Create a poster and a year group display of rainforest structure why their animals are endangered and how we can help endangered rainforest animals.  
 Decide on a fundraising activity to then sponsor a rainforest animal/s.

Assessment records	List only those children who have not achieved the expected outcomes.

### End of unit assessment question

How can we stop rainforests from disappearing?