Unit planning guidance

Enquiry question: What is the Amazon, why is it significant and should it be protected?

Unit context

This unit builds on pupil knowledge of all strands of geography: place knowledge, locational knowledge, and human and physical geography. In preparation for beginning this unit and to excite pupils about the content, activities from the Discovery box can be sent home. Pupils begin this unit by locating South America in the context of the wider world, before they then discover the countries within South America, their population sizes, as well as the main languages spoken by those populations. Once pupils understand the human geography, they will explore the physical geography—they will look at the varying landforms and the huge range in climate zones. After this, pupils will then dive into their study of rainforests. Firstly, by locating the tropical rainforests of the world and finding out why they are so important. They will then look closely at the four layers of the rainforest—the key features of each in terms of sunlight, rainfall, plants, and animals. Pupils will also discover that there are some cities and towns in the Amazon Rainforest, and there are also many indigenous tribes living there too. They find out about some of these tribes, and compare the lives of the tribes to their own. The final session on the rainforest teaches the pupils what is happening to it. Pupils will learn about deforestation, why it is happening (reasons for and against) and the negative impact it is having directly, but also globally. After focusing on the rainforest, pupils move onto studying rivers. They begin by locating some of the major rivers of the world, revisiting the water cycle, and then looking closely at the features of a river. Rivers shape the land they flow across and pupils will learn about meanders, erosion, deposition, and the formation of oxbow lakes. The end of this section of the unit mirrors that of the previous section—the pupils look at the ways in which humans use rivers, and how these uses can have both positive and negative impacts.

At the end of the unit, pupils will be encouraged to answer the enquiry question: *What is the Amazon, why is it significant, and should it be protected?*

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Links to previous and future learning

The knowledge from previous and future units which closely link with this current unit are shown below. For more information about how this unit fits into the wider sequence of learning, please see the Geography progression document.

Year 3	Year 4	Year 5
Climate and Climate Zones • Climate is the average or long-term weather of a place. • Rainfall can be measured and recorded using a rain gauge. • Temperature can be measured to see how hot or cold it is, using a thermometer. • Places near the Equator are hot and wet. • Places get colder as you move from the Tropics to the Poles. • Polar climates are the coldest. There is very little rain in a polar climate zone. • Subpolar zones are slightly warmer than polar zones, and have more rain, although still very little. • Arid climate zones are the hottest on Earth. There is very little rain in an arid climate zone. • Temperate climate zones are located north or south of the subpolar zones. • Mediterranean zones have two seasons, and dry, very warm summers, and cool wet winters. • Tropical climate zones are located north and south of the equatorial climate zones and have two distinct seasons, a rainy season and a dry season. • Equatorial climate zones are located along the Equator and are hot and humid all year round. • Weather varies across the UK, as well as across the world. Weather from different areas can be compared.	**The USA** • The USA is located in the continent of North America. • The USA is divided into 50 different states. • The USA is a very large country with many varied physical characteristics and features, including mountain ranges, rivers, lakes, and deserts. • The population differs across the states. • There are human-made landmarks in the USA, and were built at different times throughout history. • California is a state on the west coast of the USA and is bordered by the Pacific Ocean, and the states of Nevada, Arizona, and Oregon, as well as the country of Mexico. • Yosemite National Park is a protected area of land in California. • New York is a state on the east coast of the USA and is bordered by Pennsylvania, New Jersey, Connecticut, Rhode Island, Massachusetts, Vermont, and the Atlantic Ocean.	**Asia: Mountains, Earthquakes, and Volcanoes** • Asia is the largest continent in the world and is located in the Northern Hemisphere. • There are many climate zones across Asia. • Asia is made up of 48 countries and can be split into five regions. • Things that might affect life expectancy are how wealthy or poor a country is, whether they are male or female, their health care, diet, nutrition, and exercise. • Borders can be natural or made by humans. • Earth is made up of four layers: inner core, outer core, mantle, and crust. • The scientist Alfred Wegener believed that the continents were one supercontinent called Pangaea. Over millions of years the continents drifted apart thousands of kilometres. • Earth's mantle is made up of large pieces called tectonic plates. • Tectonic plates move and when they meet they collide, tear apart or slide against each other. • Geologists classify a mountain as a landform that rises at least 1,000 feet (300 metres) or more above its surrounding area. • Around 20 per cent of Earth's surface is covered with mountains. • The Himalayas are the tallest mountains in the world.

