



## Geography Year 6 Long Term Plan

| Themes (Number of weeks/Term)                                                                                  | Autumn 2<br>Biomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 2<br>South America 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 2<br>South America 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NC Content/Coverage</b>                                                                                     | Human impact on biomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | South America 1: the continent.<br>Study of Peru compared to UK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | South America 2: The Amazon and the environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Substantive Knowledge/skills</b><br>Locational Knowledge<br>Place Knowledge<br>Human and Physical Geography | <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>I can recall that there are many different biomes across the world</li> <li>I can describe the 6 major biomes and can name these</li> <li>I can recall the key features of each of the 6 major biomes including their distinct climatic conditions, flora and fauna</li> <li>I can explain which continents and countries are most diverse in terms of biomes</li> <li>I can describe a number of different factors that affect an ecosystem, including rainfall, temperature and sunlight</li> <li>I can describe how human activity affects an ecosystem</li> <li>I can describe how biomes are threatened by climate change</li> <li>I can describe how biomes are threatened by human activity</li> <li>I can predict what the future might hold for Earth's biomes</li> </ul> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>I can recall at least one location for each of the 6 biomes</li> </ul> | <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>I can locate South America on a world map</li> <li>I can locate the different countries of South America</li> <li>I can identify the environmental regions of South America</li> <li>I can locate Peru on a map</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>I can name the countries that neighbour Peru and locate these on a map</li> <li>I can describe that seasons are reversed in the Southern Hemisphere compared to the UK.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>I can describe the key physical features of Peru</li> <li>I can describe key features of the Andes Mountains and describe their location.</li> <li>I can compare the physical features of Peru with those of the UK</li> <li>I can explain the three distinct climate zones- dry coastal desert, high altitude Andean mountains and tropical amazon basin.</li> <li>I can broadly describe Peru's population distribution.</li> </ul> | <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>I can use maps to identify the continent of South America</li> <li>I can locate the Amazon River and Rainforest within South America, covering countries like Brazil, Peru, and Colombia.</li> <li>I can describe the importance of the Amazon's position relative to the Equator and the Tropics of Cancer and Capricorn</li> </ul> <b>Place Knowledge</b> <ul style="list-style-type: none"> <li>I can describe the high humidity and rainfall of the tropical climate, comparing it to other world biomes.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>I can recall and describe the four vertical layers of the rainforest</li> <li>I can describe the unique plants and animals found in each layer of the rainforest.</li> <li>I can describe several key tributaries of the Amazon and their importance</li> <li>I can describe how some indigenous tribes live sustainably within the forest, contrasting this with life in urban centres like Manaus.</li> <li>I can explain what deforestation is and why it is happening.</li> </ul> |



|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | <ul style="list-style-type: none"> <li>● I can describe the impact of at least 2 biomes on human geography in a region</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>● I know and understand what life is like in Peruvian cities and in villages and in a range of settlement sizes.</li> <li>● I can explain that Peru is a major producer of copper, zinc, silver and gold and agricultural products like grapes, fish oil, blueberries and avocados.</li> <li>● I can describe a number of different ways in which Peru's land is used.</li> <li>● I can describe some of the ways in which Peru's access to natural resources have an impact on its people</li> <li>● I can describe the varied Peruvian climates (tropical and hot, temperate, wet, dry/cold) and compare these with the UK's climate.</li> </ul>                | <ul style="list-style-type: none"> <li>● I can describe some of the effects of deforestation on biodiversity and global climate change.</li> <li>● I can suggest ways in which the rainforest can be protected and explain why it is known as the "Lungs of the Earth".</li> <li>● I can compare and describe the physical and human features of the Amazon Basin with those of Peru</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Disciplinary Knowledge</b><br>Geographical Skills and Fieldwork | <ul style="list-style-type: none"> <li>● Using 8-point compass directions, I can locate on a world map and globe countries or regions where examples of each of the 6 biomes are located.</li> <li>● I can use the zoom function of a digital map to locate different biomes and ecosystems.</li> <li>● I can use geographical vocabulary to describe and compare different biomes, including their climate, plants and animals.