

Inspiring and enabling our school community to live life to the full



GEOGRAPHY YEAR 3

Subject: Global: South America and Rainforests

Our Geography curriculum aims to encourage pupils to be curious about the world around them. It develops key geographical skills and provides pupils with the knowledge and understanding they need to be successful geographers. Our intention is to broaden their horizons through enquiry-based learning.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

- Year 1- atlases to find countries within Great Britain.
- Year 2 - Location and features of Tocuaro in Mexico
- Physical and human features in the local area (Crowthorne) and in Mexico
- Understand weather patterns in the UK and how location of countries in the world differ depending on the equator

Key Vocabulary taught in this unit:

Physical and human features, country, continent, city, ocean, equator, southern hemisphere, tropic of cancer, tropic of Capricorn, climate, North America, South America, landscape, mountains, rainforests, deserts, humid, arid, weather, climate, species, temperate, tropical, boreal, deciduous, coniferous, Forest floor, understory layer, canopy layer, emergent layer, deforestation, positive, negative.

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

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 Label a map with continents and oceans to locate the Americas. Locate the countries within South America. Identify the physical features in South America.

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 in North or South America. Bracknell forest and The Rainforest– look at images of both. Table to compare human and physical features.

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Discussion about the equator and weather patterns throughout the year. Discuss the difference between weather and climate. Look at what can survive in a tropical climate.

Describe and understand key aspects of: 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 Posters to include the positive and negative effects of deforestation on the rainforest.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use of maps, atlases, Google Earth and images to describe the landscape and features of South America and focusing on the Amazon Rainforest.

Impact / Outcome:

What will the final product / result be?

Children will produce a poster and recount including reference to the physical and human features of a location/country within South America.

P4C Inquiry (where appropriate) Use the Deforestation Debate Cards to hold a class debate about the issues of deforestation in the rainforests.

Read 'The Lorax' by Dr Seuss and discuss the author's message: "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."