




This is an example of a unit of work for Geography. All our units of work for Geography are planned in the same format and knowledge is linked to previous and future lessons. The progression map for Geography has been followed when planning all units. All our Geography lessons start with a retrieval exercise. Medium Term plans are reviewed and adapted as necessary.

Geography Medium Term Plan

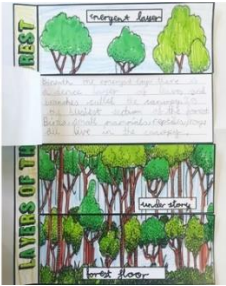
Year Group: 5	Unit : Tropical Rainforest	Term: Spring Term
<p>Previous Learning Children have learnt about biomes in Y2 and this will build upon this and strengthen this knowledge. The unit will build on prior knowledge of Brazil and build upon the knowledge of human and physical features</p>	<p>Links to Future Learning Children will build on this unit when looking at the distribution of the world's natural resources in Y6 and sustainability.</p>	
<p>Concepts to be developed Space, Place, Scale, Environment, Human and physical processes Interconnections, Cultural, Diversity, Sustainability</p>	<p>Unit Vocabulary tundra, mixed and deciduous forest, tropical rainforest, savannah, desert, Mediterranean vegetation, Equator, Tropics of Cancer and Capricorn, climate, water cycle, rainfall, temperature, emergent layer, canopy layer, understorey layer, forest floor, indigenous, tribe, traditional, settlement, ecosystem, products, process, processed, transport, trade, deforestation, positive, negative, impact</p>	
<p>Key knowledge to be taught in this unit</p> <ul style="list-style-type: none"> • Understand that a tropical rainforest is a kind of biome. • Understand that the world is made up of different biomes. • Know that a biome is a large area of the earth that has its own environment. • Know that animals, plants, physical features and climate together make the environment. • Know that there are lots of different biomes in the world. • Understand that different biomes have different plants and animals, which are suited to living in their environment • Understand that tropical rainforests are located along the equator, due to the amount of sunshine and rainfall these areas have. • Understand the Amazon Rainforest is located in the north of South America, along the equator. • Know that parts of the Amazon rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana. • Know that the majority of the Amazon Rainforest is located within Brazil. 	<p>Reading across the Curriculum Linked to the topic</p> 	

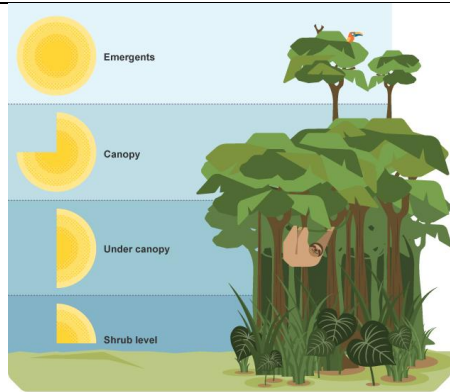
- Know that rainforests also exist in: North America, Africa, Asia and Australia following the equator.
- Know that tropical rainforest biomes contain more species of animals and plants than any other biome.
- Understand that tropical rainforests have a hot and wet climate all year round.
- Know that climate refers to 'the weather conditions in an area over a long period of time.
- Know that rainforests are wet and are home to half of the world's plants and animals
- Know that plants and trees in rainforests grow in layers and know the features of the layers of rainforest: emergent, canopy, understory, forest floor.
- Understand that within the Amazon rainforest, there are different types of settlement.
- Understand that tribes living in the rainforest often use the natural resources in an area and when they have run out, they move their settlement to a new area with more resources.
- Understand the term 'deforestation' as 'the action of clearing a large area of trees'.
- Understand that forests are cut down for two reasons: 1. So that the wood from trees can be sold, as it is a valuable natural resource. 2. To clear land for farming.
- Understand the impact of deforestation including: Lack of biodiversity; Soil erosion; Climate change; Droughts and Habitat loss

Lesson Objective	Teaching and Learning including Flashback	Outcome	Vocabulary	Resources
<p>Pre-assessment: To revise prior learning about continents and oceans, biomes and Brazil</p> <p>To understand climate zones, biomes and vegetation belts</p>	 <p>Flashback 4 – What is a biome? What is the line of latitude which runs around the centre of the world? Which continent is Brazil located? Which ocean can be found between South America and Africa?</p> <p>Explain L.O. Explain to children that Biomes are areas of the planet with similar climates, landscapes, animals and plants.</p> <p>Explain that a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation.</p> <p>Explain to children that they have covered this in Y2 and today we will be building on this knowledge of biomes.</p>	<p>Children to write a definition of biome and vegetation belt.</p> <p>Split book into 6 columns and make notes on Rainforest, Desert, Savannah,</p>	<p>Biome Vegetation belt Rainforest Desert Tundra Savannah Woodland Grassland Tundra Climate</p>	<p>I pads Map of biomes around the world</p>