		• A volcano is an opening in Earth's crust that allows magma, hot ash, and gases to escape. • The majority of volcanoes in the world form along the boundaries of Earth's tectonic plates. • Around 75 per cent of the world's active volcanoes are underwater.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Unit overview			
	Key knowledge	**Key vocabulary**	
Lesson 1 ***What are the key physical features of South America?***	• South America is a continent in the Southern hemisphere. • There are many different climate zones across South America. • Physical geography is about the natural world. • Human geography is about the human impact on the world.	• climate • continent • hemisphere	• human • interaction •
Lesson 2 ***What are the key human features of South America?***	• Mainland South America is made up of 12 different independent countries and 1 territory. • A territory is land or a country ruled by another country. • Each country has its own capital city and population size. • There are various religions, languages, and currencies across South America. • There are different industries across South America, with countries exporting a range of different products.	• currency • export • industries • language	• population • religion • territory • trade
Lesson 3 ***What are tropical rainforests and where are they found?***	• A tropical rainforest is an area with tall evergreen trees. • They have hot temperatures and high amounts of rainfall all year round. • Tropical rainforests are located along the Equator—in the equatorial climate zone. • The Amazon Rainforest is the largest tropical rainforest in the world. •	• Equator • humid • rainfall	• temperature • tropical rainforest
Lesson 4 ***What is it like inside a tropical rainforest?***	• Tropical rainforests have four different layers: emergent layer, canopy layer, understory layer, and forest floor. • Each layer has certain characteristics. • Each layer has access to differing amounts of sunlight and rainfall. •	• canopy • deciduous • emergent	• evergreen • forest floor • understory
Lesson 5 ***Which animals live in a tropical rainforest?***	• Tropical rainforests are home to many animals. • The animals within a rainforest have adapted to live there. • The characteristics of the animals depend on the layer of the rainforest they live within. • Some animals move between the layers of the rainforest.	• adapted • camouflage • decomposer	• predator • prey • species
Lesson 6	• The Amazon Rainforest is home to many different indigenous people and their settlements. • Some tribes are known to us and some are still uncontacted. • The people within the tribes live a traditional way of life. • There are similarities and differences between the tribes.	• ancestors • hammock • indigenous	• loincloth • traditional • tribe

Do people live in the Amazon Rainforest?	• The Yanomami tribe is the largest in the Amazon Rainforest.		
Lesson 7 ***What is happening to the Amazon Rainforest?***	• The Amazon Rainforest is the largest remaining rainforest. • Large areas of the rainforest are being cut down to allow a different land use. • Many species of plants and animals, as well as indigenous people are losing their homes. • We can do more to protect the rainforest.	• agriculture • cattle ranching • clearing	• logging • palm oil
Lesson 8 ***What are the features of a river and where are major rivers found?***	• A river is a body of water that flows across the land. • A river will have a source, a course, and a mouth. • Rivers can be different lengths and carry different volumes of water. • The water cycle is an important part of making sure there is water in our rivers. •	• evaporate • groundwater • mouth • precipitation • river	• source • water cycle •
Lesson 9 ***How has the Amazon River shaped the land?***	• A river does not travel in straight lines—it meanders across the land. • Rivers cause erosion of the land. • A river deposits the rock and soil it has eroded. • Erosion and deposition create the meanders of a river. • Meanders can form oxbow lakes.	• bend • deposition • erosion	• oxbow lake • straight
Lesson 10 ***How are rivers used?***	• Rivers are a natural habitat for plants and animals. • Humans use rivers in different ways, such as transport, agriculture, and energy. • The way a river is used can be positive or negative. • The use of a river can have later consequences, which may not be immediately obvious.	• dam • energy •	• hydroelectric power • irrigation • reservoir • transport

Further to the standard lesson resources, additional resources are provided including a knowledge organiser, posters, and a discovery box containing fantastic cross-curricular activities.

