The Amazon Rainforest

Year Five Knowledge

Flourish at Hatfeild

A Place to Grow



Rainforests are the rarest type of forest in the world. A luxuriant, dense forest rich in biodiversity, found typically in tropical areas with consistently heavy rainfall. There are other types of forests; Temperate Forest, Boreal Forests and Coniferous Forest.



Rainforests are located all over the world, but always near the equator, as tropical temperatures are needed. Most tropical rainforests fall between the Tropic of Cancer and the Tropic of Capricorn. Nearly two thirds of the Amazon Rainforest is found in Brazil.



Every rainforest has 4 layers; forest floor, understory, canopy and the emergent layer. Each layer is exposed to different amounts of sunlight and species.



Deforestation is the action of clearing a wide area of trees. There can be advantages to this. These include; medicines are formed by ingredients found in the rainforest and paper is made from trees.



Deforestation, brings a lot of devastation, : animals in the rainforest are at risk because of deforestation. Animals' habitats are being wiped out by machinery and fires.



Amazon river is very important to animals/tribes living in the rainforest, as it provides drinking water and food. It is the largest river (holds the most water) and second longest in the world.



Many tribes live in the rainforests, known as indigenous people. This means that they belong to the country in which they are found. .



The average temperature for the Amazon rainforest ranges between 18 and 22.4° C.
The trees of the Amazon Rainforest produce more than 20% of the world's oxygen.
The Amazon can receive up to 430 inches of rain per year.

Energy and Anglo Saxons and Sustainability Vikings

Year Five Knowledge

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A Place to Grow

A Place to Grow

Much of the world's



The early Anglo-Saxons came to Britain because it had a better climate, good land for farming and the old Roman trading routes. Life in their homeland was often hard with not enough food to go round, they came to Britain for a better way of life.

Burning fossil fuels



The anglo-saxons settled near the coast because boats were their only form of travel. In Saxon times, there weren't even any roads - apart from one or two old Roman ones in certain parts of the country - but they became overgrown. It was quicker to sail round Britain than to cross it by land.

Renewable energy is a



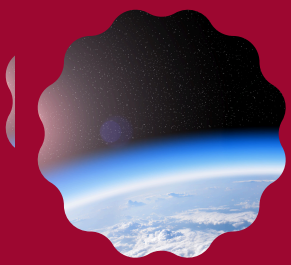
The Anglo-Saxons settled in many different parts of the country – the Jutes ended up in Kent, the Angles in East Anglia, and the Saxons in parts of Essex, Wessex, Sussex and Middlesex.

Greenhouse gases are



Anglo-Saxons grew wheat, barley and oats for making bread and porridge, grew fruit and vegetables like carrots, parsnips and apples, and kept pigs, sheep and cattle for meat, wool and milk. They were a very resourceful people – everything had its use and nothing went to waste.

Co2 emissions are



The northern part of Scandinavia is full of mountains. Soil along the coastline is sandy. It was difficult to grow crops. In time, as the population grew, some Viking stayed because there was some good farmland. Around 750AD, some Vikings began to explore other places to raise their families, places like Russia, Britain, France, and Germany.

Rising global



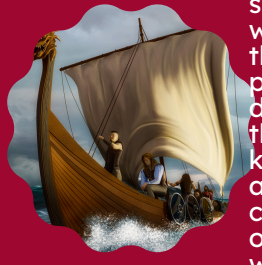
From 793AD, the Vikings invaded Anglo-Saxon Britain several times, York (or Jorvik, as they named it) – making it the second biggest city after London.

Freiburg is a



The Vikings did not use maps. Vikings sailed close to the coast whenever possible, watching for landmarks. Out of sight of land, they looked for the sun: west (towards the sunset) meant they were headed for England; east (towards the sunrise) meant home to Denmark or Norway.

Freiburg's development



The Vikings invented a kind of sun-shadow board or sundial to help find their way. At night they watched the skies and could use the position of the stars to determine which direction they were heading. Seamen knew a lot about winds and sea currents. By watching birds or even the colour of the water, an experienced sailor could tell when land was close.

Anglo Saxons and Vikings

Year Five Knowledge

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A Place to Grow



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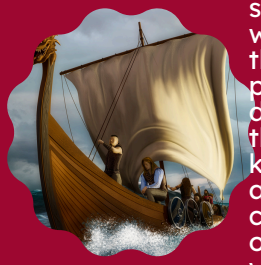


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Year 5

Geographical Skills

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A Place to Grow

- I can confidently use maps, globes and Google Earth.
- I can locate the Equator on a map and draw conclusions about climates using their understanding of the Equator.
- I can ask questions such as what is the landscape like? What is life like there?
- I can begin to understand the term 'biome'.
- I can use maps to locate areas they think may be biomes eg very green areas that could be rainforests, flat pale ones that could be deserts etc.
- I can identify the climate of the Amazon rainforest as well as the habitats, plants and animal types and how people live in the rainforest.
- I can study life in the Amazon rainforest through primary sources – recounts/photographs, asking questions, make comparisons to life in the UK and consider how life in the UK may be similar and different.
- I can identify trade links around the world and discover where food comes from and discuss fair trade.
- I can discuss land use and draw conclusions about human inhabitants and changing needs.
- I can investigate the facts and join in a reasoned discussion.
- I can reflect on the impact trade, deforestation and climate change has on an area and generate ideas for cause and effect.
- I can make field notes and observational notes about land features.

Year 5

Geographical Skills

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A Place to Grow

- I can confidently use maps, globes and Google Earth.
- I can take photographs and draw diagrams to support findings
- I can record measurements accurately and choose the most appropriate way to present my findings.
- I can talk about the effectiveness of different geographical representations of a location.
- I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.
- I can use a few geographical resources to give descriptions and opinions of the characteristic features of a location.
- I can identify the physical characteristics and key topographical features of the countries within North America.
- I can describe how humans affect the environment overtime.