

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Geography

YEAR: A

TERM: Spring

YEAR GROUPS: 3/4

KEY QUESTION: *Could I live in a rainforest?*

PREVIOUS KNOWLEDGE *We would expect most children to already be able to:*

- Locate countries in Central America on a map.
- Describe some features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley in different countries.
- Explain how people may have an effect on an area.
- Understand that different countries have different climates and identify hot and cold places.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Find the equator, Tropic of Cancer and Tropic of Capricorn on a map and globe. **KQ1**
- Identify the different layers of the rainforest. **KQ2**
- Recognise that the rainforest is humid and is the same all year round. **KQ3**
- Record data about tree height in the rainforest and a local wood. **KQ4**
- Identify what deforestation is and that it has a negative impact on plants and animals in the rainforest. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Locate countries that have rainforests and comment on their location on a map. **KQ1**
- Name and describe the different layers of the rainforest. **KQ2**
- Describe the weather in the rainforest. **KQ3**
- Create graphs to show difference in tree height and comment on why there are differences. **KQ4**
- Describe the impact of deforestation on rainforests and identify what could be done to reduce the negative impact. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Explain why rainforests are located near the equator. **KQ1**
- Explain how the different layers of the rainforest contribute to its broad biodiversity. **KQ2**
- Explain how the climate impacts what lives in the rainforest. **KQ3**
- Explain why there are differences in tree height. **KQ4**
- Explain the impact of human behaviour and the consequences of them for the future. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Labelling maps and aerial photographs with physical features.
- Locating places on a map. continents, oceans, tropics, equator.
- Joining in a deforestation debate

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- The use of atlases, Google Earth and aerial photographs to study rainforest locations.
- Observe web cams in rainforests.
- Exploration of the Eden Project.
- Create a hot room to show effects of humidity.
- Visit to Chester Zoo.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Music - rainforest sounds music performance.
- DT - Making a rainforest animal.
- Computing – tables, graphs and charts on Excel, PowerPoint presentations, internet research, Google Earth.
- PE – Orienteering in Croft Woods.
- Maths – drawing graphs, collecting data and using tables.
- English –The Great Kapoc tree, balanced argument

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Debate in role as characters from within the rainforest.
Works hard	Offer explanation and factual support to answers and responses.
Concentrates	Complete work set and offer responses to discussion.
Self-motivates	Research using books, iPad, maps and views from others to support and complete work.
Imagines	Empathise and adopt the perspective of those living within a different culture.
Improves	Use and apply geographical vocabulary to written and oral responses.
Understands others	When presenting information, consider the needs of the audience.
Doesn't give up	Respond to 'pink for think' and verbal feedback.