Note: Fieldwork is not built into this unit but consider possible opportunities and how your locality can be compared to the Amazon. If possible, organise for pupils to undertake fieldwork based on these opportunities. You may have a local forest you could visit, investigate, sketch, and compare, or a local river you could visit, investigate, sketch, and compare.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 1 ***What are the key physical features of South America?***	• South America is a continent in the Southern Hemisphere. • There are many different climate zones across South America. • Physical geography is about the natural world. • Human geography is about the human impact on the world.	Lesson 1 teaching slides Pupil workbook Physical features – additional Atlases and Access to Google maps	• climate • continent • hemisphere • human interaction
Outcomes/ assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Response to enquiry question	DC1: The physical world	A **physical feature** is something that is created in nature, such as climate zones, biomes, oceans, mountains, and rivers.	South America is a continent located in the Southern Hemisphere. There are many different climate zones across the continent with different physical features.

Teacher Notes:

- In this lesson, pupils are developing knowledge about the location of South America and defining some of its physical characteristics.
- Introduce the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- **Existing knowledge:** Gauge pupils' current knowledge of rivers and rainforests. Pupils to answer the questions to show what they already know and what they would like to find out.
- Share the main lesson question 'What are the key physical features of South America?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** A physical feature is something that is created in nature, such as climate zones, biomes, oceans, mountains, and rivers.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** In partners, ask pupils if they can recall the names and locations of each of the continents in the world. Pupils fill in the labels on the map.
- **Retrieval:** Pupils answer the questions by looking at the map. An atlas will support pupils with this activity as well. This task is designed so that pupils can articulate where in the world South America is located, as well as revisiting compass directions, and directional language (north, south, east, west).
- **Read:** Read the section detailing the difference between human and physical geography. As a reminder, all 'Read' sections can be read as a whole class (at least the first time—you may wish for pupils to read some sections again in pairs). Also, some sections allow pupils to answer retrieval questions and so pupils will need to revisit them to find answers.
- **Group task:** Ask pupils to complete the table by sorting the entries into 'human features' and 'physical features'. Refer them to the text for guidance. Encourage them to use their knowledge organiser or a dictionary to look up any vocabulary that they have not heard before or do not know the meaning of. There is an additional resource sheet (called 'Physical features – additional') containing a list of further features that you may wish to use to extend the activity.
- **Read:** Read the section detailing what the climate is like in South America. If pupils studied the climate zones unit in Year 3, they will have already covered these climate zones in depth, and should bring the knowledge with them to this unit.
- **Retrieval:** Pupils use the text to complete the matching activity. Challenge them to describe each climate zone as they match it.
- **Investigation:** Using an atlas, pupils locate and label each of the physical features on the map of South America. This is an opportunity to further practise and consolidate the geographical skill to use an atlas and work with maps. Talk through how to do this with the pupils if they need help, using the first physical feature as an example.

- Ask pupils: 'All of the land across South America is the same—is this true or false? Explain your thinking.' The question is designed to pull together the knowledge gained from across the lesson and have the pupils thinking for themselves, articulating their ideas, and using evidence to back up an idea.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 2 ***What are the key human features of South America?***	• Mainland South America is made up of 12 different independent countries and 1 territory. • A territory is land or a country ruled by another country • Each country has its own capital city and population size. • There are various religions, languages, and currencies across South America. • There are different industries across South America, with countries exporting a range of different products.	Lesson 2 teaching slides Pupil workbook Atlases Human features – additional	• currency • export • industries • language • population • religion • territory • trade
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.1 Response to enquiry question	DC2: Human environments	A **country** is an area of land which is ruled by the same government.	South America is a diverse continent which is made up of 12 independent countries and 1 territory. There are various religions, languages, and currencies across South America. Different industries export different products to different countries around the world.

