

How is South America different from where we live?

1. What do you already know about Brazil?
2. How is life different for rich and poor Brazilians?
3. How is Brazil different from where we live?
4. What is trade?
5. What trade links do we have with South America?
6. Why is Fair Trade so important?
7. Where would you find rainforests in South America?
8. Why does the rainforest have layers?
9. How is the rainforest different from our forests in the UK?
10. Why does the rainforest need protecting?

Hook for Learning:

- Show a video about Brazil which captures the main aspects of the country.
- Link to 2014 World Cup and 2016 Olympics.

Key Texts:

- Unfolding Journeys: The Amazon Rainforest by Sparks & Ross
- The Great Kapok Tree by Lynne Cherry



Vocabulary

- rainforest
- Amazon
- tribe
- South America
- Brazil
- tropical
- equator
- climate
- rainfall
- temperature
- destruction
- trade
- import
- Fairtrade
- export
- canopy
- emergent layer
- understory
- deforestation
- biomes
- extinction
- favelas

We learn the following Geographical knowledge and skills:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America **(1, 2, 3, 7, 9,)**
- Locate the countries of South America on a map and find out their populations. Know that the largest country is Brazil. Locate major rivers and cities **(1,7)**
- Identify major cities in Brazil and consider how they differ to other regions in the country **(2,)**
- Use prior knowledge of the world to identify the climate they think may exist in different parts of South America **(1,3,)**
- Use photographs to compare and contrast rich/poor regions in Brazil **(2)**
- Use photographs to make connections between South America and the UK. **(3,9)**
- Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **(4,5,6)**
- Discuss and debate Fair Trade, investigating the facts and joining in a reasoned discussion **(6)**
- Understand the significance of the Equator, Tropics of Cancer and Capricorn **(7)**
- Understand the term 'biome' and recognise a rainforest as a type of biome **(7,8)**
- Identify the climate, habitats, the plant and animal types and how people live in the rainforest **(8,9,10)**

Cross curricular links:

- **Maths-** Solve measurement problems using the layers of the rainforest
- **English-** Pull out information page all about the Amazon: Sub-headings, brackets, technical language, colon for a list, commas, expanded noun phrases, introduction, relative clause

Previous knowledge from Y4:

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Raise questions about the different hemispheres and make predictions on how life would be different in the two hemispheres
- Understand the term 'climate' and identify some differing climate zones
- Locate the world's countries, using maps to focus on Europe (including the location of Russia)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America.
- Ask and answer questions about different regions using my own knowledge and research

Previous knowledge from Y3:

- Locate the world's countries, using maps to focus on Europe
- Use the language 'north, south, east, west' to relate countries to one another
- Identify key physical and human characteristics of European countries e.g. capital cities, rivers, mountains and landmarks
- Identify the position and significance of the Equator, the Tropic of Capricorn and the Tropic of Cancer, considering the countries and climates that surround these lines.
- Match key landmarks to the correct country and make suggestions as to how landmarks affect a country e.g. tourism, economy.
- Identify the main trade in Sicily and compare with the UK **(6)**
- Make comparisons between locations using photos/pictures, temperatures in different locations and population numbers

Previous knowledge from Y1:

- Name and locate the world's seven continents and five oceans
- Understand that different animals need different climates and surroundings to survive
- Use aerial photographs to recognise landmarks and basic human and physical features
- Study pictures/videos of different localities and ask geographical questions e.g. What is it like to live in this place? How is it different from where I live?
- Identify seasonal and daily weather patterns in the United Kingdom by asking questions about the weather and seasons.
- Locate hot and cold areas of the world in relation to the Equator and the North and South poles. Verbalise and write about similarities and differences between two localities.

Previous knowledge from Y2:

- Identify Africa, some of its countries and surrounding oceans on a map
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Use aerial photographs to recognise landmarks and simple human and physical features
- Study pictures and videos of differing localities and ask geographical questions e.g. What is it like to live in this place? How is it different from where I live? How is the weather different? How are the lifestyles different?
- Express own views about a place, people and environment, give detailed reasons to support own likes, dislikes and preferences