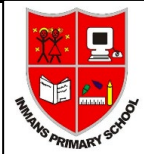


Year 6– Autumn 1

Knowledge organiser

What should I already know?

- Some physical characteristics and key features in the wider world.
- Some key aspects of physical geography in the wider world e.g. mountains, oceans, continents, equator, rainforests
- Locations of oceans, continents
- Awareness of types of climate, weather and seasons



Key vocabulary

Climate: The average weather conditions over a long period of time.

Deforestation: The cutting down and clearing of forests.

Equator: An imaginary circle running round the centre of the earth.

Humid: Feeling very damp due to water vapour in the air.

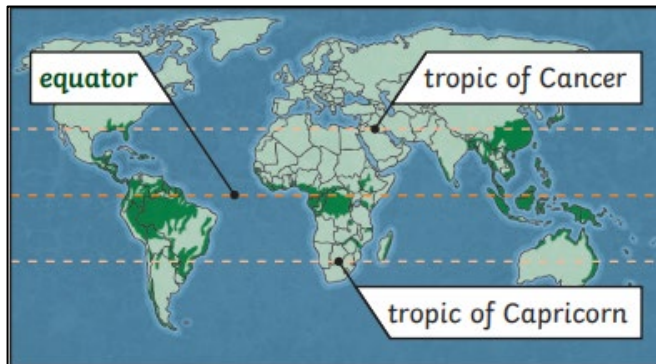
Native tribes: The original settlers of an area.

Species: A group of similar animals or plants

Weather: The specific condition on a given day.

Structure of the rainforest layers: Emergent Layer, Canopy Layer, Understory Layer,

Forest Floor



Deforestation

Trees are cut down:

- to create fields for farming cattle and growing crops,
- to produce timber and wood pulp to make furniture and paper,
- to create space for housing.

Positive Impacts

- Jobs are created in logging and transporting timber and manufacturing products.
- Selling land raises money for local people.

Negative Impacts

- People's homes are destroyed.
- Animals and plants may become extinct through habitat loss.
- Plants that may have been useful could be lost.

Why should Rainforests be important to us all?

National Curriculum objectives:

Pupils should be taught:

To locate the world's countries, using maps to focus on Europe (incl. Russia) and N. and S. America, concentrating on their environmental regions, key physical and human characteristics

To describe and understand key aspects of physical geography, including climate zones, vegetation belts, mountains, volcanoes,

To describe key aspects of human geography, including types of settlement and land use, economic activity incl. trade links – natural resources exported and economic activity including recent financial and economic difficulties.

Use geographical skills and fieldwork.

Knowledge:

- Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn. They can be found in every continent except Antarctica. They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia.
- Consider the human impact on rainforests e.g. tourism, trade, farming, native population,
- The climate in the rainforest is the same all year round. The average rainfall is of 6cm each month. It usually rains every day and is hot and humid.
- The Amazon Rainforest is 5.5 million square km (previously covered a much larger area) • Parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana
- What factors determine resources provided by a country? Physical geography of a country determines whether foods can or cannot be grown there i.e. climate/ vegetation.
- Features/ 'layers' of the rainforest.
- Consider human impact of deforestation positive and negative human impact and ecological impacts.
- Begin to make links to conservation of the rainforest and practical ideas that we can do to contribute to conservation.

Geographical skills and enquiry:

- Ask and respond to geographical questions and offer own ideas
- Use letter/number co-ordinates to locate features or places on a map.
- Use maps with different scales to begin to match boundaries,
- Know why a key is needed and use symbols on a map/key.
- Begin to collect and record evidence.
- Make comparisons between locations using photos/aerial images e.g. showing impact on areas of deforestation/farming

What Can Be Done to Protect the Rainforest?

Use both sides of a piece of paper, and use pencils until they are stubs.

Use ebooks or a library rather than buying new books.

Turn off lights and electrical items when not in use.

Buy Fairtrade fruit, vegetables, chocolate and coffee.

| | | |
|---|----------------|--------------|
| The Egyptians were considered influential to modern society. They contributed ideas about....(tick all that are true) | Start of unit: | End of unit: |
| Written language | | |
| Measurements | | |
| Time and the calendar | | |

| | | |
|---|----------------|--------------|
| The process of mummification was used so help preserve the bodies of pharaohs. This was so that they could make the journey to... | Start of unit: | End of unit: |
| Egypt | | |
| The Nile | | |
| The afterlife | | |
| Pyramids | | |

| | | |
|--|----------------|--------------|
| The Nile was important because...(tick all that are true). | Start of unit: | End of unit: |
| It provided settlers with fertile land to grow crops | | |
| The banks grew papyrus reeds which they used to write on | | |
| It provided opportunities for fishing | | |

| | | |
|----------------|----------------|--------------|
| Circa means... | Start of unit: | End of unit: |
| Century | | |
| Pyramid | | |
| Around | | |
| Circle | | |

| | | |
|---|----------------|--------------|
| The Egyptians built the pyramids around the same time as: | Start of unit: | End of unit: |
| The Stone Age in Britain | | |
| The Romans came to Britain | | |
| The Vikings came to Britain | | |
| William the Conqueror wins the Battle of Hastings | | |

| | |
|---------------------------------------|--------------|
| Name an ancient Egyptian achievement. | |
| Start of unit: | End of unit: |
| | |

| | | |
|--|----------------|--------------|
| The discovery of Tutankhamun’s tomb was important because... | Start of unit: | End of unit: |
| The artefacts he was buried with told us a lot about life in Ancient Egypt | | |
| Howard Carter found him | | |
| We know who killed him | | |

| | |
|---|--------------|
| The Ancient Egyptians were among the first civilisations to use an irrigation system. Irrigation means: | |
| Start of unit: | End of unit: |
| | |