	<p>Show the children the names of the 6 biomes and vegetation belts -Rainforest, Desert, Savannah, Woodland, Grassland, Tundra.</p> <p>Show world map with location of biomes identified.</p> <p>Ask children to work as a group to write what they already know about these biomes. Information could include weather and climate- location- vegetation and animals.</p> <p>Take feedback- explain that we will be adding to this information by completing some research.</p> <p>Give the children the following websites to research the biomes and make notes (Provide QR codes for children to scan)</p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p</p> <p>https://education.nationalgeographic.org/resource/five-major-types-biomes/</p> <p>https://kids.britannica.com/kids/article/biome/403913</p> <p>After making notes children are to present their findings to class- teacher to scribe notes to add to working wall.</p>	Woodland , Grassland and Tundra biomes.		
To locate rainforests on a world map and discuss key aspects of a Rainforest climate	 <p>Flashback 4 – What can you remember about the water cycle (Y4)? Show children water cycle diagram and ask children to label – evaporation, precipitation, condensation on the diagram and write a quick definition of each of the words.</p> <p>Show an image of a rainforest on the whiteboard.</p> <p>Think, Pair, Share: What do you already know about rainforests? Can you remember any features of a rainforest biome? Why do you think it is called a rainforest? Feedback.</p>	Children to locate and demarcate the Tropics and Equator on the map and colour in where tropical rainforests are to be found.	Equator, Tropic of Capricorn, Longitude, Tropic of Cancer, continent, climate	Maps and Atlases

	<p>Explain that rainforests are very dense, hot forests which receive very high levels of rainfall every year. Explain L.O.</p> <p>Show introductory video- before playing the video ask children to remember 2 facts from the video https://www.youtube.com/watch?v=3vijLre760w</p> <p>Show children a world map in Junior Atlas pag1 14- 15. Can you remember the line of latitude which runs around the center of world? Can you predict where the rainforests might be? Think, Pair, Share. Feedback.</p> <p>Then reveal the Equator on the map to children. Explain that this line is an imaginary line found around the middle. Explain that above and below the Equator there are two more imaginary lines called the Tropics of Cancer and Capricorn. Ask children to think about what the word Tropic suggests to them. Think, Pair, Share.</p> <p>Explain that these lines are like the equator – they are not really there, they are on maps to identify areas and climatic zones. The area between these lines – point it out on the globe – is known as the tropics. Use the KS2 Atlas and ask some chn to come out and point out countries that lie within or cross the tropics. These are countries that may have tropical rainforests as the tropical rainforest areas of the world lie between the tropics – hence the name.</p> <p>Show world map on IWB (Note there is not one in the junior department that tropical rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia.</p> <p>Watch Video- https://www.bbc.co.uk/bitesize/guides/zv38cmn/revision/1 (The video shows the weather/ climate in a tropical rainforest- ask children to make notes on the climate)</p> <p>Discuss- They are hot and wet all year round – this creates a humid climate.</p> <p>The annual rainfall is high as it rains almost every day. The temperatures are constant all year round – the temperature range is usually only a few degrees.</p>	<p>Children write a paragraph about what they know about the climate of a rainforest in their book.</p>		
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	<p>Explain how the hot weather increases the evaporation process and the condensation process (part of the water cycle) this makes it rain every day. Explain the term transpiration- this is new learning added to the water cycle.</p> <p>Explain to the children that the rainforest has two seasons 'wet' and 'dry'- however this can be misleading and is better described as 'the very wet season' and 'the not so wet season'</p>			
<p>To identify the different layers of the rainforest and to identify plants and animals that live in the different layers</p>	<p>⬅ Pick your 'no's. Identify the incorrect statements. Rainforests are only found in the Northern Hemisphere. Rainforests are hot and wet all year round and this creates a humid climate. Rainforests are sunny and dry all year around. Tropical rainforests are found near the Equator in an area named the tropics. The line of latitude above the equator is called the Tropic of Capricorn. The Rainforest is a biome.</p> <p>Explain L.O. Explain to children that they will be learning about the layers of the rainforest. Start by asking children to watch the video. Pause the video throughout to ask questions. https://www.bbc.co.uk/bitesize/guides/zv38cmn/revision/2 Show children picture. What can you remember from the video? Using the picture explain the four layers again- use notes from BBC website (link with video) Ask- What are the layers called? What are the features of each layer? What kind of animals live in this layer?</p>	<p>Children create flip book identifying the layers of the rainforest- under each section they write a description of the 4 layers.</p> <p>Layers include</p> <ol style="list-style-type: none"> 1) Forest floor/ Shrub layer 2) Under Storey 3) Canopy 4) Emergent 	<p>Forest floor/ Shrub layer Under Canopy Canopy Emergent</p>	<p>Template to make flip book</p> <p>e.g.</p> 



To know about the location of the Amazon Rainforest and know some key facts.