Teacher Notes:

- In this lesson, pupils are learning to use maps and atlases to locate countries and cities, and to describe human features within South America.
- **Knowledge quiz 1.1:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'What are the key human features of South America?', learning journey, and specific lesson statement, key term. Key knowledge, and key vocabulary.
- **Key term:** A country is an area of land which is ruled by the same government.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** Can the pupils remember the difference between human and physical geography?
- **Read:** Read the section detailing the countries and capital cities of South America. You could also choose to locate the countries using a digital mapping tool, while sharing the information.
- **Retrieval:** Ask pupils to respond to the questions using the text.
- **Investigation:** Pupils to use an atlas to locate and label each country of South America (as per the example 'Venezuela') on the map. Pupils also locate the capital city of each country and write them in the table. As a note—check how capital cities are marked in the atlases the pupils are using and guide them to look for this or work this out together.

- **Group task:** Pupils answer the questions based on the position of the countries within South America. Ask them to use the map as well as an atlas. You may need to revisit the term 'border'.
- **Read:** Read the section detailing the general information we can find out about the people of South America.
- **Investigation:** Ask the pupils to find out the information about each country. For this, pupils need to carry out their own research online. The rank order for the population sizes should be completed last, and either as a whole class or as a challenge depending on pupil confidence in ordering numbers. Also, there is an additional resource sheet (called 'Human features – additional') containing some facts and figures about the South American countries which you may wish to supply to pupils to help them with their research. Pupils answer the summary questions.
- **Read:** Read the section introducing the idea of industry, trade, and exports from across South America.
- **Retrieval:** Pupils study the map and corresponding key to find out about the main export products for countries in South America. They use the map to complete the table. This task is very similar to the task where pupils needed to show the exports across the Roman Empire (History Mastery, Year 4, The Romans), and so there is an opportunity for discussion and comparison here.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 3 ***What are tropical rainforests and where are they found?***	• A tropical rainforest is an area with tall evergreen trees. • They have hot temperatures and high amounts of rainfall all year round. • Tropical rainforests are located along the Equator—in the equatorial climate zone. • The Amazon Rainforest is the largest tropical rainforest in the world. •	Lesson 3 teaching slides Pupil workbook Tropical rainforest or not – additional Atlases	• Equator • humid • rainfall • temperature tropical rainforest
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.2 Response to enquiry question	DC1: The physical world DC4: Place and space	The **tropics** are the region of the Earth near to the Equator and between the Tropic of Cancer in the Northern Hemisphere and the Tropic of Capricorn in the Southern Hemisphere.	Tropical rainforests are located along the Equator and have hot temperatures and high amounts of rainfall all year round. The Amazon Rainforest is the largest tropical rainforest in the world and contains a diverse range of trees, plants, and animals.

Teacher Notes:

- In this lesson, pupils are learning to describe and understand the location and physical characteristics of tropical rainforests.
- **Knowledge quiz 1.2:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'What are tropical rainforests and where are they found?', learning journey, and specific lesson statement, key term. Key knowledge, and key vocabulary.
- **Key term:** The tropics are the region of the Earth near to the Equator and between the Tropic of Cancer in the Northern Hemisphere and the Tropic of Capricorn in the Southern Hemisphere.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** Ask pupils if they have heard of any types of forests (deciduous, pine, rainforest, and so on). In pairs, ask pupils to discuss what they know about rainforests.
- **Read:** Read the section detailing what a tropical rainforest is and some of the characteristics of a tropical rainforest.
- **Retrieval:** Pupils respond to the questions using the information from the text.
- **Group task:** Pupils work together to sort the words and phrases to show whether they are describing a tropical rainforest or not describing a tropical rainforest. Also, there is an additional resource sheet (called 'Tropical rainforest or not – additional') containing a lists of further statements that you may wish to use to extend the activity.
- **Read:** Read the section detailing where in the world tropical rainforests can be found.
- **Investigation:** Ask pupils to use an atlas and this map of tropical rainforests to locate different countries which have tropical rainforests. Can the pupils also discover which continents those countries are in? Discuss which continents and which parts of continents do not have tropical rainforests and why. Complete the table.

