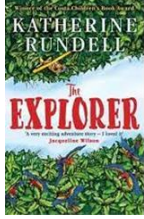




Year 5 Autumn 2: Rainforests Geography: Rainforests and South America.

Enquiry Question:		What is special about the Amazon rainforest?			
NC Objectives:	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (incl. 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 significance of latitude: equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle. <p>Place Knowledge:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a South American country. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: climate zones, vegetation belts, biomes and the water cycle. - Describe and understand key aspects of: types of settlement and land use, economic activity including trade links and the distribution of natural resources. <p>Geographical skills and fieldwork: Use maps, atlases and globes to locate countries and describe features studied.</p>			Learning Threads: Water, Weather and Climate. Land Use and Settlement. Trade and Economy.	
Curriculum Coherence:	<p>Prior Knowledge: EYFS: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Y1: Daily and seasonal UK weather in science. Africa and climate in relation to equator. Y2: Weather and seasons. Continents and oceans. Hot and cold countries in relation to the equator and poles. Y4: Rivers introduction to the amazon river. All year groups: Physical and human features of a place.</p>		<p>Future Learning: Y5 Climate Change and sustainability. Deserts and biomes. Y6: Climate and features of India.</p>		
<p>Vocabulary: Equator, Tropic of Cancer, Tropic of Capricorn, tropical rainforest, temperate rainforest, continent, South America, Brazil, Bolivia, Peru, Ecuador, Columbia, Venezuela, Guyana, Suriname, French Guinea, climate, biodiversity, forest floor, understory, canopy, emergent layer, export, trade, rainforest products, Agouti, pollinate, lifecycle, ethnic group, indigenous, settlements, colonists, carbon dioxide, water cycle.</p>	<p>High Quality Text:</p>  <p>The Explorer by Katherine Rundell. Chosen because of immersion within the Amazon rainforest setting through the book.</p>	<p>Misconceptions:</p> <p>Pupils think rainforests are only found in tropical regions. Pupils think that all people living in the Amazon rainforest live in small, isolated settlements. Pupils aren't aware of where different food comes from and how they are made. Pupils think Brazil nuts are only found in Brazil. Pupils think all indigenous people live traditional lifestyles.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge: The World: On a world map to locate South America, the Amazon Rainforest and the countries that it is in. The UK: Identify where other countries in South America are in relation to the UK. Latitude & Longitude: Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America (Amazon rainforest). Physical features: Features of a rainforest. Biomes, climate zones & vegetation belts. Water cycle. Human geography - Culture: To learn about the culture of indigenous people</p>	<p>Disciplinary Knowledge:</p> <p>Ask and respond to questions and offer own ideas. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Global connections between people & countries – key focus on trade links with the Amazon rainforest. How fairness may not always mean equal treatment. Develop a sense of justice.</p>	<p>Cross Curricular Links:</p> <p>Literacy link: Adventure story. Science link: Living things and their habitats. Art link: Henri Rousseau – plant and wild flower paintings. DT link: Rainforest habitat diorama. Links to Y5 climate change later in year.</p>



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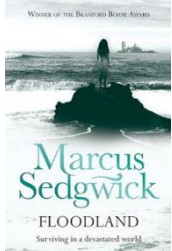
			<p>in the Amazon rainforest and compare with our lifestyles in the UK.</p> <p>Settlements: To compare rainforest settlements with local settlements. To understand how and why rainforest settlements are different.</p> <p>Sustainability: Begin to explain larger scale issues – deforestation.</p>		
<p>Knowledge Sequence:</p> <p>Links: Unit: South America: why does the Amazon matter? KS2 Geography Oak National Academy (thenational.academy)</p>	<p>Week 1 Lesson 1: What is a rainforest? WALT identify the locations and climate of the world’s rainforests.</p> <p>Lesson 2: Where is the Amazon rainforest? WALT identify the location of the Amazon rainforest?</p>		<ol style="list-style-type: none"> 1. Link back to Y2 UK climate. Hot and cold countries Y3 The Rockies and Y4 Magnificent Mediterranean: How do climates differ around the world? Why might this be? The rainforest is a type of biome with a distinctive climate and eco system. Rainforests are located in tropical and temperate regions of the world. Weather and climate conditions in tropical and temperate rainforests are different because of their locations on Earth. Climate data can be used to investigate what rainforests are like. 2. Use an atlas to locate South America, identify it’s countries, climatic regions and physical features. Using maps and globes to locate Brazil and the Amazon rainforest and use different sources of information to find out about the Amazon rainforest. To identify that the Amazon rainforest is located in South America and spans several countries. To understand that the Amazon rainforest has a range of geographical features. 		
	<p>Week 2 Lesson 3: What are the features of the Amazon rainforest? (Double lesson) WALT identify the key features of the Amazon rainforest.</p>		<ol style="list-style-type: none"> 3. Biome of the Amazon. Four different layers: forest floor, understory, canopy and emergent. The rainforest is a very important eco system and provides habitats for plants and animals, including humans. 		
	<p>Week 3 Lesson 4: What food comes from the rainforest? (Trade link). WALT explore which food can be grown in the rainforest.</p> <p>Lesson 5: How are Brazil nuts grown, harvested and exported?</p>		<ol style="list-style-type: none"> 4. Some food grows in temperate climate zones and other food grows in tropical climate zones. Rainforest food products are important export crops and are exported around the world. We are 		