Quiz (See Powerpoint in resources) What continent is Brazil in? Where did Brazil get its name from? (Brazilwood tree). What is the capital city of Brazil? Most popular sport in Brazil?

Explain to children that today we will be looking at a particular rainforest as a case study? Explain L.O. Where are tropical rainforests found? Tell the children that they will be looking at the Amazon Rainforest- What continent is it in? What country have we already studied this year that contains part of the Amazon Rainforest?

On a map show that parts of the Amazon rainforest are in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia and Guyana. Point out the Amazon River running through it- explain the river starts in the Andes Mountains and runs through the rainforest into the Atlantic Ocean.








Children create a fact file about the Amazon Rainforest- give children template- mapping the amazon (Twinkl) to use in their fact file.

Ecosystems, physical features, climate, species.

Rainforest Mapping template- twinkl

Give children the following facts about the Amazon and Brazil (saved in resources-lesson 4)- ask children to group them into four piles: ecosystems, physical features, climate and natural resources. Once complete take feedback.

<p>The tropical rainforest ecosystem covers about 60% of Brazil.</p> 	<p>Brazil is rich in gold, diamonds, iron, tin, zinc, aluminium and other minerals.</p> 	<p>The Amazon River is the longest river in the world. It is 6,400 km long.</p> 
<p>The Amazon contains an estimated quarter of all animal and plant life on earth.</p> 	<p>It is hot and wet all year round in Manaus.</p> 	<p>Most of Brazil's mountain ranges have an average height of...</p> 
<p>Brazil has many different types of soil to grow crops. It exports coffee, sugar, soy beans, and oranges.</p> 	<p>The Amazon River rises in Peru and flows through Brazil to the Atlantic Ocean.</p> 	<p>Brazil gets 90% of its electricity from hydro-electricity.</p> 
<p>The climate in Rio is different. It is mild and wet and has seasons like the UK.</p> 	<p>The Amazon rainforest has the largest river system on earth, containing about one-fifth of all fresh water.</p> 	<p>The Amazon rainforest has been called the 'lungs of the Earth' because of the oxygen released by the trees.</p> 

Showing different pictures of the Amazon Rainforest discuss the following facts.

Show the children pictures of rainforest whilst discussing the following points

- The Amazon rainforest accounts for more than half of the entire world's remaining rainforests.
- The Amazon rainforest is home to 10% of the known species in the world.
- The Amazon rainforest is home to more than 1500 of the bird species in the world
- There are over 40,000 different plant species and approximately 2.5 million insect species in the Amazon rainforest
- There re are approximately 3000 fruits that grow in the rainforest that are edible.
- Many plants around the world have medicinal qualities. Of the plants known to have anti-cancer properties, 70% are found in the rainforest.

To understand why the rainforests are



Give children 2 minutes to write down as many facts as they can remember about the Amazon Rainforest.