</li> <li>● I can analyse patterns in the distribution of biomes and explain why they are found in certain parts of the world.</li> <li>● I can use evidence to explain how physical factors (e.g. climate) and human activity affect ecosystems and biomes.</li> </ul> | <ul style="list-style-type: none"> <li>● I can use 8-point compass directions (N, NE, E, SE, etc.) to describe the location of Peru's key physical and human features.</li> <li>● I can locate the key cities and regions of Peru on physical and political maps.</li> <li>● I can use geographical vocabulary to describe and compare physical and human features of Peru and other places.</li> <li>● I can identify patterns in climate, environment and settlement across Peru and explain how these differ from other regions such as the UK.</li> <li>● I can use evidence to explain how natural resources and environmental factors influence life, industry and development in Peru.</li> </ul> | <ul style="list-style-type: none"> <li>● I can map the Amazon river's course from the Andes to the Atlantic</li> <li>● I can use 6-figure grid references to locate the Amazon Basin on a map</li> <li>● I can investigate and compare the Amazon region to desert biomes within Peru (the Atacama).</li> <li>● I can interpret data/specialised maps (using grid references and keys) of vegetation and river discharge.</li> <li>● I can use 8-point compass directions (N, NE, E, SE, etc.) to describe the Amazon's journey.</li> <li>● I can use geographical vocabulary to describe and compare tropical rainforest environments, including climate, layers and biodiversity.</li> <li>● I can analyse how physical features (e.g. climate, rivers and location) influence the rainforest ecosystem and how it functions.</li> </ul> |



|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | <ul style="list-style-type: none"> <li>I can evaluate information to explain how and why biomes are changing and predict possible future impacts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>I can identify patterns in the distribution of rainforests and explain how location near the Equator affects climate and vegetation.</li> <li>I can use evidence to explain how human activity impacts the rainforest and suggest ways it can be protected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Teaching sequence</b>                                    | <p>L1- I can identify and locate the six major biomes of the world, naming at least one country or region where each biome is found.</p> <p>L2-I can describe the climate, plants, and animals of the six major biomes.</p> <p>L3-I can explain how climate affects ecosystems and biomes.</p> <p>L4-I can explain how biomes influence people and places.</p> <p>L5-I can describe how human activity and climate change threaten biomes.</p> <p>L6-I can predict how Earth's biomes may change in the future</p> | <p>L1-I can locate Peru, its neighbouring countries, and South America on a map, and know that the seasons are different from the UK.</p> <p>L2-I can describe Peru's key physical features, including the Andes Mountains, and compare them with the UK.</p> <p>L3-I can describe Peru's different climate zones and compare them with the climate of the UK.</p> <p>L4-I can describe where people live in Peru and compare life in cities, towns, and villages.</p> <p>L5-I can explain that Peru is a major producer of copper, zinc, silver and gold and agricultural products like grapes, fish oil, blueberries and avocados.</p> <p>L6-I can explain how Peru's land and natural resources are important to its people and economy.</p> | <p>L1-I can locate the Amazon River and Rainforest and explain how their location near the Equator affects the region.</p> <p>L2-I can describe the layers of the Amazon Rainforest, the plants and animals found in each, and the importance of its major tributaries.</p> <p>L3-I can describe how some indigenous tribes live sustainably within the forest, contrasting this with life in urban centres like Manaus</p> <p>L4-I can explain what deforestation is and describe its effects on biodiversity and climate change.</p> <p>L5-I can suggest ways in which the rainforest can be protected and explain why it is known as the "Lungs of the Earth".</p> <p>L6-I can compare and describe the physical and human features of the Amazon Basin with those of Peru</p> |
| <b>Key vocabulary</b>                                       | Biome, ecosystem, flora, fauna, biodiversity, adaptation, deforestation, climate change, conservation, distribution                                                                                                                                                                                                                                                                                                                                                                                                | Region, climate zone, Atacama desert, Andes mountains, Lima, Pacific Ring of Fire, natural resources, population distribution, tectonic activity, arid, export economy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Rainforest, equator, tropics, biodiversity, canopy, understorey, emergent layer, tributary, decomposer, river discharge, drainage basin, indigenous.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Continuous Provision/ Cross Curricular Opportunities</b> | <u>Continuous Provision:</u> <ul style="list-style-type: none"> <li>World map station with biome matching cards.</li> <li>Climate graph interpretation area.