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	WALT identify how Brazil nuts are grown, harvested and exported.	connected to people and places around the world in many different ways. 5. Develop pupil's understanding in the meaning of fair trade and the impact that this can have on the farmers. Brazil nuts have a specific lifecycle, to which there are some potential threats. Agouti are small rainforests which are critical for the lifecycle of Brazil nuts in the rainforest eco system. The plants and animals in the rainforest are interconnected and depend on each other.
	Week 4 Lesson 6: How do people live in the Amazon rainforest? (Double lesson) WALT consider what life is like in the Amazon rainforest.	6. Different types of settlements are located in the Amazon rainforest. There are similarities and differences between lifestyles in the Amazon rainforest, the UK and Cornwall. There are a variety of challenges facing the indigenous people of the Amazon rainforest.
	Week 5 Lesson 7: What does the future hold for the Amazon rainforest? (Double lesson) WALT explore future challenges for the Amazon rainforest.	7. There are potential costs and benefits to deforestation. Different stakeholders have different perspectives about whether to clear the rainforest. A wide range of local and global factors influence decision making. Debates can be used to recognise and articulate different and conflicting points of view.
	Week 6 Lesson 8: How can we protect our rainforests? WALT identify strategies that can be used to protect the rainforest. Lesson 9: Assessment point.	8. Rainforests regulate Earth's climate and are important for life on Earth in many different ways. Rainforests face a variety of threats. People are taking action to protect the rainforests in many different ways.



Enquiry Question:		How do we power the Earth?			
NC Objectives:	Human geography: <ul style="list-style-type: none"> - The distribution of natural resources including energy. - 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. Geographical skills and fieldwork: <ul style="list-style-type: none"> - Use the eight points of a compass, six-figure grid references, symbols and key to build their knowledge of the UK (local area). - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies. 			Learning Threads: Physical Processes. Water, Weather and Climate. Local Area. Trade and Economy.	
Curriculum Coherence:	Prior Knowledge: EYFS: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Y1: Daily and seasonal UK weather in science. Africa and climate in relation to equator. Y2: Weather and seasons. Hot and cold countries. Y4: Water cycle, rivers (floods) and mediterranean climate. Y5: South America & Amazon links to Curitiba, Brazil (green city).		Future Learning: Y5: Effects of industrial revolution Y6: UK climatic regions.		
Vocabulary: Renewable energy, non-renewable energy, solar panels, wind turbines, biomass, generate, fossil fuels, source, depleted, replenished, coal, oil, gas, nuclear fuels, uranium, geothermal, wave, tide, hydroelectric, climate change, global warming, climate, carbon cycle.	High Quality Text:  Floodland by Marcus Sedgwick. Chosen because it highlights the possible effects of climate change on the Earth. The Last Bear Hannah Gold (Class novel)	Misconceptions: Pupils think that climate change and global warming are the same thing. Be aware of eco anxiety – we need to show our pupils that we can make positive changes to support our planet in the future.	Substantive Knowledge: Place knowledge: Sense of own place: Explore what we are doing locally to support climate change and how this affects the local environment. Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Physical geography: To identify the carbon cycle and the reasons for climate change. Human geography: The distribution of natural resources of energy. Sustainability: Explore an issue on a local scale and progress to a global scale – climate change and renewable energy.	Disciplinary Knowledge: Geographical enquiry: Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale. Collect and record evidence unaided. Analyse evidence, make comparisons on various scales, recognise patterns and draw conclusions. Direction and location: Use 6-figure grid references to locate features on a map. Mapping: Select maps for a specific purpose. Compare maps with aerial photographs. Identify significant places and environments. Annotate GIS maps with routes, images and labels. Begin to draw thematic maps based on their own data. Begin to use Ordnance Survey symbols. Fieldwork: Observe, measure and record using a range of methods.	Cross Curricular Links: Science: Materials. DT: wind turbines. Links to next history unit: Industrial revolution and previous geography unit: rainforests.