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Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 4 ***What is it like inside a tropical rainforest?***	• Tropical rainforests have four different layers: emergent layer, canopy layer, understory layer, and forest floor. • Each layer has certain characteristics. • Each layer has access to differing amounts of sunlight and rainfall.	Lesson 4 teaching slides Pupil workbook	• canopy • deciduous • emergent • evergreen • forest floor • understory
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.3 Response to enquiry question	DC1: The physical world	**Biodiversity** is the variety of wildlife and plants in a particular habitat, such as the rainforest.	Tropical Rainforests have four different layers; emergent, canopy, understory, and forest floor layers. Each layer has distinct characteristics and have access to different amounts of rainfall and sunlight.

Teacher Notes:

- In this lesson, pupils are learning to describe the structure and biodiversity of tropical rainforests.
- **Knowledge quiz 1.3:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'What is it like inside a tropical rainforest?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** Biodiversity is the variety of wildlife and plants in a particular habitat, such as the rainforest.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** Ask pupils to discuss what they know about tropical rainforests.
- **Read:** Read the section detailing that a tropical rainforest has four distinct layers. Discuss that the image is not of a full rainforest but is instead showing them the four layers. Draw pupils' attention to the key characteristics of each layer such as rainfall, sunlight, and height of trees.
- **Retrieval:** Pupils match each image to the correct layer of a tropical rainforest, and then answer the questions.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

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Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 5 ***Which animals live in a tropical rainforest?***	• Tropical rainforests are home to many animals. • The animals within a rainforest have adapted to live there. • The characteristics of the animals depend on the layer of the rainforest they live within. • Some animals move between the layers of the rainforest.	Lesson 5 teaching slides Pupil workbook Rainforest layers – additional Internet Access	• adapted • camouflage • decomposer • predator • prey • species
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.4 Response to enquiry question	DC1: The physical world	**Biodiversity** is the variety of wildlife and plants in a particular habitat, such as the rainforest.	Tropical rainforests are home to many animals. These animals have adapted to live in different layers of the rainforest, as such, their characteristics are also different. Some animals move between different rainforest layers.

Teacher Notes:

- In this lesson, pupils are learning about the wide variety of different species of plants and animals which create the high biodiversity in tropical rainforests.
- **Knowledge quiz 1.4:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'Which animals live in a tropical rainforest?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** Biodiversity is the variety of wildlife and plants in a particular habitat, such as the rainforest.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** What do the pupils know about the layers of a tropical rainforest? Can they think of which kinds of animals might live in each layer?
- **Read:** Read the section detailing that many different types of animals are found in the Amazon Rainforest and the approximate number of each 'type' of animal.
- **Retrieval:** Before this activity, hold a discussion with pupils about different types of animals and how we can classify them. Ask them to think of one example of each for invertebrate, mammal, bird, plant, amphibian, and reptile, and correct any misconceptions. Pupils record the numbers of each 'type' of animal in the Amazon Rainforest.
- **Read:** Read the section about the types of animals found in each layer. There are images of some of the examples given, but you may wish to find further images of the other animals mentioned. The images shown on the slides are of the butterflies, harpy eagle, howler monkey, toucans, leafcutter ant, boa constrictor, jaguar, and agouti.
- **Retrieval:** Ask pupils to complete the table by sorting the entries into the correct rainforest layer. Refer them to the text for guidance. Also, there is an additional resource sheet (called 'Rainforest layers – additional') containing a list of further words and statements that you may wish to use to extend the activity.
- **Retrieval:** Pupils answer the questions based on the text.

