

NC Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Intent	Implementation	Impact
At Broadway, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.	In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Broadway we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.	The impact and measure of this is to ensure that children at Broadway are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Key Vocabulary

Congo Forest Democratic Republic of the Congo Indonesia biodiversity biome canopy deforestation ecosystem emergent layer environmentalist forest floor indigenous logging poverty Understory rainforests

Knowledge	Skills
- The key elements of a rainforest biome - How rainforests contrast with other biomes - The main locations of the world's rainforests (including the Congo)	- Use globes, atlases and maps to locate the world's rainforests - Use appropriate vocabulary when describing rainforest locations and features - Mapwork progression: - Locate the world's principal rainforests on a world map - Describe patterns of rainforest distribution across the globe

Learning Objectives/End Points

What is a Rainforest? To understand the features of a rainforest biome. Children can describe the key features of a rainforest, including climate, layers of vegetation and biodiversity. Children should be able to locate the world's rainforests	To locate the world's major rainforests. Children can locate the main rainforest regions on a world map, including the Amazon, Congo and Indonesian rainforests, and identify patterns in their distribution.	To explore the different layers of a rainforest ecosystem. Children can identify and describe the emergent layer, canopy, understory and forest floor and explain how plants and animals adapt to each layer.	To understand the importance of biodiversity in rainforests. Children can explain how plants, animals and people depend on rainforest ecosystems and use geographical vocabulary to describe their importance.	To investigate the causes and impacts of rainforest destruction. Children can explain how deforestation, logging and human activity affect rainforests and the people who live there.	To explore ways to protect rainforest environments. Children can explain the importance of conservation and evaluate actions that can help protect rainforest ecosystems for the future.
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Broadway Junior School

Subject: Geography

Topic: Rainforests

Year: 4

Term: Spring 2