</li> <li>Biome fact-file creation station.</li> <li>Animal and plant classification activities.</li> <li>Conservation challenge cards.</li> </ul>                                                                                                                                                                                                     | <u>Continuous Provision:</u> <ul style="list-style-type: none"> <li>Retrieval: Map quiz locating Peru, South America and neighbouring countries.</li> <li>Atlas and world map station to identify Peru and surrounding regions.</li> <li>Andes Mountains modelling and labelling activity.</li> <li>Climate zone comparison cards (Peru vs UK).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | <u>Continuous Provision:</u> <ul style="list-style-type: none"> <li>Retrieval: Map quiz locating the Amazon River, rainforest and Equator.</li> <li>World map and atlas station to identify countries within the Amazon Basin.</li> <li>Layered rainforest model (emergent, canopy, understorey, forest floor) with animal/plant sorting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |

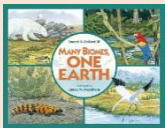
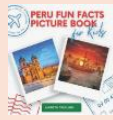


|                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Atlas and map exploration corner.</li> <li>• Build-a-biome small world/play tray.</li> <li>• Biome comparison Venn diagram activities.</li> </ul> <p><u>Curriculum opportunities:</u><br/>         Maths-interpret and compare climate graphs (temperature and rainfall).<br/>         English-Read and summarise information texts about ecosystems. Develop geographical vocabulary through speaking and writing.<br/>         Science-Examine how environmental changes affect living things and biodiversity.</p>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Sorting activity: physical vs human features of Peru.</li> <li>• City, town and village comparison picture cards.</li> <li>• Peru culture and lifestyle role-play corner.</li> <li>• Map labelling of key regions, cities and physical features.</li> <li>• Resource matching activity (copper, gold, agriculture, fishing products).</li> <li>• Google Earth exploration of Peru's landscapes.</li> <li>• Vocabulary station (Andes, climate, resources, economy, exports).</li> </ul> <p><u>Curriculum opportunities:</u><br/>         Maths: Interpret export data and create bar charts comparing resources.<br/>         Science: Investigate how climate affects plant growth in Peru.<br/>         Computing: Use digital maps and research tools to explore Peru's geography</p> | <ul style="list-style-type: none"> <li>• Tributaries map labelling activity (Amazon River system).</li> <li>• Indigenous lifestyle role-play and comparison cards (tribes vs Manaus city life).</li> <li>• Deforestation investigation station using before/after images.</li> <li>• Climate and Equator impact exploration cards.</li> <li>• Vocabulary station (biodiversity, deforestation, tributary, canopy, ecosystem).</li> <li>• Google Earth exploration of the Amazon Basin and Manaus.</li> <li>• Conservation poster-making station ("Save the Rainforest").</li> <li>• Biome comparison cards (Amazon Basin vs Peru / other biomes).</li> </ul> <p><u>Curriculum opportunities:</u><br/>         Maths: Interpret deforestation data and create graphs showing loss of rainforest area.<br/>         Science: Investigate ecosystems, food chains and the impact of deforestation on biodiversity.<br/>         Computing: Research the Amazon Basin using digital maps and create multimedia presentations.</p> |
| <p><b>Commentary: Why are we teaching what we are teaching, in the order we are teaching it?</b><br/> <b>What does each unit build on/prepare children for?</b><br/> <b>How are resources and skills changing over time?</b></p> | <p>This unit follows naturally from the Farms and Factories unit because pupils build on their understanding of how climate, food production, farming, and human activity are connected to the environment. After exploring how climate affects agriculture and food systems around the world, pupils are ready to study global biomes in greater depth and understand how different ecosystems support plants, animals, and human life.</p> <p>Pupils use their previous learning about climate zones, vegetation, land use, and sustainability to explore the six major biomes and the factors that shape them. The unit also develops pupils' understanding of how human activity, climate change, and industry can</p> | <p>The previous 'Biomes' unit links naturally to this South America 1 unit because pupils apply their understanding of climate zones, ecosystems, and environmental regions to a real-world continent study. After learning about the six major biomes and how climate, rainfall, and temperature shape environments, pupils are ready to explore the diverse landscapes and climates of South America. In this unit, pupils use their knowledge of biomes to understand why Peru has such varied environments. They build on prior learning about how physical geography affects human activity by exploring settlement patterns, land use, industry, farming, and natural resources across Peru.</p> <p>The unit also strengthens pupils' locational and map skills through the use of political and physical maps,</p>         | <p>This unit is an ideal unit to end Year 6 as it follows well from the South America 1 unit, deepening and applying pupils' understanding of the continent's climates, environments, settlement patterns, and physical features. After studying Peru and the wider environmental regions of South America, pupils are ready to focus in greater detail on the Amazon Rainforest and river system.</p> <p>Pupils build on their previous learning about biomes, climate zones, and human and physical geography by exploring the tropical rainforest biome in depth. Their understanding of how climate affects environments helps them explain why the Amazon has high rainfall, rich biodiversity, and distinct rainforest layers. Earlier learning about rivers, natural resources, settlement, and sustainability also supports their understanding of the</p>                                                                                                                                                            |



