

MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: 4		SUBJECT: Geography: Why is the rainforest important to us?	
WEEK 1 DATE: 04.11.24 Lesson 1: Where in the world are tropical rainforests?	WEEK 2 DATE: 11.11.24 Lesson 2: What is the Amazon rainforest like?	WEEK 3 DATE: 18.11.24 Lesson 3: Who lives in the rainforest?	WEEK 4 DATE: 25.11.24 Lesson 4: How are rainforests changing?	WEEK 5 DATE: 02.12.24 Lesson 5: How is our local woodland used?: Data collection	WEEK 6 DATE: 09.12.24 Lesson 6: How is our local woodland used?: Findings
<p>LO: To describe and give examples of a biome and find the location and some features of the Amazon rainforest.</p> <p>Success criteria: I can describe a biome and give some examples. I can use an atlas to find the location of the Amazon rainforest. I can use photographs and maps to list some features of the Amazon rainforest.</p> <p>Main Event: Children to identify the location of the Amazon rainforest and use atlas' to research the answers to the questions on the research sheet.</p> <p>Support: Could use the map provided on Activity: Amazon photos instead of an atlas and globe. Could use the Activity: Amazon map and facts (supported) for more guided questioning.</p> <p>Challenge: Could use the map provided on Activity: Amazon photos instead of an atlas and globe. Could use the Activity: Amazon map and facts (supported) for more guided questioning.</p>	<p>LO: To describe the characteristics of each layer of a tropical rainforest.</p> <p>Success criteria: I can name the four layers of a tropical rainforest. I can describe the characteristics of each layer. I can describe how vegetation has adapted to living in a rainforest.</p> <p>Main event: Children to complete activity Layers of the rainforest. They will need to cut around the plants and animals on page one. The children then stick the cut outs onto page two to create their own rainforest, demonstrating their understanding of the layer and its corresponding vegetation and animals.</p> <p>Support: Can use the Activity: Layers of the rainforest (supported) to match the name of each layer and the descriptive sentence to the rainforest diagram.</p> <p>Challenge: Could add labels and sentences to their Activity: Layers of the rainforest without using the word bank.</p>	<p>LO: To understand the lives of indigenous peoples living in the Amazon rainforest.</p> <p>Success criteria: I can define the word indigenous. I can give examples of how indigenous peoples use the Amazon's resources. I can begin to discuss how the Amazon rainforest changes over time.</p> <p>Main event: Children to create a fact file about how indigenous people use the rainforest.</p> <p>Support: Can use the word bank to complete the fact file in the Activity: Indigenous communities (supported).</p> <p>Challenge: Could consider the impact the changes to the Amazon rainforest has on indigenous people and how their lives may be changing. May wish to draw their own map and images on Activity: Indigenous communities.</p>	<p>LO: To describe why tropical rainforests are important and understand the threats to the Amazon.</p> <p>Success criteria: I can list why tropical rainforests are important. I can describe how humans harm the Amazon rainforest. I can discuss what we can do to make positive environmental changes to the Amazon rainforest.</p> <p>Main event: Children to think about a way to present their findings of the threats the rainforest faces and what can be done to change this. There is the option of writing a letter to the president of Brazil.</p> <p>Support: Can use the Activity: Letter plan (supported) but may need to work with an adult to read the statements. The statements on page two of the Activity: Letter plan (supported) may need to be pre-cut for children who struggle with fine motor skills.</p> <p>Challenge: Could consider what they have learnt in English about persuasive writing and use specific techniques in their Activity: Letter plan, such as the use of emotive language, bringing together what they have learnt both in this lesson and the previous one.</p>	<p>LO: To understand how local woodland is used using a variety of data collection methods.</p> <p>Success criteria: I can assess and avoid risks when out of the school grounds. I can collect data through sketching, questioning and recording information on a tally chart. I can map the route I am taking.</p> <p>Main event: Children will travel to their local woodland/park and gather data about how people use the space. Children to complete questionnaire with member of the public and tally of how people are travelling.</p> <p>Support: May need support working out where they are on the Activity: Mapping my route. This can be done by identifying features around them that they can recognise on the map.</p> <p>Challenge: Could be responsible for checking all activities have been completed and the group has collected enough data. Could consider the limitations of the data collection methods (e.g. only taken at a particular time of day or year, children may be at school so not a fair representation, etc.)</p>	<p>LO: To analyse and present findings on how local woodland is used.</p> <p>Success criteria: I can draw a bar chart representing how people use the woodland. I can summarise how often and when people visit the woodland. I can discuss what people like and would change about the woodland.</p> <p>Main event: Children to create bar charts using the data the gathered from the last lesson. Children then to use the data gathered and in groups display all their findings from last week on a poster.</p> <p>Support: Can use the Activity: Bar chart (supported), with adult support if possible, to convey the information from their tally chart.</p> <p>Challenge: Could add statements to their presentation about the limitations of the data collection methods (e.g. only carried out during a certain time of day and year; children being at school and adults at work so not a fair representation; only being there for a limited time, etc).</p>

