

Enquiry Question **What are the threats to the Amazon Rainforest and how can we help?** Other questions to consider: What would happen if the Amazon Rainforest disappeared?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>KS1- Name and locate the world's seven continents Year 4- The Amazon River and some impacts of climate change- changing habitats and melting of ice caps (English Units) Year 5- 6 figure grid references</p>	<ul style="list-style-type: none"> • Use 4 figure coordinates to locate features on maps. • Recognise some standard OS symbols. • Use the eight points of a compass. • Use six figure coordinates. • identify the position and significance of latitude, longitude, Use latitude/longitude in a globe or atlas, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn 	<p>Grid references, river, climate change, continents,</p>	<p>Journey to the River Sea by Eva Ibbotson and Kate Hickey The Explorer by Katherine Rundell and Hannah Horn News articles on threats to Amazon Rainforest https://www.rgs.org/schools/teaching-resources/amazon-deforestation-and-its-impact-on-weather/ https://www.rgs.org/schools/teaching-resources/retreating-rainforest/ includes a video of time lapsed deforestation in the Amazon.</p>	
Year 5 Essential knowledge end point (substantive)	Year 5 Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>The significance of longitude and latitude. The tropics of Cancer and Capricorn indicates tropical climates. Know that the tropical rainforests of the world are located on or near the Equator. Where the Amazon is located in relation to these. What a biome is and features of the tropical forest biome of the Amazon. Key human and physical features of the Amazon rainforest. What deforestation is and its impact. The UK is deciduous forest biome (future learning- will help with Year 6 unit when comparing biomes)</p>	<ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: biomes, climate zones and rivers • 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 • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Start to explain satellite imagery and use a wider range of labels and tools on digital maps • Interpret and use thematic maps. • Understand that purpose, scale, symbols and style are related. • Recognise different map projections. • Use the scale bar on maps. • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news 	<p>How are local choices that we make connected to global issues?</p> <p>Courageous advocacy- What can we do to help?</p>	<p>South America, Brazil, rainforest, Amazon, tropics, Capricorn, Cancer, longitude and latitude, Amazon basin, biome</p>	<p>Quiz questions. Expressing opinions.</p>

	<ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? 			
Enquiry question: What are the threats to the Amazon Rainforest and how can we help?				
Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)		Activities	
Lesson 1- To know the location of the world's rainforests and the significance of lines of latitude and longitude	Essential knowledge end point (substantive): The significance of longitude and latitude. The tropics of Cancer and Capricorn indicates tropical climates. Know that the tropical rainforests of the world are located on or near the Equator. Where the Amazon is located in relation to these. Disciplinary Knowledge: (Working, Talking, Writing like a Geographer): <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Use latitude/longitude in a globe or atlas, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Recognise different map projections. Use the scale bar on maps. 		Starter: meta minutes Possible activities: <u>Where Are the Rainforests?</u> Show a world map with rainforest regions highlighted (Amazon, Congo Basin, Southeast Asia, etc.). Ask: "What do these places have in common?" Introduce the biome of tropical rainforests and their location near the Equator. <u>Latitude and Longitude Exploration</u> Mini demo: Use a globe or digital map (one in resources but would need to add on the tropics) to show: Equator, Northern/Southern Hemisphere Tropics of Cancer and Capricorn Lines of latitude and longitude Activity: Pupils use atlases or globes to: Find the coordinates of major rainforests. Identify which hemisphere each rainforest is in. Create a worksheet task for children to have a go independently: Match rainforest locations to their coordinates (possible activity sheet in resources). <u>Additional activity- Map Skills Stations</u> Set up 3 rotating stations (5 minutes each): Map Projections Station: Show different world maps (Mercator, Robinson, Peters). Discuss how shapes and sizes vary. Digital Maps Station: Use tablets or computers to zoom in on rainforest regions using Google Earth or similar. Scale Bar Station: Pupils use scale bars on printed maps to estimate distances between rainforest regions and nearby cities. <u>Rainforest Location Challenge</u> Pupils work in pairs with a blank world map. Task: Plot the Equator, Tropics of Cancer and Capricorn, and mark the location of at least 4 major rainforests (there is a world map with coordinates and the equator plotted in the resources). Use atlases or digital maps to help. <u>This quiz underneath could be used as a starter to revisit in next lesson if time runs out?</u> "Which line divides the Earth into Northern and Southern Hemispheres?" "Which rainforest is near the Tropic of Capricorn?" "What does a scale bar help us do?" "Why do you think rainforests are found near the Equator?"	
Lesson 2- To understand what biomes are and explore the features of a tropical rainforest biome (specifically the Amazon Rainforest)	Essential knowledge end point (substantive): What a biome is and features of the tropical forest biome of the Amazon.		Starter: meta minutes or quiz <u>What is a Biome?</u>	