|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <p>threaten ecosystems and environments around the world.</p> <p>The unit strengthens pupils' map and enquiry skills as they identify where biomes are located globally and analyse patterns in their distribution. Pupils continue to develop their ability to explain the relationship between physical and human geography using evidence and geographical vocabulary.</p> <p>This prepares pupils well for the South America unit because they already understand key concepts such as climate, ecosystems, biomes, and environmental change. They are therefore ready to study the diverse landscapes of South America and explain how physical geography influences human activity across the continent. This unit also prepares them for KS3 learning where they study how human and physical processes interact to influence, and change landscapes, environments and the climate.</p> | <p>compass directions, and comparisons between South America and the UK. Pupils continue to develop their ability to identify geographical patterns and explain how climate and environment influence where people live and work.</p> <p>This then prepares pupils well for South America 2 because they already have a secure understanding of the continent's location, environmental regions, climates, and physical features. Their knowledge of biomes, settlement, resources, and environmental challenges provides a strong foundation for studying South America in greater depth, including issues linked to the Amazon Rainforest, sustainability, population, trade, and human impact on the environment. This unit also prepares them for KS3 where they will- in greater depth - study human geography in relation to the use of natural resources.</p> | <p>importance of the Amazon River and the impact of deforestation on people and the environment.</p> <p>The unit further develops pupils' geographical enquiry and map skills through the use of 6-figure grid references, specialised maps, data interpretation, compass directions, and comparisons between regions such as the Amazon Basin and the Atacama Desert. Pupils continue to analyse patterns, explain relationships between physical and human geography, and use evidence to support conclusions.</p> <p>Ending Year 6 with this unit prepares pupils well for secondary geography because it brings together many of the key concepts and skills developed throughout primary school. Pupils apply knowledge of climate, biomes, rivers, population, sustainability, trade, environmental issues, and global interdependence in a more complex and analytical way, preparing them for more in-depth studies of plate tectonics; weather and climate; the use of natural resources; how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. They also develop important secondary-readiness skills such as interpreting data, comparing regions, evaluating environmental challenges, and explaining how human activity impacts the planet.</p> |
| <b>Adaptations for LA pupils</b> | <ul style="list-style-type: none"> <li>• Use labelled world maps with the six major biomes colour coded.</li> <li>• Match biome names to pictures of landscapes, plants and animals.</li> <li>• Provide a word bank (e.g. climate, ecosystem, tundra, rainforest, desert, grassland, taiga, temperate forest).</li> <li>• Use picture cards to sort animals and plants into the correct biome.</li> <li>• Complete scaffolded comparison tables for climate, vegetation and wildlife.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Colour-coded world maps with Peru highlighted</li> <li>• Word banks for countries, physical features and key vocabulary</li> <li>• Matching activities (features, climates, resources, settlements)</li> <li>• Labelled diagrams (Andes, climate zones, settlements)</li> <li>• Photo sorting (city/town/village; physical/human features)</li> <li>• Sentence starters for explanations ("Peru is...", "The Andes are...")</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Colour-coded world maps with Amazon highlighted</li> <li>• Word banks (Equator, rainforest, canopy, deforestation, biodiversity)</li> <li>• Layered rainforest diagrams with labelled images</li> <li>• Matching activities (animals, plants, layers, climates)</li> <li>• Photo sorting (indigenous life vs city life in Manaus)</li> <li>• Sentence starters ("The rainforest is...", "Deforestation means...")</li> <li>• Simplified cause-and-effect charts (deforestation → fewer trees → less oxygen)</li> <li>• Guided map labelling (Amazon River and tributaries)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>• Provide sentence starters (e.g. <i>"The desert is hot and dry..."</i>, <i>"People in this biome..."</i>).</li> <li>• Highlight key information in short, simplified texts.</li> <li>• Use guided map work to locate biomes and countries.