



Geography Rainforests		Year 2		Summer Term	2024
Week	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes	
1	<p>What is a rainforest? (one lesson)</p> <p>Where are rainforests? Map work (one lesson)</p>	<p>: to establish what a rainforest is</p> <p>: to establish where the rainforests are situated- map work</p>	<p>: complete the worksheet</p> <p>: look online for pictures of the Amazon rainforest Powerpoint rainforest_1(1)</p> <p>: Look at an Atlas- pair work</p> <p>: Look colour in the map identifying the location of rainforests</p> <p>: Talk about the equator. Locate the equator and draw a red line across the map (link-red=hot)</p> <p>What do you notice about the location of these rainforests? Talk about the tropical climate.</p> <p>: complete the written work on the location of rainforests</p>	<p>I can say what a rainforest is.</p> <p>I can say where rainforests are.</p> <p>I can understand that rainforest climate is tropical and this type of climate is only found near to the equator.</p>	
2	<p>Where are rainforests? Map work (one lesson)</p>	<p>: to identify South America-</p> <p>: to locate Brazil and The Amazon River and</p>	<p>: identify North and South America on the map</p> <p>: Look at South America in depth. Locate, Brazil, the Amazon River and the Amazon Rainforest.</p>	<p>I can locate North and South America on a map.</p>	



	<p>The Amazon Rainforest <i>Sense of place</i></p> <p>What would you take to a rainforest? (one lesson)</p>	<p>the Amazon Rainforest</p> <p>: to discuss and reason what would and would not be useful in a rainforest</p>	<p>: from a given list of items decide with a partner which items would be useful and which would not be useful</p> <p>: give reasons for their choices</p>	<p>I can locate Brazil, The Amazon Rainforest and Amazon River on a map.</p> <p>I can say what I would take to a rainforest and justify my reasons.</p>
3	<p>What are the layers of a rainforest? (one lesson)</p>	<p>: to identify the five layers within a rainforest</p>	<p>: look at pictures of the various layers in a rainforest</p> <p>: make up the booklet of each layer</p>	<p>I can name the 5 layers of a rainforest.</p>



	<p>What are the features of the understorey, forest floor and river layers of a rainforest? (one lesson)</p>	<p>: to identify some features of the understorey layer : to identify some features of the forest floor layer : to identify some features of the rivers</p>	<p>: look online at pictures of the emergent and canopy layers : write a couple of sentences about each layer opposite the relevant place in their layer booklet</p>	<p>I can identify some features of each rainforest layer.</p>
5	<p>Which animals live in the rainforest? (two lessons)</p>	<p>: to identify a number of animals whose habitat is the rainforest : to name an animal which lives in each rainforest layer</p>	<p>: use Rainforest keyhole from Scholastic to introduce the lesson : use KS2 Rainforest for TES (Scholastic Rainforest Factfile with sounds) and books to look at animals which live in the rainforest : Get the children to read a booklet about rainforest animals and make a decision as to which layer of the rainforest the animals they live in. Stick the animal in the right layer on a diagram. Extension: can they say why they have placed the animal in that particular layer.</p>	<p>I can name some animals which live in the rainforest.</p> <p>I can say which animals live in which rainforest layer.</p> <p>I can explain why animals are suited to living in a particular layer of the rainforest.</p>
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6	Animal facts (two lessons)	: to research a rainforest animal of their choice : to find out interesting facts about their chosen animal : to learn facts about the animals chosen by their peers : To create an animal 'Fact Card'.	: write about their chosen animal using the research from their homework : read the completed work to the class <i>Check they have completed their research before the lesson!!!!</i> Create and design Fact Card on their chosen animal.	I can research an animal which I find interesting and relate some of the facts about the animal.
7	Does anyone live in the rainforest? (one lesson)	: to appreciate that various tribes inhabit the rainforest : to appreciate that the tribes use the	: BBC classclips : revisit the true/false activity to see what needs changing : introduce the rainforest tribes : powerpoint on the tribes : look at the fact sheets on each tribe : talk about the similarities/differences between the tribes	I know that the rainforest is inhabited by some tribes. I know that each tribe uses the rainforest in a different way.