	<p>Key human and physical features of the Amazon rainforest.</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: biomes, climate zones and rivers Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Start to explain satellite imagery and use a wider range of labels and tools on digital maps Interpret and use thematic maps. Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. 	<ul style="list-style-type: none"> Discussion: What do you think a biome is? Definition: Introduce “biome” and show a world biome map. Highlight the tropical rainforest biomes and locate the Amazon Rainforest specifically <p><u>Amazon Rainforest: Physical & Human Features</u></p> <p>Presentation or video: Show images of the Amazon’s rivers, climate, vegetation, and wildlife.</p> <p>Discuss human activity/features:</p> <ul style="list-style-type: none"> Settlements (e.g. Manaus) Roads and transport Logging and deforestation Ecotourism and indigenous communities <p>Task: Pupils complete a mini poster with two columns:</p> <ul style="list-style-type: none"> Physical Features (e.g. Amazon River, canopy, rainfall) Human Features (e.g. roads, towns, logging) <p>Use photos with labels and complete in groups for adaptive teaching.</p> <p>Map Comparison: Seeing the Amazon Differently</p> <ul style="list-style-type: none"> Show examples: <ul style="list-style-type: none"> Google Maps: roads and place names Google Earth: satellite imagery OS Map (if available): symbols and topography Activity: Pupils compare the same location (e.g. Amazon River near Manaus) on each map. You could have these printed? Discussion: What can you see on each? What’s useful about each type? <p>Thematic Maps & Satellite Imagery</p> <ul style="list-style-type: none"> Show thematic maps: <ul style="list-style-type: none"> Rainfall Vegetation Population density Deforestation zones Task: In groups pupils interpret one thematic map and answer questions: <ul style="list-style-type: none"> What patterns do you notice? How does human activity affect the rainforest? <p>Geographical Thinking (this will help prepare the children for next lesson)</p> <ul style="list-style-type: none"> Discussion: What makes the Amazon biome unique? Reflection questions: <ul style="list-style-type: none"> How do rivers and rainfall shape the rainforest? What changes are happening due to human activity? Why is it important to protect biomes?
<p>Lesson 3- What are the threats to the Amazon Rainforest?</p>	<p>Essential knowledge end point (substantive):</p> <p>Threats to the Amazon Rainforest.</p>	<p>Starter: meta minutes.</p> <p>Activities:</p>

	<p>What deforestation is and its impact.</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news • 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 	<ul style="list-style-type: none"> • Investigate threats: deforestation, mining, farming, logging, urbanisation • Use maps showing deforestation patterns and land use change • Discuss trade links (good preparation for enquiry question and next unit on global trade) (e.g. soy, beef, timber) and their global impact • Check relevant topical news and stories- use these as reading opportunities for children to collect further information. • Pupils ask and answer: “Why is this happening here?” and “Could it happen elsewhere?”
<p>Lesson 4- How are people responding to protect the Amazon?</p>	<p>Essential knowledge end point (substantive): Know some of the conservation efforts</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? 	<p>How are people responding to protect the Amazon?</p> <ul style="list-style-type: none"> • Explore conservation efforts: indigenous land rights, reforestation, protected areas • Compare satellite images over time to see change • Discuss news stories or case studies of successful protection • Pupils evaluate: “Are these responses working?” and “What else could be done?”
<p>Lesson 5- What can we do to help?</p>	<p>Essential knowledge end point (substantive): Understand ways in which they can help</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> • Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future? 	<p>Pupils apply their learning to real-world action and advocacy.</p> <ul style="list-style-type: none"> • Pupils create a campaign or presentation: “How can we help the Amazon?” • Include maps, facts, and personal views • Suggest actions (e.g. reducing consumption, supporting sustainable products) • Hold a class “Amazon Action Day” to share ideas