



### The BIG Picture

In this unit the children will be studying rivers and the water cycle. They will be finding out all about evaporation, condensation and precipitation and using their knowledge to understand water doesn't run out. The children will learn about the journey of a river from mouth to source and be able to name and describe key features of rivers. They will develop their knowledge of the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. Children will discover how human and natural influences can have an impact on rivers. They will understand the importance of rivers to humans, and the impact we are having on them and the wildlife they support. This unit builds upon the Year 2 Continents and Oceans unit as the children locate some of the world's longest rivers on each continent.

### What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)

Children will know that Runcorn is located on The Mersey (Y1, Our Local Area)

Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)

Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)

Children will have some understanding of climate zones and how the location of a place has an impact upon its climate (Y3, Climate Zones)

### Key vocabulary & understanding:

Egypt, drainage, erosion, flood management, irrigation, Ethiopia South Sudan, Sudan, Uganda, United States of America, confluence, flood plain, meander, mouth, altitude, estuary, lower course, middle course, upper course, source, tributary

### NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. **This will include the location and characteristics of a range of the world's most significant human and physical features.** They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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

- 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

describe and understand key aspects of:

- physical geography**, including: climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and earthquakes, and the **water cycle**
- 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

- use maps, atlases, globes and digital/computer mapping to locate** countries and describe features studied
- use 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Specific unit objectives

- To describe the water cycle, explain what a river is and locate the world's longest rivers on a map.
- To describe how rivers are used around the world.
- To identify the stages and features of a river, and the way that land use changes from the source to the mouth.
- To recognise and explain how human activity affects rivers.
- To recognise and explain how flooding affects communities.
- To identify the key characteristics of one of the world's longest rivers.
- To know the key elements and features of a river and of the water cycle.
- To know the names of – and key information on – the world's main rivers.
- To interpret and explain key information on rivers.
- To evaluate a range of possible flood prevention measures.
- To confidently use globes, atlases and maps to locate the world's principal rivers.
- To use appropriate geographical vocabulary when describing the water cycle, rivers and river features.

### Key Questions

What is a river?

How do people use rivers?

What journeys do rivers make?

How do people change rivers?

How can flooding affect people?

What can I find out about the world's longest rivers?

### Key Knowledge

The world's ten longest rivers (the longest three first): Nile (Africa), Amazon (South America), Yangtze (Asia), Mississippi (North America), Yenisei (Asia), Yellow (Asia), Ob-Irtysh (Asia), Paraná (South America), Congo (Africa), Amur (Europe/Asia). The water cycle is the way in which water moves around the Earth. It never stops! Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. A river has three main stages: upper course, middle course and lower course. Flooding is caused by poor drainage around or close to a river.

### Key Texts

Journey to the River Sea – Eva Ibbotson

River Stories – Ashling Lindsay  
Water Is Water M. Paul  
Junior Atlases

Reading texts available on Oddizzi

Range of non-fiction books to be used.



### The BIG Picture

South America is the fourth largest continent. It is surrounded by the Atlantic Ocean to the east and the Pacific Ocean to the west. It includes the Andes Mountain Range, the Amazon River and the Amazon rainforest. This unit builds upon the Year 3 unit on Rio and South East Brazil as the children will be learning more about South America. The children will discover the location of this continent, including the countries it is made up of, in relation to the rest of the world. They will explore key geographic features such as rainforests, rivers, deserts, mountains, lakes and waterfalls and link this with their Year 3 unit on Climate Zones. They will then identify the key human geographic features of South America such as identifying key countries, major cities, languages spoken and which religious beliefs predominate in certain areas. They will locate the Amazon Basin and develop their knowledge about its features. This unit directly builds upon the previous Year 4 Rivers unit as the children think more carefully about how the water cycle and how applies to the Amazon.