	<p>The importance of rainforest preservation: 'The Great Kapok Tree'</p>	<p>rainforest in different ways</p> <p>: To understand the importance of preserving rainforests and how this effects the whole planet.</p> <p>: To understand what threatens the future of rainforests and the future impact of lack of preservation.</p>	<p>: complete the worksheet on the similarities/differences and how each tribe uses the rainforest</p> <p>Read the book 'The Great Kapok Tree', Talk about the the loss of the Great Kapok tree had/would have on the rainforest and then the rest of the world.</p>	<p>I know that the rainforest environment is threatened and the impact of this on the rainforest habitat and the rest of the world.</p>
8	<p>Direction (1 lesson)</p>	<p>:to introduce the pupils to the 8 main points of the compass and to give practice in using the compass points.</p> <p>:to use symbols and keys</p>	<p>Show pupils the PPT on compass points.</p> <p>Hide 'treasure' outside in the playground. Give pupils a cut out 8 point compass card and direct them to the treasure as part of a whole class activity.</p> <p>Complete compass point grid activity from Twinkl- differentiated sheets,</p>	<p>I can name the points of the compass.</p> <p>I can identify the symbols on the map by looking at the key.</p> <p>I can name some geographical features.</p>



	<p>Aerial views (1 lesson)</p>	<p>: to reinforce the understanding of the compass points.</p> <p>: to develop skills in following and giving directions</p> <p>: to recognise the need for aerial views.</p> <p>: to recognise real life objects which are presented as aerial views.</p>	<p>Use Twinkl PPT 'Viewing from Above'. Explain aerial view also called 'birds eye' view Talk about why map makers like to think about things from an aerial view. Use Twinkl activities to help children grasp that you can feel a 'sense of place' from an aerial photograph.</p> <p>Look at an aerial view picture of the school on google maps- satellite view. Locate all the features together as a class.</p>	<p>I am learning to follow directions on a map.</p> <p>I can recognise an aerial view and differentiate from an 'on the ground' view.</p> <p>I recognise the need for an aerial view.</p> <p>I understand that you can still grasp a 'sense of place' from an aerial view picture.</p>
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9	<p>Reading a Map (1 lesson)</p> <p>Co-ordinates</p>	<p>:</p> <p>To be able to understand why we use maps and types of maps</p> <p>: To read a map and understand its key features</p> <ul style="list-style-type: none"> - Aerial view - Key - Compass - Scale <p>To be able to identify physical and human features on a map.</p> <p>:to teach the pupils to use simple letter/number co-</p>	<p>Show the children the fictional map of Hopeville.</p> <p>Children to answer a set of questions about the map making use of the key features of a map as well as identifying physical and human features.</p>	<p>I appreciate maps are created using aerial views.</p> <p>I can understand the function of a key</p> <p>I can identify human and physical features on a map.</p> <p>I can use co-ordinates to locate a specific point on a map.</p>



	(1 lesson)	ordinates to locate features on a map	<p>Children to complete differentiated co-ordinates worksheet- finding human and physical features on a map by following the co-ordinates.</p> <p>Children to also place in features on a map, using their understanding of co-ordinates to place them accurately.</p> <p>Zoo co-ordinates on Twinkl</p> <p>Extension- creating your own map following directions and co-ordinates to place the features,</p>	
10	Reading a map (continued)	<p>: To be able to understand why we use maps and types of maps</p> <p>: To read a map and understand its key features</p> <ul style="list-style-type: none">- Aerial view- Key- Compass- Scale	<p>Look at a Map of the school and the local area.</p> <p>Answer questions about the map about human and physical features,</p>	<p>I can match a symbol to a real object.</p> <p>I can interpret a simple map.</p> <p>I can draw pictures on a map following an alphanumeric co-ordinate system.</p>



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		To be able to identify physical and human features on a map.		I can use a key to interpret symbols on a map.
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