- **Investigation:** Pupils research online about the animals—capybara, jaguar, toucan, and river dolphin.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 6 ***Do people live in the Amazon Rainforest?***	• The Amazon Rainforest is home to many different indigenous people and their settlements. • Some tribes are known to us and some are still uncontacted. • The people within the tribes live a traditional way of life. • There are similarities and differences between the tribes. • The Yanomami tribe is the largest in the Amazon Rainforest.	Lesson 6 teaching slides Pupil workbook Internet Access or printed information	• ancestors • hammock • indigenous • loincloth • traditional • tribe
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.5 Response to enquiry question	DC2: Human environments	A **settlement** is a place where people choose to live.	The Amazon rainforest is home to many different indigenous people. These indigenous tribes live a traditional way of life. Some remain isolated and uncontacted. The Yanomami tribe is the largest Amazon tribe. There are similarities and differences between different tribes.

Teacher Notes:

- In this lesson, pupils are learning about the types of human settlement within rainforests and how they differ from settlements in the UK.
- **Knowledge quiz 1.5:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'Do people live in the Amazon Rainforest?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** A settlement is a place where people choose to live.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** How do the pupils think life for people in the Amazon Rainforest will be both similar and different to life where they live?
- **Read:** Read the section detailing information about the tribes of the Amazon and where the tribal lands are thought to be. Ensure pupils understand that some of the tribes have not been contacted while others have, and that of those who have some have chosen to have no contact with the outside world. Ensure pupils know that this choice should be respected—you could choose to discuss why this is important.
- **Retrieval:** Ask pupils to define the key terms from within the text and respond to the questions based on the text.
- **Read:** Read the section detailing information about the Yanomami tribe. Draw pupils' attention to the images on the slides as you read as a class.
- **Retrieval:** Pupils answer the questions about the Yanomami tribe.

- **Write:** Pupils to consider how life in the tribes is both similar and different to their own lives and in their own locality. Prior to this lesson, assess how much pupils know about their locality and factor in time to share information, if needed. Ask pupils to write a couple of sentences to describe the similarities and differences between living in a tribe in the Amazon Rainforest and living in their local area.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 7 ***What is happening to the Amazon Rainforest?***	• The Amazon Rainforest is the largest remaining rainforest. • Large areas of the rainforest are being cut down to allow a different land use. • Many species of plants and animals, as well as indigenous people are losing their homes. • We can do more to protect the rainforest.	Lesson 7 teaching slides Pupil workbook Positive or negative consequences of deforestation – additional	• agriculture • cattle ranching • clearing • logging • palm oil
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.6 Response to enquiry question	DC3: Interdependence	**Deforestation** is the clearing of a wide area of forest by cutting down or burning trees.	The Amazon Rainforest is the largest remaining tropical forest. Large areas of land are being cleared for different uses. Many species of plants and animals as well as indigenous people are losing their homes. We can do more to protect the rainforest.

Teacher Notes:

- In this lesson, pupils are learning about the threat of deforestation, the reasons behind it, and the impact it is having on the Amazon Rainforest.
- **Knowledge quiz 1.6:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'What is happening to the Amazon Rainforest?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** Deforestation is the clearing of a wide area of forest by cutting down or burning trees.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** Ask pupils what they think the image shows (the image shows deforestation).
- **Read:** Read the section detailing what deforestation is. Direct pupils to the image of the scale of deforestation and discuss how it may look as though most of the rainforest is left, but if the deforestation continues the forest will disappear. You could work out the size of your playground in relation to how much is destroyed each second, and use that to help pupils understand and visualise the problem.
- **Retrieval:** Pupils respond to the questions based on the text.
- **Read:** Read the section detailing some of the main reasons for deforestation including logging, cattle ranching, and agriculture. Pupils are also introduced to the idea that deforestation sometimes also occurs to make space for homes and roads.
- **Retrieval:** Pupils answer the questions to explain what the pie chart within the text tells them.
- **Group task:** Pupils sort the statements into positive and negative. As an example, trees being cleared to make space for cattle is negative, but the fact people have food to eat is a positive. The task is designed for pupils to understand that each situation has two sides. Animals losing their homes is a negative, but humans having homes to live in is a positive. Also, there is an additional resource sheet (called 'Positive or negative consequences of deforestation – additional') containing a list of further statements that you may wish to use to extend the activity.

