

# The Abbey Hill CURRICULUM

How do we save  
The Rainforest?

*Achieving our dreams together*





# How do we save The Rainforest?



## Key Idea:



From the steamy Amazon to the misty, moss-covered forests of the UK, rainforests are bursting with life. Home to rare animals, towering trees, and delicate ecosystems, these amazing environments help produce oxygen and regulate our climate. But human activity is putting them at risk. Discover the beauty, power and fragility of rainforests—and why they matter to every single one of us.

## We will:



Launch our own campaign encouraging people to take action to save the rainforest.

## Core Text:



My Name is River  
Emma Rea



## Core Knowledge



1. Rainforests are found near the equator, with the Amazon Rainforest in South America being the largest globally.
2. The rainforest has four layers—forest floor, understory, canopy, and emergent.
3. Deforestation involves clearing trees, which causes loss of biodiversity and climate change.
4. Activities like mining and logging lead to land clearing, disrupting ecosystems.
5. Forests are cleared for farming, infrastructure, and urban development, changing the landscape and reducing wildlife habitats.
6. The Amazon produces 20% of Earth's oxygen and is home to over 10% of the world's species.
7. The UK has temperate rainforests, which are cooler but still filled with moss, ferns, and diverse wildlife.
8. Both types of rainforests share high rainfall and host unique ecosystems, though the UK ones are cooler.

## Disciplinary Knowledge



### Being a Geographer:

Know and explain key aspects of physical geography - climate zones, biomes and vegetation belts, volcanoes and earthquakes (human impact on marine biomes).  
 Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, including day and night.  
 Know geographical similarities and differences through the study of human and physical geography (e.g comparable climate zones)  
 Know strategies to use Ordnance Survey maps to build their knowledge of the UK.  
 Know thoughtful ways to enquire about why places or themes are changing.  
 Know patterns and trends between changes in our world.





## 🌍 Lesson 1: Where Are the World's Rainforests? Collage & Map Model of Layers

Section	Details
🎯 Learning Intention	Locate rainforests near the equator, including the Amazon, and understand their structure.
🧠 Disciplinary Knowledge	Know key aspects of physical geography - climate zones, biomes and vegetation belts.
📖 Key Knowledge Covered	Rainforests are found near the equator, with the Amazon Rainforest in South America being the largest globally.
👩‍🏫 What the Teacher Does	The teacher introduces the concept of a rainforest and then the world's rainforests and demonstrates how to locate them accurately on a world map. They model using colours, symbols, and a map key to represent different rainforests. The teacher guides pupils to plot the ten largest rainforests in the world.
👦 What the Children Do	Pupils identify and accurately mark the world's ten largest rainforests on their maps, using colour-coding, symbols, and a key to make their maps clear and technically accurate.
📷 How the Lesson is Evidenced	Completed maps with a definition of what makes a rainforest.
♿ Adaptation	Resources & Aids: tactile collage materials; chunking by focusing on one task at a time.

## 🌳 Lesson 2: What Are the Layers of the Rainforest? Hands-On Model and Exploration

Section	Details
🎯 Learning Intention	Identify and describe the four rainforest layers and their unique plants and animals.
🧠 Disciplinary Knowledge	Know key aspects of physical geography - biomes and vegetation belts.
📖 Key Knowledge Covered	The rainforest has four layers—forest floor, understory, canopy, and emergent.
👩‍🏫 What the Teacher Does	The teacher explains the four rainforest layers with images and examples. They model building a layered 3D model and guide pupils to make their own, labelling each layer.
👦 What the Children Do	Pupils create a 3D model of the four rainforest layers, adding labels and examples of plants and animals.
📷 How the Lesson is Evidenced	Detailed 3D rainforest layer models with labels.
♿ Adaptation	Dual Coding: combining visuals and labels; scaffolding vocabulary.