### What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)  
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)  
Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)  
Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y3, Climate Zones)  
Children will know the process of the water cycle and the key features of rivers. (Y4, Rivers)

### Key vocabulary & understanding:

Amazon Basin, Bolivia, Brazil, Ecuador, Peru, Venezuela, drainage, agriculture, ecosystem, food chain, humidity, river basin, volume, equatorial, International Date Line, longitude, Prime Meridian, Tropic of Capricorn, Western Hemisphere

### NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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

- 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

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Specific unit objectives

- To locate The Amazon on a map and consider the significance of its location.
- To describe the importance of the Amazon Basin and Rainforest.
- To understand some of the threats to the Amazon and why they matter.
- To understand some of the main human and physical features of Manaus.
- To compare the Amazon Basin with South-East Brazil and Runcorn.
- To share children's knowledge and understanding of the Amazon Basin.
- To know how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon.
- To know about human activities in the Amazon basin, including questions about how the river and the forest are used.
- To confidently use globes, atlases and maps to locate the Amazon within the globe and the South American continent.
- To interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.
- To use appropriate geographical vocabulary, conveying a distinctive sense of place when describing the Amazon, its location and its features.

### Key Knowledge

The 12 independent countries of South America: Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela. South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is exported worldwide. Manaus is a city in the heart of the Amazon Rainforest region and sits on the Rio Negro, one of two major rivers that flow into the River Amazon.

### Key Questions

Where is the Amazon?  
Why does the Amazon matter?  
Why does the Amazon need to be protected?  
What is it like in a rainforest city?  
How does the Amazon Basin compare with other places we have studied?  
What do I know about the Amazon Basin?

### Key Texts

The Great Kapok Tree – Lynne Cherry  
Expedition Diaries – Borneo Rainforest – Simon Chapman  
Where the forest meets the sea – Jeannie Baker  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.



### The BIG Picture

In this unit the children will discover the world's rainforests. Building upon their Hot and Cold places unit in Year 2 and their Climate Zones unit in Year 3 the children will develop their knowledge of how the location of the world's rainforests has an impact on their climate. Building upon their learning from previous Year 4 unit, children will learn of the global significance of the Amazonian region and the importance of rainforest regions across the globe. The children will learn what is meant by the term biome and what the features of the rainforest biome are from its unique climate to the animals and people who live there. They will learn about the different layers of the rainforests and their features. They will also learn about threats to the rainforest such as deforestation. They will be looking at what is happening in the world and how we can help the rainforests. Children will begin to understand the competing priorities of different stakeholders in the Amazonian region. For example, the competing demands of indigenous hunter gatherer societies, the logging industry, the mining industry, tourists and other local both rural and urban. They will consider and debate the merits of 'development' and 'conservation'.

### What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)  
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)  
Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)  
Children will have some understanding of climate zones and biomes and how the location of a place has an impact upon its climate (Y3, Climate Zones)  
Children will know the process of the water cycle and the key features of rivers. (Y4, Rivers)

### Key vocabulary & understanding:

Amazon River, Democratic Republic of the Congo, Lake Tanganyika, Indonesia, Manaus, River Niger, ecosystem, rainforest, biodiversity, biome, canopy, deforestation, emergent layer, forest floor, understory, equatorial, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn

### NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the **world's most significant human and physical features**. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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

- 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

describe and understand key aspects of:

- physical geography, including: **climate zones, biomes** and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
- use 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Specific unit objectives

- To recognise what a rainforest is and locate the world's rainforests on a map.
- To recognise the different layers of life in a rainforest.
- To recognise the features that make up a rainforest.
- To describe the key characteristics of the Congo.
- To describe and explain the impact of the deforestation of the rainforests.
- To explain the importance of the Amazon Rainforest.
- To know the key elements of a rainforest biome and how this contrasts with other biomes.
- To know how some human beings have adapted to life in the rainforest.
- To use globes, atlases and maps to identify the location and distribution of rainforests and other biomes.
- To use appropriate geographical vocabulary when describing rainforest and other biomes including their locations.

### Key Knowledge

The world's rainforests:  
The Amazon (South America), The Congo (Africa), The Gunung Leuser (Asia), St Lucia (North America)  
Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn.  
Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines.  
A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest.

### Key Questions

Where are the world's rainforests?  
What makes up a rainforest?  
What are the main features of a rainforest?  
What is the Congo rainforest like?  
Why are the rainforests being cut down?  
Why does the Amazon Rainforest matter so much?

### Key Texts

The Great Kapok Tree – Lynne Cherry  
Expedition Diaries – Borneo Rainforest – Simon Chapman  
Where the forest meets the sea – Jeannie Baker  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.