



History/ Geography Component 6:

We should know:

What endangered means and how this can be minimised.
Which animals are classed as endangered in the amazon rainforest.
Children will create an informative poster to draw awareness to endangered animals.

What we will know after this sequence:

- Ways in which we can help to protect our environment.
- How to save energy, recycle and use less petrol.
- The comparison between civilisations today and the Inca Empire.
- Gathering all knowledge from across the components to create a Newsround style report ready for the final outcome.

Vocabulary:

Sustainable development, environment, greenhouse effect, pollution, protect

How will this feed into my next learning?

Children will then prepare their writing to highlight and discuss what the Inca's would think of our world today?

SEN:

Word banks/ Sentence stems to support writing task.

Geography Component 4:

We should know:

Changes due to deforestation.
Changes because of global warming.

What we will know after this sequence:

- Why deforestation is so devastating.
- Why deforestation occurs.

Vocabulary:

Deforestation, destruction, trees, timber, environment, sustain

How will this feed into my next learning?

Pupils will then look at how deforestation can cause animals to become endangered.

SEN:

Word banks and sentence stems for explanations as to why deforestation occurs.



Geography Component 5:

We should know:

Why deforestation is so devastating.
Why deforestation occurs.

What we will know after this sequence:

- What endangered means.
- Which animals are classed as endangered.

Vocabulary:

Endangered, species, protection, risk, awareness

How will this feed into my next learning?

Pupils will then look at how our actions have contributed to global warming and how this has caused more animals to become endangered.

SEN:

Sort and match animals that are endangered and not endangered.



Geography Component 3:

We should know:

Animals that live in the Amazon rainforest.
Animals that live in each rainforest layer.
The adaptations of these animals.

What we will know after this sequence:

- Changes due to deforestation e.g., trees being cut down, animals becoming extinct.
- Changes because of global warming and how people seek to improve and sustain environments.
- How to think about the bigger picture and the consequences of our actions.

Vocabulary:

Deforestation, change, global warming, consequence

How will this feed into my next learning?

From this, pupils will then create a proposal to suggest how deforestation can be minimised.

SEN:

Working as part of mixed ability groups to allow for scaffolding from peers.



History Component 2:

We should know:

The name of the civilisation surrounded by the rainforests.
Where the civilisation is located.
That the Inca Empire built the Machu Picchu.

What we will know after this sequence:

- The different theories surrounding why the Machu Picchu was built.
- The reliability of the evidence presented to support the theories surrounding Machu Picchu.
- When the Machu Picchu was discovered and by whom.

Vocabulary:

Location, theory, Machu Picchu, Peru, height, sacred, worship, holy

How will this feed into my next learning?

From this, pupils will then explore the changes to rainforests due to deforestation.

SEN:

Word banks and stems for the different theories.

History Component 1:

We should know:

The names of the four layers of the rainforest.
The similarities and differences between the layers.
How an animal might travel between the layers.

What we will know after this sequence:

- The name of the civilization surrounded by rainforests.
- That the civilization is located in Peru.
- That the Inca Empire built the Machu Picchu.

Vocabulary:

Inca Empire, Peru, civilization, Machu Picchu

How will this feed into my next learning?

Pupils will identify the location of the Machu Picchu and explore the different theories surrounding why this was built.

SEN:

Pre teaching of the key vocabulary.