### 🌲 Lesson 3: What Is Deforestation? Understanding Scale and Impact Through Facts

Section	Details
🎯 Learning Intention	Understand deforestation and its environmental impact through photos and diagrams.
🧠 Disciplinary Knowledge	Know human impact on biomes and climate change.
📖 Key Knowledge Covered	Deforestation involves clearing trees, which causes loss of biodiversity and climate change.
👩‍🏫 What the Teacher Does	The teacher shows photos and diagrams illustrating deforestation scale. They model how to create “Do you know?” fact cards with shocking information. They support pupils in making their own fact cards.
👦 What the Children Do	Pupils create “Do you know?” fact cards with shocking facts about deforestation scale and damage.
📷 How the Lesson is Evidenced	“Do you know?” fact cards produced by pupils.
♿ Adaptation	Preteaching vocabulary; use of images to aid understanding.







📷 How the Lesson is Evidenced	Completed cause-effect chains or concept maps.
🔄 Adaptation	Chunking information; use of visuals and graphic organisers.





## 🌿 Lesson 5: Forests Lost and Gained: Persuading Change Through Letter Writing

Section	Details
🎯 Learning Intention	Explore examples of forest clearing and reforestation; write persuasive letters urging industries to protect forests.
🧠 Disciplinary Knowledge	Know human impact on biomes and strategies to enquire about why places are changing.
📖 Key Knowledge Covered	Forests are cleared for farming, infrastructure, and urban development, changing the landscape and reducing wildlife habitats.
👩‍🏫 What the Teacher Does	The teacher presents examples of deforestation (e.g., Amazon cattle ranching, palm oil plantations) and reforestation (Brazil, UK temperate rainforest conservation). They model persuasive letter writing and support pupils in planning and writing letters.
👦 What the Children Do	Pupils study examples, discuss impacts, and write persuasive letters urging industries not to clear forests and to use alternatives.
📎 How the Lesson is Evidenced	Persuasive letters written by pupils.
♿ Adaptation	Preteaching vocabulary; scaffolding with writing frames and sentence starters.

## 🌿 Lesson 6: Why Is the Amazon Important? Oxygen and Species Diversity

Section	Details
🎯 Learning Intention	Explain the importance of the Amazon for oxygen production and biodiversity.
🧠 Disciplinary Knowledge	Know key physical geography features and their global significance.
📖 Key Knowledge Covered	The Amazon produces 20% of Earth's oxygen and is home to over 10% of the world's species.
👩‍🏫 What the Teacher Does	<ol style="list-style-type: none"> <li>1. Present key facts about the Amazon, including oxygen production, biodiversity, Indigenous peoples, and iconic plants and animals.</li> <li>2. Show examples of map-based visual representations, highlighting rainforest layers, species, and human communities.</li> <li>3. Model how to research and summarise information, then place it on a map layout using labels, symbols, and images.</li> <li>4. Guide pupils to organise information visually, ensuring each animal, plant, or human group is represented clearly with text or illustrations</li> </ol>
👦 What the Children Do	Create a map of the Amazon plotting: <ul style="list-style-type: none"> <li>• Animals in their habitats</li> <li>• Plants in each rainforest layer</li> </ul>





	<ul style="list-style-type: none"> <li>• Locations of Indigenous communities</li> <li>• Any other interesting features (rivers, mountains, etc.)</li> </ul>
How the Lesson is Evidenced	Visual Collage
Adaptation	Dual coding; use of iPads for research; scaffolding with fact sheets.

## Lesson 7: UK Temperate Rainforests — Not What You Think!

Section	Details
Learning Intention	Describe UK temperate rainforests and compare to tropical rainforests in a fun way.
Disciplinary Knowledge	Know geographical similarities and differences through studying human and physical geography.
Key Knowledge Covered	The UK has temperate rainforests, which are cooler but still filled with moss, ferns, and diverse wildlife.
What the Teacher Does	The teacher introduces UK temperate rainforests with a “Horrible Histories” style fact page featuring a cartoon map and drawings. They support pupils to create their own fun fact pages.
What the Children Do	Pupils produce a diorama reflecting what a rainforest in the UK would be like. They stick on facts to the 3D world.
How the Lesson is Evidenced	3D Diorama
Adaptation	Dual coding: combining text and cartoons; scaffolding for creative layout and vocabulary.

