

Year 3	Term: Spring 1	Unit Title : Rivers
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Name and locate 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 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 		<p>Questions:</p> <ul style="list-style-type: none"> Where does river water come from? How does the water cycle work? Where are the world's longest rivers? Why are settlements often near rivers? Why do people need rivers to survive? How do people use rivers for fun? Why is it important to protect rivers? Where do these rivers start and end? Where do rivers run most quickly? What shapes does a river make as it travels? What harm can people do to rivers? What causes river pollution? <p>Knowledge:</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe the water cycle and its stages - Explain what a river is - Describe how rivers are used around the world - Identify the stages and features of a river - Describe the way that land use changes from the source to the mouth - Recognise and explain how human activity affects rivers - Recognise and explain how flooding affects communities - Describe flood defence systems - Identify key characteristics of one of the world's longest rivers <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - Locate the world's longest rivers on a world map <p>Sustainability Link</p> <ul style="list-style-type: none"> - Identify causes and environmental impact of river pollution (<i>See The Rivers Trust/Thames Festival Trust</i>) <p>KEY VOCABULARY</p> <p>water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, hydro-electric power, crops, transporting, recreational, source, meander, tributary, v-shaped valley, waterfall, ox-bow lake, dam, irrigation, floodplain, Thames Barrier, embankment, sandbag, continent, country, world river</p> <p>CAREER LINKS</p> <p>cartographer, flood modeller, emergency planner, sustainability consultant, conservation officer, waterway operative, engineer</p>
Linked Texts:		<p>Topic specific additional resources, including people and places:</p> <ul style="list-style-type: none"> World maps, Oddizzi online resources

**See Geography 2022-23 – Oddizzi
– Y3 - Rivers**

Year 3	Term: Summer	Unit Title: Rainforests and the Amazon
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. ▪ Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. ▪ Describe and understand key aspects of 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 ▪ Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ Can we find the Tropic of Capricorn on the globe? ▪ Can we find the Equator? ▪ Can we find where the Equator crosses South America? ▪ Why are most big South American cities near the coast? ▪ What makes a forest a rainforest? ▪ Are all rainforests near the Equator? ▪ What are the different layers of life in a rainforest? ▪ What sort of plants grow in each layer? ▪ What sort of animals live in each layer? ▪ What do we mean by ‘a rainforest biome’? ▪ What sorts of food come from the rainforest? ▪ What would it be like to live in a rainforest? 	<ul style="list-style-type: none"> ▪ What is it like in the different parts of a rainforest? ▪ Where is the Congo Rainforest? What else shares a name with the Congo? ▪ What plants, animals and people live in the Congo Rainforest? How is the Congo changing? ▪ What is deforestation? ▪ Why does deforestation matter to the rainforests? ▪ How is deforestation affecting the planet? ▪ How big is the Amazon Rainforest? ▪ What plants and animals would you find in the Amazon Rainforest? ▪ Why is the Amazon Rainforest sometimes called ‘the lungs of the world’?
	<p>Knowledge:</p>	
	<p>Location Knowledge</p> <ul style="list-style-type: none"> - Describe and define what a rainforest is 	<p>See Geography 2022-23 – Oddizzi – Y3 – Rainforests and The Amazon</p>
<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> - Locate the world’s rainforests on a world map – identify the pattern - Locate the Amazon river and rainforest on maps, globes and atlases (in relation to Equator, S.America and the Tropic of Capricorn) 		
<p>Place Knowledge</p> <ul style="list-style-type: none"> - Describe some of the main features of Manaus (climate, location to river) - Locate Manaus on a map, atlas and globe - Explore travel and trade in Manaus - Compare city of Manaus with London 		
<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Recognise the different layers of life in a rainforest (definitions, images and descriptions of the animals that live there) - Describe the features of a rainforest biome - Understand how important rainforests are for food and medicine around the world - Describe the key characteristics of the Congo - Explore temperature and precipitation levels of each climate zone (read and complete data) 		

- Explore the importance of the Amazon rainforest
- Trace the course of the Amazon river
- Identify countries and tributaries that the river passes through
- Consider what is to the N, S, E, W of the river
- Recap: main feature of a river
- Recreate the route of the Amazon river and its main tributaries
- Identify animal species found in the Amazon
- Explain why the Amazon river is so important
- Explore how the Amazon river is used by people
- Explore biodiversity

Sustainability Link

- Deforestation
- Understand some of the ways in which the Amazon is under threat and why that is important

KEY VOCABULARY

rainforest, Equator, Congo, continent, Amazon, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, Aka people, nomadic, hunter-gatherer, deforestation, indigenous, ecosystem, farming, oxygen, carbon dioxide, biodiversity, fertile, Manaus, Amazon Basin, Bolivia, Brazil, Ecuador, equatorial, Peru, tributary, Tropic of Capricorn, Venezuela, access, food chain, humidity, river basin, charity, poverty, capital, settlement, state, trade, urban

CAREER LINKS

cartographer, sustainability consultant, conservation officer, zoological curator, farmer, fisherman, charity worker

Linked Texts:

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Topic specific additional resources, including people and places:

- World maps, atlases, globes, Oddizzi online resources