</li> <li>• Pair pupils for discussion before independent writing.</li> <li>• Chunk tasks into smaller steps with regular teacher check-ins.</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Simplified comparison tables (Peru vs UK)</li> <li>• Picture cards for resources and landscapes</li> <li>• Scaffolded map labelling tasks</li> <li>• Guided questions with short answer prompts</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Video clips and visual prompts for key concepts</li> <li>• Scaffolded comparison tables (Amazon Basin vs Peru)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Adaptations for GD pupils</b> | <ul style="list-style-type: none"> <li>• Debate which biome is most vulnerable to climate change and justify opinions using evidence.</li> <li>• Predict how climate change could alter the distribution of biomes in the future.</li> <li>• Create an extended explanation linking climate, ecosystems, biodiversity and human activity using geographical evidence</li> <li>• Can humans reverse the damage caused to biomes? Give reasons and examples.</li> <li>• Should economic growth ever take priority over protecting biomes? Explain your opinion with evidence.</li> <li>• What would Earth be like if one major biome disappeared?</li> </ul> | <ul style="list-style-type: none"> <li>• How does Peru's location affect its climate and biomes?</li> <li>• Are Peru's natural resources more beneficial or harmful to its development?</li> <li>• Which is more important for Peru's economy: mining, farming or tourism? Why?</li> <li>• Analyse how the Andes influence settlement and climate patterns</li> <li>• Explain uneven population distribution using physical geography</li> <li>• Evaluate the importance of Peru's natural resources for its economy</li> </ul> | <ul style="list-style-type: none"> <li>• Why does the Amazon Rainforest have such high biodiversity?</li> <li>• Why do some indigenous groups live sustainably while cities expand?</li> <li>• How does deforestation in the Amazon affect the global climate?</li> <li>• Is it possible to protect the rainforest and still develop the region? How?</li> <li>• Which is more important: economic growth or rainforest conservation? Why?</li> <li>• Investigate causes and consequences of deforestation in detail</li> <li>• Propose and evaluate realistic rainforest conservation strategies</li> <li>• Use a relief map to track and explain the course of the Amazon, explaining the river's impact on settlements and land use.</li> </ul> |
| <b>Resources/approaches</b>      | <p>Atlases, world maps with 6-figure grid references, relief maps, digital maps, Google maps, Rising Stars, Oak Academy</p> <div>   </div>                                                                                                                                                                                                                                                                                                                                           | <p>Atlases, world maps with 6-figure grid references, relief maps, digital maps, Google maps, Rising Stars, Oak Academy</p> <div>    </div>                                                                                                                      | <p>Atlases, world maps with 6-figure grid references, relief maps, digital maps, Google maps, Rising Stars, Oak Academy</p> <div>    </div>                                                                                                                                                                                                                                                                                                                                         |
| <b>Career links</b>              | Ecologist, Environmental Scientist, Conservation Ranger, Wildlife Biologist,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Geographer, Cartographer, Tour Guide (Peru/Andes), Travel Writer, Geologist, Environmental Scientist,                                                                                                                                                                                                                                                                                                                                                                                                                           | Ecologist, Conservation Scientist, Environmental Scientist, Wildlife Biologist, Botanist, Zoologist, Climate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



|  |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Geographer, Climate Scientist, Meteorologist, Sustainability Officer, Zoologist, Marine Biologist, Botanist, Environmental Consultant | Agricultural Scientist, Farmer (crop production e.g. grapes, avocados, blueberries), Fisheries Worker (fish oil industry), Export/Logistics Manager, Trade Analyst, Conservation Officer, Mountain Rescue Worker (Andes), Urban Planner (cities like Lima), Economist, GIS Technician (mapping land use and resources) | Scientist, Geographer, Conservation Officer, Park Ranger (National Parks/Amazon reserves), Indigenous Rights Advocate, Sustainability Officer, Marine and Freshwater Scientist, Environmental Consultant, GIS Technician (mapping rainforest change), Wildlife Photographer, Documentary Filmmaker, Carbon Analyst, Ecotourism Guide, Research Scientist, NGO Project Officer (e.g. rainforest protection charities), Environmental Policy Advisor |
|--|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|