- At this point in the lesson, you could set up a whole class debate (or smaller debates) structured around the idea of deforestation. This will further support pupils in seeing both sides of the issue and support them in understanding why stopping deforestation is a much more complex task than it seems. Pupils could respond to the question 'Some people believe that we should stop deforestation and others believe deforestation is needed. What do you believe and why?'.
- After a whole class discussion, pupils should mind map some of the things that they could do to help with the problem of deforestation. Ensure pupils know that even though the Amazon is far away, small changes within their own lives could really make a difference.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 8 ***What are the features of a river and where are major rivers found?***	• A river is a body of water that flows across the land. • A river will have a source, a course, and a mouth. • Rivers can be different lengths and carry different volumes of water. • The water cycle is an important part of making sure there is water in our rivers.	Lesson 8 teaching slides Pupil workbook Atlases	• evaporate • groundwater • mouth • precipitation • river • source • water cycle
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.7 Response to enquiry question	DC1: The physical world	A **river course** is the journey of a river between source and mouth.	A river is a body of water that flows across the land. Rivers have a source, course, and mouth. Rivers can be different lengths and carry different volumes of water. The water cycle is an important part of making sure there is water in our rivers.

Teacher Notes:

- In this lesson, pupils are learning to describe the physical characteristics of rivers and use an atlas to locate some of the major rivers of the world.
- **Knowledge quiz 1.7:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'What are the features of a river and where are major rivers found?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** A river course is the journey of a river between source and mouth.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** Ask pupils to discuss in pairs what a river is. Ask: *Do you know the names of any rivers?*
- **Read:** Read the section detailing what a river is and the part that rivers play in the water cycle. Pupils should be able to recall the stages of the water cycle from their second science unit this year (states of matter) but if they are unable to, ensure you recap and support them in recalling the information.
- **Retrieval:** Pupils decide whether each statement about rivers is true or false.
- **Read:** Read the section detailing the features of rivers.
- **Group task:** Pupils sort the words to show whether the feature is found on the upper course of the river, the middle course of the river, or the lower course of the river. Ensure pupils know that some of the features can be found within more than one course. Ensure pupils understand that some features are part of every river (such as the source) but that other features, while common, do not have to be part of every river (such as waterfalls).
- **Read:** Read the section detailing that rivers are found across the world. The read section also gives more in-depth information about the Amazon. Take the time to study the image of the Amazon River and all the tributaries which flow into it.

- **Investigation:** Using an atlas, pupils should identify and label each of the major world rivers on the map. In addition to identifying and labelling the rivers, pupils also need to trace each river from the source (usually in an area of higher ground) to the mouth (at a sea, ocean, or sometimes a lake) while also identifying the countries the river flows through on its course. Pupils need to use this information to complete the table. Pupils could be asked to do this for each river or small groups/pairs could be asked to do this for an allocated river, and then feed back to the class.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 9 ***How has the Amazon River shaped the land?***	• A river does not travel in straight lines – it meanders across the land. • Rivers cause erosion of the land. • A river deposits the rock and soil it has eroded. • Erosion and deposition create the meanders of a river. • Meanders can form oxbow lakes.	Lesson 9 teaching slides Pupil workbook	• bend • deposition • erosion • oxbow lake • straight
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.8 Response to enquiry question	DC1: The physical world	A **meander** is a curve in a river's course.	Rivers do not travel in straight lines. They meander across the land. Rivers cause erosion of the land and deposit rock and soil along the course of the river. Erosion and deposition create the meanders of a river and can eventually form ox bow lakes.