Children complete diamond 9

Deforestation, Logging,

Diamond 9 activity
Rainforest solution cards

<p>under threat, the human effects and measures taken to protect them.</p>	<p>Explain L.O. Explain the term deforestation as the purposeful clearing of forested land. Ask children to watch the following video. Whilst watching on whiteboards make notes on why forests are cut down and write down some of the effects. https://www.youtube.com/watch?v=lc-J6hcSKa8 Discuss notes on their whiteboards.</p> <p>Explain to children the methods of clearing the rainforest and effects (See slide in teacher resources lesson 5)</p> <p>Slash and burn - trees are cleared and vegetation is burnt Clear cutting - complete removal of all trees in an area Selective logging -targeting specific valuable trees but leaving the rainforest intact</p> <p>Give children the following cards and in pairs ask them which statement is most important and why? Then ask the children to use Diamond 9 activity to order the statements (statement that you think is the most important in the top box and the least important in the bottom box) (See activity sheet in resources- lesson 5) Discuss with class their thoughts and reasons- ask children to stick in book.</p> <table border="1" data-bbox="454 826 1061 1161"> <tr> <td data-bbox="454 826 611 914">Local people's way of life is destroyed</td> <td data-bbox="680 826 837 914">There are fewer species of animals and plants</td> <td data-bbox="907 826 1061 914">The animals' habitat is destroyed</td> </tr> <tr> <td data-bbox="454 951 611 1038">The soil becomes dry and crops cannot grow</td> <td data-bbox="680 951 837 1038">There is more carbon dioxide released into the atmosphere</td> <td data-bbox="907 951 1061 1038">Plants cannot grow anymore</td> </tr> <tr> <td data-bbox="454 1075 611 1163">People have to move from the rainforest to the city</td> <td data-bbox="680 1075 837 1163">New medicines might not be discovered from plants</td> <td data-bbox="907 1075 1061 1163">Trees can't store carbon in their trunks, branches and roots</td> </tr> </table> <p>What do you think the solution of this is? Who can influence the future of the rainforest? What can we do?</p> <p>Show children rainforest solution cards (lesson 5 resources). Give each table the cards and ask them to explore and debate the best ways to manage the forest</p>	Local people's way of life is destroyed	There are fewer species of animals and plants	The animals' habitat is destroyed	The soil becomes dry and crops cannot grow	There is more carbon dioxide released into the atmosphere	Plants cannot grow anymore	People have to move from the rainforest to the city	New medicines might not be discovered from plants	Trees can't store carbon in their trunks, branches and roots	<p>activity for effects of deforestation in their books.</p> <p>Children work in tables to discuss solutions then write a paragraph about how they think forests can be managed sustainably.</p>	<p>Slash and burn, Farming (agriculture and live stock) Urban Sprawl Greenhouse gases, Illegal, sustainable, habitat,</p>	
Local people's way of life is destroyed	There are fewer species of animals and plants	The animals' habitat is destroyed											
The soil becomes dry and crops cannot grow	There is more carbon dioxide released into the atmosphere	Plants cannot grow anymore											
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	<p>sustainably. Each table feedback on the way they think forests can be managed sustainably. Finally children write a paragraph in their book about the solutions to deforestation/</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; border: 1px solid orange; padding: 5px; margin-bottom: 5px;"> <p>GROWING TREES AND CROPS AT THE SAME TIME</p> <p>Different crops and trees are planted together. This helps prevent soil erosion and keeps the soil fertile.</p> </div> <div style="width: 33%; border: 1px solid green; padding: 5px; margin-bottom: 5px;"> <p>PRICE RISE</p> <p>Selling products from the rainforest at higher prices, especially those produced in a rainforest-friendly way.</p> </div> <div style="width: 33%; border: 1px solid blue; padding: 5px; margin-bottom: 5px;"> <p>'SPECIAL OPS'</p> <p>Train special Environment Agents who know and understand the rainforest and can track illegal loggers.</p> </div> <div style="width: 33%; border: 1px solid blue; padding: 5px; margin-bottom: 5px;"> <p>SELECTIVE LOGGING</p> <p>Only cut down trees when they reach a certain height.</p> </div> <div style="width: 33%; border: 1px solid orange; padding: 5px; margin-bottom: 5px;"> <p>NATIONAL FOREST PARKS</p> <p>Create more wildlife reserves which generate money for Brazil through responsible tourism.</p> </div> <div style="width: 33%; border: 1px solid red; padding: 5px;"> <p>EYE SPY</p> <p>Use hi-tech satellites to take photos of people cutting down trees illegally.</p> </div> </div>			
<p>To know about the indigenous people of the Amazon rainforest (Awa Tribe)</p>	<p>◀ Explain to your partner where in the world you can find rainforests</p> <p>◀ Explain the term deforestation to your partner. How is the Amazon rainforest under threat? What are the causes and what are the effects of deforestation?</p> <p>Pose the following question:</p> <ul style="list-style-type: none"> • Does anyone live in the Amazon rainforest? • Who are the people that live in the Amazon? <p>Ask children to discuss this question in pairs before reporting back to the class for a whole class discussion and introduce L.O.</p> <p>Following the discussion, pose the question and explain</p> <ul style="list-style-type: none"> • What is meant by the term, indigenous people? People who originate from a particular region or country who choose to remain living in their ancestral home. • What does the term, uncontacted tribe mean? 	<p>Write a recount entitled- 'A day in the Life of the Awá Tribe'</p> <p>Describe their home and who they live with, and write about the activities they do, the food they eat and the animals they interactive with and finally the problems they face.</p>	<p>Indigenous, traditional, uncontacted, Awa, isolated,</p>	<p>Magazine article Awa Tribe</p>

	<p>A group of people who choose to live a traditional lifestyle. They have no association with the modern world and have no contact with it</p> <p>Brazil is home to the highest number of uncontacted tribes in the world. Explain that uncontacted means that the tribes have no contact with the outside, modern world. There are thought to be over 77 isolated groups living in the Amazon. Explain that tribes living in the rainforest often use the natural resources in an area and when they have run out, they move their settlement to a new area with more resources.</p> <p>Explain that the Awa tribe are an uncontacted tribe which live in the Amazon.</p> <p>Give children magazine Insert from National Geographic- Awa tribe. Read together and discuss.</p> <p>How does this compare to your life? Any similarities or differences.</p> <p>Watch video about how people are helping the Awa tribe www.survivalinternational.org/awa</p>			
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