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				<p>To choose from a range of methods when communicating geographical information.</p> <p>Identifying sources of renewable and non-renewable energy in the school grounds and local area.</p> <p>Using grid references in the field.</p> <p>Global connections between people & countries – key focus on trade links for energy.</p> <p>Social justice, equality & diversity: How fairness may not always mean equal treatment.</p> <p>Develop a sense of justice.</p> <p>Thinking like a geographer:</p> <p>Ask & Answer Qs:</p> <p>Ask and investigate geographical questions, suggesting enquiries to test them.</p> <p>Analysing & Communicating:</p> <p>Analyse, communicate and explain geographical information.</p> <p>Evaluating & Debating:</p> <p>Express their own views about people places and environments studied, justifying their reasons.</p>	
<p>Knowledge Sequence:</p> <p>Links: Unit: Energy and Sustainability KS2 Geography Oak National Academy (thenational.academy)</p>	<p>Week 1:</p> <p>Lesson 1: How do we produce energy? WALT identify and name the different ways that we can produce energy.</p> <p>Lesson 2: What are the different types of renewable and non-renewable energy? WALT identify renewable and non-renewable energy sources.</p> <p>Week 2:</p> <p>Lesson 3: What are the reasons for and effects of climate change? WALT understand the reasons for climate change and its effects.</p> <p>Lesson 4: How and where are we going to study sources of energy? (Mapping Activity) WALT prepare our fieldwork enquiry. (Explore the wider local area).</p>	<ol style="list-style-type: none"> 1. Link back to Link back to Y2 UK climate. Hot and cold countries. Arctic climates. Y3 The Rockies and Y4 Magnificent Mediterranean. Could our climates change? How power was historically generated and the rise in the use of electricity throughout the industrial revolution that led to huge advancements in human's capacity to power our world. 2. Identify sources of renewable and non-renewable energy and consider the pros and cons of fossil fuels. 3. Identify the difference between global warming and climate change. Understand the carbon cycle and explain what climate change is doing to the world. Using Jigsaw activity identify how climate change effects our planet, what is being done locally to support climate change, what are global leaders doing to support climate change, what aspects of our school support climate change. 			



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		<p>4. Fieldwork Enquiry: Ask: Develop the Big enquiry question that you will solve in the field to give the pupils a need to know e.g. How sustainable is our local area? You could identify energy sources used, green spaces, recycling, access to public transport, etc.</p> <p>Collaborate and Select Mapping Activity: Teach and use 6-figure grid references and OS symbols to identify places that you could visit on an OS map of Newquay. Why might this be a good place to visit? What do we expect to see there? Then discuss: What data collection methods can we use? (See Techniques below).</p>
	<p>Week 3: Fieldwork (Use GIS mapping and other methods to collect and analyse data – some pupil choice in collection process).</p> <p>Lesson 5 & 6: Fieldwork Activity: Do.</p> <p>1. What sources of energy can we find in our local area?</p> <p>2. What are the positive and negative effects of humans in our school environment?</p>	<p>5 & 6: Do: Go out and complete fieldwork ensuring that all pupils are collecting geographical data.</p> <p>Fieldwork Techniques: Give pupils options to choose from to begin to develop their own choice of data collection methods from: Draw a map to show sustainable and non-sustainable areas in the local environment, as well as renewable and non-renewable energy sources. Using a chart, such as a tally chart to collect data of positive and negative human influences in different areas, create a survey to ask for local people's opinions on how sustainable our local area is and how they think it could be improved. (Giving pupils choice to select 2 options, will provide a range of different outcomes to share – they can work in groups or with partners).</p>
	<p>Week 4:</p> <p>Lesson 7: What have I found out about energy sources in our local area and school grounds? WALT analyse the findings of our fieldwork.</p> <p>Lesson 8: What is special about Curitiba? (Brazilian city to link with previous learning). WALT identify the strategies that Curitiba has used to become more sustainable.</p>	<p>7. Analyse the geographical data using data collected from the different sources: Line graphs for tally charts, exploring the sustainable approaches taken in the local area to compare with a 'green town'. Add details onto a GIS map to show sustainable and non-sustainable energy sources and spaces in the local area and use the measurement tool to measure the and compare the green and non-green spaces. Identify next steps to improve the local area. Create a scaled map of local area and add features to show how it could be improved.</p> <p>8. Understand why Curitiba, in Brazil introduced new city plans. Investigate how Curitiba became more</p>