Teacher Notes:

- In this lesson, pupils are learning to describe how the course of rivers can change over time.
- **Knowledge quiz 1.8:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'How has the Amazon River shaped the land?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** A meander is a curve in a river's course.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** The photograph shows the Amazon River. Ask: *Which words would you use to describe how the river is moving across the land?*
- **Read:** Read the section detailing how meanders are formed and introducing the idea of erosion and deposition. Explore the fact that a meander will change shape over time and why.
- **Retrieval:** Pupils define meander, erosion, and deposition.
- **Retrieval:** Pupils to label where they can see erosion and deposition on the illustration and also explain what is happening in the illustration. Pupils should write something like—the river erodes the land on the outside of the meander and deposits the land on the inside of the meander.
- **Read:** Read the section detailing how oxbow lakes are formed. The information is presented in written form with accompanying illustrations and step-by-step instructions.
- **Retrieval:** Pupils to order the stages in the process of forming oxbow lakes, and then write a short description of each of the stages.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Year 4 Unit 1: *Amazon: Rivers and Rainforests*

Lesson question	Key knowledge	Learning resources	Key vocabulary
Lesson 10 ***How are rivers used?***	• Rivers are a natural habitat for plants and animals. • Humans use rivers in different ways, such as transport, agriculture, and energy. • The way a river is used can be positive or negative. • The use of a river can have later consequences, which may not be immediately obvious.	Lesson 10 teaching slides Pupil workbook Access to Internet	• dam • energy • hydroelectric power • irrigation • reservoir • transport
Outcomes / assessment	**Disciplinary concept/s**	**Key term**	**Key takeaway**
Pupil workbook Knowledge quiz 1.9 Response to enquiry question	DC3: Interdependence	A **natural resource** is something that is created by nature but then used by humans for their benefit, such as burning fossil fuels for heating homes and driving cars.	Rivers are a natural habitat for plants and animals. Humans use rivers in different ways. Their impact on this use can be positive or negative. The use of a river can have later consequences, which may not be immediately obvious.

Teacher Notes:

- In this lesson, pupils are learning to describe the consequences of using rivers as a natural resource.
- **Knowledge quiz 1.9:** Pupils complete the quiz to assess their knowledge from the previous lesson.
- Revisit the enquiry question 'What is the Amazon, why is it important, and should it be protected?'.
- Share the main lesson question 'How are rivers used?', learning journey, and specific lesson statement, key term, key knowledge, and key vocabulary.
- **Key term:** A natural resource is something that is created by nature but then used by humans for their benefit, such as burning fossil fuels for heating homes and driving cars.
- Discuss any key vocabulary that the pupils already know and the definitions of any new words.
- **Talk task:** Discuss if pupils can the pupils name the river nearest to them. Do they know how that river is used?
- **Read:** Read the section detailing the different ways that rivers can be used.
- **Retrieval:** Pupils answer the questions based on the text. The second two questions are more inference based than retrieval—discuss pupils' ideas afterwards.
- **Read:** Read the section detailing the consequences of using a river. This section sets the pupils up for the next task—pushing them to see immediate and later positive and negative impacts.
- **Retrieval:** Pupils complete the flow charts to show the consequences of using rivers in different ways. Pupils first explain what the use actually means, then look at the positive impact, the negative impact, and further consequences. The first flow chart is shown as an example, and so this could be used as a model for the pupils to complete the remaining charts.
- **Investigation:** Pupils research and describe the similarities and differences between how the Amazon River is used and how the river is used in their locality.

Learning review: Talk partners tell each other a response to the learning question, and write three key points to summarise what they have learned. Add further review questions if you wish to. Pupils should write an independent response to the main lesson question in their 'Knowledge record'.

Knowledge quiz 1.10: Pupils complete the quiz to assess their knowledge from this last lesson.

Enquiry question: Pupils should now respond to the enquiry question: What is the Amazon, why is it important, and should it be protected?. They should use their completed knowledge records to help them. This could be in the form of an extended piece of writing, an oral presentation, an annotated poster, or another format of your choice which best suits your class. For further information to help support pupils to answer the enquiry question, please refer to the Enquiry Question Teacher Support document.