

Year 4
Autumn: Why are rainforests important to us?

Intended outcome of the unit	Lesson	Objective
- Describe a biome and give an example. - State the location and some key features of the Amazon rainforest. - Name and describe the four layers of tropical rainforests. - Understand that trees and plants adapt to living in the rainforest and give an example. - Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. - Name one way in which the Amazon is changing. - Articulate why the Amazon rainforest is important. - Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. - Use a variety of data collection methods with support. - Summarise how the local woodland is used and suggest changes to improve the area.	1	Where in the world are tropical rainforests? To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
	2	What is the Amazon rainforest like? To describe the characteristics of each layer of a tropical rainforest.
	3	Who lives in the rainforest? To understand the lives of indigenous peoples living in the Amazon rainforest.
	4	How are rainforests changing? To describe why tropical rainforests are important and understand the threats to the Amazon.
	5	How is our local woodland used? Data collection To understand how local woodland is used using a variety of data collection methods.
	6	How is our local woodland used? Findings To analyse and present findings on how local woodland is used.

Key Vocab:

Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas

Year 4
Spring: Where does our food come from?

Intended outcome of the unit	Lesson	Objective
- Identify that different foods grow in different biomes and say why. - Explain which food has the most significant negative impact on the environment. - Consider a change people can make to reduce the negative impact of food production. - Describe the intentions around trading responsibly. - Explain that food imports can be both helpful and harmful. - Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. - Use a scale bar correctly to measure approximate distances. - Collect data through an interview process. Analyse interview responses to answer an enquiry question. - Discuss any trends in data collected.	1	How can our food choices affect the environment? To explain the impact of food choices on the environment.
	2	What does it mean to trade responsibly? To understand the importance of trading responsibly
	3	How do we get our chocolate? To describe the journey of a cocoa bean
	4	Where does our food come from? To map and calculate the distance food has travelled.
	5	Are our school dinners locally sourced? To design and use data collection methods to find where our food comes from.
	6	Is it better to buy local or imported food? To discuss the advantages and disadvantages of buying both locally and imported food.

Key Vocab:

air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative

Year 4
Summer: What are rivers and how are they used?

Intended outcome of the unit	Lesson	Objective
- Identify water stores and processes in the water cycle. - Describe the three courses of a river. - Name the physical features of a river. - Name some major rivers and their location. - Describe different ways a river is used. - List some of the problems around rivers. - Describe human and physical features around a river. - Identify the location of a river on an OS map. - Make a judgement on the environmental quality in a river environment. - Make suggestions on how a river environment could be improved.	1	What is a water cycle? To describe how the water cycle works
	2	How is a river formed? To recognise the features and courses of a river.
	3	Where can we find rivers? To name and locate some of the world's longest rivers
	4	How are rivers used? To describe how rivers are used.
	5	What can we find out about our local rivers? To identify and locate human and physical features on a map.
	6	What features does our local rivers have? To collect data on the features of a local river
Key Vocab: Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth		