

Journey of the Amazon

Main Subject Focus Geography	Intent: Why? To develop understanding and appreciation of diverse communities within our world. To draw comparisons between our local and national area and a contrasting country. To gain knowledge of how geographical location and physical geography affects human geography- including settlement, agriculture, trade and lifestyle. To also develop our understanding of human effects upon the environment and consequences.	Links to prior and wider learning Builds upon map work through previous topics and understanding of rivers and mountains. Builds upon geographical knowledge of both in UK and wider world. Builds upon previous topics and understanding of human impact on the environment. <i>Keen to be Green, Raging Rivers and Majestic Mountains, Blue Planet, Voyagers</i>					
Key Vertical Concepts Taught Human and Environmental							
Knowledge Locational knowledge <ul style="list-style-type: none">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.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) Place knowledge <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography <ul style="list-style-type: none">describe and understand key aspects of:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman 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 Geographical skills and fieldwork <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world							
By the end of this unit, pupils will learn: <ul style="list-style-type: none">Location of rainforests (in relation to equator, hemispheres and tropics)Layers of the rainforestEffects of deforestationHuman geography of Amazon RainforestsAmazon River							
<table><tr><td>Year 5<ul style="list-style-type: none">Begin to suggest questions for investigatingBegin to use primary and secondary sources of evidence in their investigations.Investigate places with more emphasis on the larger scale; contrasting and distant placesCollect and record evidence unaidedName and locate an increasing range of places in the world including globally and topically significant features and events.Use 8 compass pointsBegin to use 4 figure coordinates to locate features on a map.Compare maps with aerial photographs.Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)Measure straight line distance on a plan.Find/recognise places on maps of different scales. (E.g. river Nile.)Use index and contents page within atlases.Identify significant places and environments.</td><td>Year 6<ul style="list-style-type: none">Suggest questions for investigatingUse primary and secondary sources of evidence in their investigations.Investigate places with more emphasis on the larger scale; contrasting and distant placesCollect and record evidence unaidedName and locate an extensive range of places in the world including globally and topically significant features and events.Use 8 compass points confidently and accurately.Use 4 figure co-ordinates confidently to locate features on a map.Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.Locate places on a world map.Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)Use a scale to measure distances.Draw/use maps and plans at a range of scales.Confidently use an atlas.Recognise world map as a flattened globe.Confidently identify significant places and environments.</td></tr><tr><td>Wider curriculum links: Art – Jane Tomlinson-Central America Rainforest PSHE – sustainability and care for the environment Science – Living Things and their Habitats</td><td colspan="2">Key Texts: Maps, The Explorer – Rundell, Journey to the River Sea – Ibbotson,</td></tr></table>			Year 5 <ul style="list-style-type: none">Begin to suggest questions for investigatingBegin to use primary and secondary sources of evidence in their investigations.Investigate places with more emphasis on the larger scale; contrasting and distant placesCollect and record evidence unaidedName and locate an increasing range of places in the world including globally and topically significant features and events.Use 8 compass pointsBegin to use 4 figure coordinates to locate features on a map.Compare maps with aerial photographs.Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)Measure straight line distance on a plan.Find/recognise places on maps of different scales. (E.g. river Nile.)Use index and contents page within atlases.Identify significant places and environments.	Year 6 <ul style="list-style-type: none">Suggest questions for investigatingUse primary and secondary sources of evidence in their investigations.Investigate places with more emphasis on the larger scale; contrasting and distant placesCollect and record evidence unaidedName and locate an extensive range of places in the world including globally and topically significant features and events.Use 8 compass points confidently and accurately.Use 4 figure co-ordinates confidently to locate features on a map.Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.Locate places on a world map.Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)Use a scale to measure distances.Draw/use maps and plans at a range of scales.Confidently use an atlas.Recognise world map as a flattened globe.Confidently identify significant places and environments.	Wider curriculum links: Art – Jane Tomlinson-Central America Rainforest PSHE – sustainability and care for the environment Science – Living Things and their Habitats	Key Texts: Maps, The Explorer – Rundell, Journey to the River Sea – Ibbotson,	
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Key Vocabulary/ Etymology Rainforest, deforestation, latitude, longitude, Equator, hemisphere, tropic, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, climate zone, biome, sustainability, biodiversity, canopy, forest floor, emergent layer, understorey							
Wow moment- Create own Journey through the Amazon documentary using ICT green screen (filmed for website).							
School Values- Sow Seeds (foster pride) - Having the courage to stand up for what is right and to speak out for the environment and being proud of our natural world							

British Values- Rule of Law and Individual Liberty- Focus upon why rules are important how they protect us and our environment and the importance of having choices and making the right choices