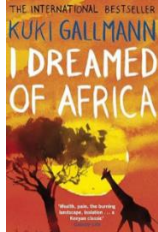


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		sustainable. Explore sustainable development in our local city (Truro) through a case study and compare Curitiba and Truro with our local area findings. Analyse what is unusual about Curitiba?
	Week 5: Lesson 9: What strategies would I recommend we use to make our local area more sustainable? WALT present our findings. Lesson 10: Assessment Point.	9. Pupils to write a letter to local MP, making recommendations on how to make our local area more sustainable, using evidence from findings in fieldwork and examples from other places, such as Curitiba.



Year 5 Summer 2: Deserts. Geography: Deserts, biomes and time zones.

Enquiry Question:	Would you prefer to live in a hot or cold desert?				
NC Objectives:	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> - Name and locate environmental and geographical regions. - Identify the position and significance of lines of latitude and longitude, the Prime/Greenwich Meridian and time zones. <p>Physical Geography:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of biomes. <p>Human Geography:</p> <ul style="list-style-type: none"> - Types of settlement and land use. Distribution of natural resources. <p>Geographical skills & fieldwork:</p> <ul style="list-style-type: none"> - Use maps, atlases and globes to locate countries and describe features studied. 			<p>Learning Threads:</p> <p>Water, Weather and Climate. Location, Land Use and Settlement. Physical processes. Trade and Economy.</p>	
Curriculum Coherence:	<p>Prior Knowledge: EYFS & Y1: Learning about Africa and its climate due to where it is in the world. Y2: Hot and cold countries. Polar regions (cold deserts). Y3: Climate regions of North America. Y4: climate regions in the Mediterranean. Y5: Rainforests and their climate.</p>			<p>Future Learning: Y6: India climate regions and features.</p>	
<p>Vocabulary:</p> <p>Biomes, tropical rainforest, deciduous forest, coniferous forest, tundra, grasslands, desert, savanna, eco systems, climatic conditions, flora, fauna, diverse, precipitation, temperature, hot & cold climates, deserts, formations, sand dunes, salt flats, pillars, arches, human habitation, natural resources, desertification, time zones, Greenwich mean time (GMT), prime meridian, lines of longitude.</p>	<p>High Quality Text:</p>  <p>I Dreamed of Africa by Kuki Gallmann.</p> <p>Chosen because of its setting and settlement descriptions from an author who lived there at the time.</p>	<p>Misconceptions:</p> <p>Pupils can think that all deserts are hot – geographers define deserts in terms of annual precipitation, not temperature.</p> <p>Pupils think that nothing lives in the desert.</p> <p>Pupils think that deserts can't be developed.</p>	<p>Substantive Knowledge:</p> <p>Locational Knowledge:</p> <p>Latitude & Longitude: Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones (including day and night). Identify absolute and relative host country position. To identify the different biomes in the world. To identify where the main deserts are in the world.</p> <p>Place knowledge: To compare some of the major deserts in the world.</p> <p>Physical features: Features of the world's major biomes. Features of deserts. Eco systems. Climate zones.</p> <p>Human Features: To explore human features in the rainforest. Natural resources, economic activity and trade links.</p> <p>Settlements: To identify desert cities and settlements and explore how people live in a desert.</p>	<p>Disciplinary Knowledge:</p> <p>Geographical enquiry: Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on larger scale.</p> <p>Maps, atlases and globes: Identify significant places and environments. Use index and contents page within atlases. Begin to use atlases to find out about other features of places. Use deserts thematic maps. Draw own scaled map showing desert features. Use time zone maps to find out key information.</p>	<p>Cross Curricular Links:</p> <p>Links to vegetation and biomes in previous rainforest topic.</p> <p>Art: Photography in sand pit, creating desert features.</p> <p>Time zones links to science: Earth and space.</p>



