	Aut	Autumn B	Spr	Summer A	Sum	Summer B
		Rivers		Local Area and region		Rainforests
Learning Objective (from DC Pro)		FS • I can use online resources (including maps) to identify the key characteristics of one of the world's longest rivers. LK • I can locate the world's longest rivers on a map HG • I can describe how rivers are used around the world. • I can recognise and explain how flooding affects communities. PG • I can identify the stages and features of a river.		MS • To locate the local area on an aerial image in relation to other places around it • To use an Ordnance Survey map to identify local landmarks and features • To create a sketch map of the local area showing possible future changes FS • To use fieldwork to observe, measure and record a range of data on the human and physical features in the local area, using a range of methods • To draw on fieldwork and an understanding of processes of settlement and change to produce a simple report PK • To compare different perspectives on the local area HG • To describe the distinctive human features of the local area PG To describe the distinctive physical features of the local area		GE • I can explain the importance of the Amazon Rainforest. LK • I can locate the world's rainforests on a map. HG • I can explain the impact of deforestation on rainforests. PG • I can describe the key characteristics of the Congo. •
Skills		•interpret and explain key information on rivers (use 8-point compass); •evaluate a range of possible flood prevention measures; •use globes, atlases (contents and index) and maps to locate the world's principal rivers •use appropriate vocabulary (including appropriate language of turn) when describing rivers and river features •I can use online resources (including maps – contour lines, complex keys, draw cross-sections, measure distance) to identify the key characteristics of one of the world's longest rivers.		•use appropriate vocabulary and different scales (to estimate distances) when describing the local area (use six figure grid references) • To use aerial images to describe the key physical and human features of the local area and in relation to other places around it. •To use maps as primary and secondary evidence (including thematic maps) to identify local landmarks and features •To record the features of the local area using a sketch map •To create a sketch map of the local area showing possible future changes •To develop enquiry questions about change in the local area •To use fieldwork to observe, measure and record a range of data(use discrete and continuous data) on the human and physical features in the local area, using a range of methods. •Evaluate own observations and compare them with others •To find evidence of settlement and change in the local area •To draw on fieldwork and an understanding of processes of settlement and change to produce a simple report		•interpret a range of maps (annotate digital maps/ copy from) and aerial views (compare context and purpose) of the Amazon and the Congo and apply this information to their understanding of it; •use globes, atlases and maps to locate the world's principal rainforests (and other biomes) •use appropriate vocabulary when describing the Amazon; rainforest and other biomes;
Sticky Knowledge		•the key elements and features of a river; •the key elements of the water cycle; •the names of – and key information on – the world's main rivers; •basic ideas about flood management;		• Evaluate the processes of settlement and historical change and how it has affected the local area. • To predict any future changes.		•the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); •the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; •how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; • •how some human beings have adapted to life in the rainforest and the Amazon.

| Vocabulary | River Nile, Thames, Niger, Yangtze
water cycle, water shed, evaporation, overland flow, mouth, channel, condensation, precipitation, hydro-electric power ,crops, transporting, recreational, source, tributary, v-shaped valley, waterfall, ox-bow lake, meander, estuary, lower/middle/upper course, irrigation, dam, Thames Barrier, flooding, floodplain, flood management/prevention, sandbag, embankment, continent, confluence, dam, river bank/basin, country, drainage, drinking water, erosion, pollution | •contrast, compare, Trend, Sort, classify, property.
•Base, spherical, cylindrical (and other 3-D shapes for FW description) concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret(From maths NC)
East Midlands, Nottinghamshire | Rainforest, Equator, continent, Amazon Basin, Democratic Republic of the Congo, Congo Forest/River, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, logging, Aka people, Nomadic, hunter-gatherer, deforestation, ecosystem, indigenous, fell, farming, oxygen, fertile, carbon dioxide, biodiversity, Manaus, emergent layer, environment, environmentalist, logging
Tropic of Cancer and Tropic of Capricorn, Prime Meridian, International Date Line |