

Knowledge planner : *building a rich web of powerful knowledge*

Year 3 Geography - What will we discover as we explore different rainforest regions? (Terms 3-4)

Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.

- Names and locations of continents and oceans, different climates, map skills, key (correct) vocabulary from Y1 and 2 (continent)
- Compass points, general exposure to exploring and interpreting maps
- Plants, animals and biodiversity

National Curriculum links

Geography

Place Knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and Physical Geography

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical Skills and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Science

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Big ideas/concepts Comparisons of climates/areas (e.g. area of Amazon and a UK/European Area of forest). How does human activity affect ecosystems? Where and how do we get resources from rainforests? How can nature be harnessed to help us? How can we care for and protect natural resources?	Key question/s: What effects do landscapes have on people/places? What effect does human activity have on people/places? How are plants and animals adapted for their environment? What do plants/animals need to survive? How are tropical plants/animals used by humans?	Vocabulary (including etymology?) Continent Equator Hemisphere Latitude Longitude Grid-references Settlement Population Urban Rural Facilities Location Resources Migrate Scale Stereotype	Canopy Understorey Ecosystem Adaptation Sustainability Biodiversity Deforestation Environment
Plans - content, how will we teach this? Spanish Cultural Day - Guatemala focus. Comparison studies of	Other curriculum areas with rich links to concepts or content? ICT: Research	Important figures/quotes- the best that has been thought/said/done Rayanne Cristine Maximo Franca - young Brazilian environmentalist	

<p>different countries within the continent.</p> <p>Physical geography: Topography- 4-figure grid references. Map symbols. Contrast studies of landscape and climates.</p> <p>Human geography: Cities, language, varied cultures and demographics - indigenous tribes. Colonisation. Impact of human activity on landscapes and habitats.</p> <p>Case study of Amazon rainforest (deforestation)</p> <p>Visit to the Eden project</p>	<p>English and Music, Speaking and Listening: <i>The Jungle Book</i> (text and performance)</p> <p>DT: Cooking- salsa.</p> <p>Maths: Money/currency Reading grid references</p> <p>RE - why do people pray (compare religions in different rainforest regions across the world).</p>	<p>Rigoberta Menchú - Guatemalan campaigner</p> <p>Paula Cumez - Mayan female artist.</p>	
<p>Plans - content, what we will teach and how we will teach it</p> <ul style="list-style-type: none"> • Map skills lessons - review continents and oceans knowledge • Science programme of study - plants and animals • Sustainability focus • Jungle Book performance (T4) • Artwork inspired by Mayan culture/animals of the rainforest • Spanish language links 			