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<p>Knowledge Sequence: Links: Unit: Biomes KS2 Geography Oak National Academy (thenational.academy)</p>	<p>Week 1: Lesson 1: What are the Earth's biomes? WALT identify the different biomes on Earth.</p> <p>Lesson 2: Where are the Earth's biomes? WALT identify the locations of different biomes on Earth.</p>	<ol style="list-style-type: none"> 1. Link back to physical features and climate regions Y3 mountains, earthquakes and volcanoes. Y4: The Mediterranean. Link to earlier topic on water cycle and rivers – how important are our oceans? The six major biomes and their key features – Tropical rainforest, temperate deciduous forest, coniferous forest, Tundra, grasslands (savanna), desert. Understand that biomes are large eco systems. Explore how biomes have distinct climatic conditions, flora and fauna. 2. Review the location of different biomes. Examine which biomes occur at different latitudes and identify patterns. Explore which continents are most diverse in terms of biomes. Examine countries with particularly diverse biomes in them.
	<p>Week 2: Lesson 3: What effects an ecosystem? WALT identify key factors that affect an ecosystem.</p> <p>Lesson 4: What is a desert and where are they in the world? WALT explain what a desert is and where they are in the world.</p>	<ol style="list-style-type: none"> 3. Examine different factors that affect an ecosystem including rainfall, temperature and sunlight. Explore how human activity affects an ecosystem. 4. To define what a desert actually is and discover that there can be deserts in cold and hot climates. To identify the major deserts of the world on a world map. To find out some interesting facts about the Sahara Desert in Africa.
	<p>Week 3: Lesson 5: What is the weather and climate like in a desert? WALT explore the weather and climate in a desert.</p> <p>Lesson 6: What are desert formations? WALT identify and create different desert formations.</p>	<ol style="list-style-type: none"> 5. To identify that all deserts have arid climates, but some can be hot and some can be cold. Explore and compare the climates of some major deserts around the world. Use graphs and charts to find, present and interpret information. 6. To explore different types of desert formations, such as sand dunes, salt flats, pillars and arches and find out how they were formed. Draw a scaled desert map with key features. In art, create desert features in sand pit for photography.
	<p>Week 4: Lesson 7: How are deserts used by humans? WALT explore how the desert is used by humans.</p>	<ol style="list-style-type: none"> 7. To learn that even though deserts are inhospitable to human habitation, there are many ways that deserts are used by humans. To identify some of the natural resources that can be found in the



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	<p>Lesson 8: Do people live in deserts? WALT consider the challenges faced by people who live in the desert.</p>	<p>desert, such as diamonds, salt and oil, as well as how humans can use deserts for a variety of different things, such as filming, leisure and military testing.</p> <p>8. To explore some of the challenges faced by people living in deserts. To find out how people find water in the desert and the effects that a lack of water can have on animals and humans living in the desert. To explore how desert cities in the Sahara desert get the water that they need and consider the lifestyles of the people in the Sahara desert compared to our own.</p>
	<p>Week 5: Lesson 9: What are the causes and effects of desertification? WALT identify the causes and effects of desertification.</p>	<p>9. To define what desertification is and look at the factors that cause it. To look at the effects of desertification, particularly for poorer farmers and consider how the problem can be tackled.</p>
	<p>Week 6: Lesson 10: What is the significance of the Greenwich Meridian and time zones? WALT identify the different time zones on Earth and understand why these exist.</p> <p>Lesson 11: Assessment point.</p>	<p>10. Identify the time of day and compass directions for when the sun sets and rises (links to Earth and Space in science). What are lines of longitude? The centre of these lines is at 0, here is known as the prime meridian or Greenwich mean time. There are 24 other time zones along the 24 lines of longitude, creating 24 hours in a day. Use a map to identify the key time zones across the world. Identify what the time is in different parts of the world.</p>