## Lesson 8: Why Do Rainforests Need Our Help? Threats and Conservation

Section	Details
Learning Intention	Identify threats to rainforests and explain how people can help protect them.
Disciplinary Knowledge	Know human impact on ecosystems and ways to reduce environmental damage.
Key Knowledge Covered	Deforestation causes loss of biodiversity and climate change; people can act to save rainforests.
What the Teacher Does	The teacher reviews threats and conservation efforts, modelling how to plan campaign messages. They guide pupils to design their own messages or posters.
What the Children Do	Pupils discuss threats, conservation, and design campaign messages or posters.
How the Lesson is Evidenced	Campaign posters or messages created by pupils.
Adaptation	Dual coding; scaffolding with templates for campaign design.





## Lesson 9: Launching Our Campaign — Encouraging Action to Save the Rainforest

Section	Details
Learning Intention	Apply knowledge to create and share a campaign encouraging rainforest protection.
Disciplinary Knowledge	Use geographical knowledge and communication skills to raise awareness.
Key Knowledge Covered	All previous knowledge about rainforests, deforestation, threats, and conservation.
What the Teacher Does	The teacher supports pupils to finalise campaign materials, rehearse presentations, and plan sharing with the school or community.
What the Children Do	Pupils create, rehearse, and share campaign materials using posters, presentations, or digital media.
How the Lesson is Evidenced	Campaign presentations, posters, videos produced and shared.
Adaptation	Use of iPads for digital content; scaffolding rehearsal and presentation skills.



# Knowledge Organiser

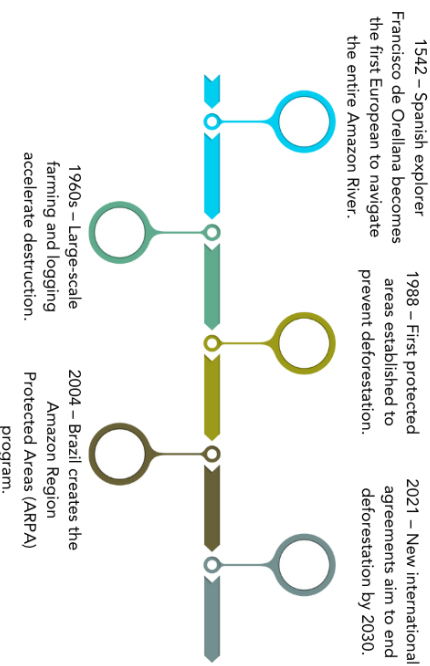
## WHY DO WE SAVE THE RAINFOREST?

Rainforests are some of the most important and biodiverse places on Earth. Found mainly near the equator, they are home to unique plants, animals, and tribes who depend on them. Rainforests also help our planet by producing oxygen and regulating climate — but human activity is changing these precious environments.

### KEY KNOWLEDGE

- Rainforests are found near the equator. The Amazon Rainforest in South America is the largest in the world.
- Rainforests have four layers: forest floor, understory, canopy, and emergent. Each layer is home to unique plants and animals.
- Indigenous tribes live in the rainforest and rely on it for food, shelter, and traditions.
- Deforestation (cutting down trees) leads to biodiversity loss, climate change, and threatens tribal communities.
- Human activities like mining, logging, and palm oil farming damage ecosystems and endanger wildlife.
- The Amazon Rainforest produces 20% of Earth's oxygen, stores carbon, and is home to over 10% of the world's species.
- The Amazon covers 2.1 million square miles — larger than the U.S. east of the Mississippi River.
- The UK has temperate rainforests that are cooler but still rich in moss, ferns, and wildlife.

### TOPIC TIMELINE



### GLOSSARY

- Deforestation** – The action of clearing a wide area of trees.
- Canopy** – The upper layer of trees forming a roof.
- Logging** – Cutting trees for wood.
- Biodiversity** – Variety of plant and animal life.
- Temperate rainforest** - Cooler rainforest found in places like the UK.
- Tropical rainforest** - Warm rainforest found near the equator.
- Ecosystem** - A community of living things and their environment.
- Conservation** - Protecting and managing nature for the future.

### FAMOUS



**Sir David Attenborough** – Naturalist who raised global awareness about rainforest conservation.



**Francisco de Orellana** (1511–1546) – First European explorer to travel the length of the Amazon River.



**Dr. Carlos Nobre** – Brazilian scientist studying the effects of climate change on the Amazon Rainforest.

