

## PENTECOST TERM 1

### GEOGRAPHY – Year 5 - Medium Term Planning – Brazil (Amazon Rainforest)

#### COMPARATIVE STUDY OF NON-EUROPEAN AREA WITH LINCOLNSHIRE AND NORWAY

LESSON 1	LESSON 2	LESSON 3
<p><b>GEOGRAPHICAL SKILLS (MAP SKILLS)</b> <b>LOCATIONAL KNOWLEDGE</b></p> <p><b>LEARNING INTENTION:</b> To know that Brazil is in South America.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"><li>• Use maps, atlases and <b>digital/computer</b> mapping to locate countries and describe features. (Recap Year 4)</li><li>• On a map, name and locate <b>Brazil</b> within <b>South America</b>.</li></ul> <p><b>Aim:</b> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p>	<p><b>PHYSICAL GEOGRAPHY</b></p> <p><b>LEARNING INTENTION:</b> To know there are different climates and weather across Brazil. (comparison to Lincolnshire and Norway)</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"><li>• Describe <b>and understand</b> key aspects of physical geography in a European country (<b>Norway</b>) and a non-European country (<b>Brazil</b>)- - <b>climate zones, global biomes, rainforest, vegetation belts</b>.</li></ul> <p><b>Aim:</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p><b>HUMAN GEOGRAPHY</b> <b>FIELDWORK SKILLS - GEOGRAPHICAL ENQUIRY</b></p> <p><b>LEARNING INTENTION:</b> To know that push and pull factors impact urbanisation.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"><li>• Describe key aspects and compare human geography in the UK and an area in a European country (<b>Norway</b>) and a non-European country (<b>Brazil</b>) - <b>types of settlement, land use</b> economic activity (including trade links), distribution of energy, minerals, food and water.</li></ul> <p><b>Aim:</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>

<b>Key Vocabulary:</b> border, population, city, country, continent, capital city, South America.	<b>Key Vocabulary:</b> climate, zones, arid, semi-arid, subtropical, tropical, equatorial, weather	<b>Key Vocabulary:</b> push, pull, urbanisation, rural, overpopulated, under developed
<b>Recap &amp; retrieval</b>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Brazil is the largest country in South America.</li> <li>It shares its borders with every South American country except Chile and Ecuador.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>Brazil is the largest country in South America.</li> <li>It shares its borders with every South American country except Chile and Ecuador.</li> <li>Brazil has varying heights above sea level which contribute to the different climates.</li> </ul>
<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>Brazil is the largest country in South America.</li> <li>It shares its borders with every South American country except Chile and Ecuador.</li> <li>Brazil has four time zones.</li> <li>The capital city is Brasilia.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>Brazil has a population of over 210 million.</li> <li>Brazil faces the Atlantic Ocean.</li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>Brazil has a range of climatic zones, ranging from tropical to temperate.</li> <li>There are 5 climatic zones; equatorial, tropical, semi-arid, highland tropical and subtropical.</li> <li>Brazil has varying heights above sea level which contribute to the different climates.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>The equatorial zone is where rainforests can be found.</li> <li>The tropical zone has temperatures which are consistent all year round.</li> <li>The semi arid zone is the halfway mark between deserts and forests.</li> <li>The highland tropical zone is found along the coasts of Brazil.</li> <li>The subtropical zone is not as hot and humid as the tropical zone.</li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>A push factor is a reason somebody moves from an area.</li> <li>A pull factor is a reason why somebody moves to an area.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>Push factors for Brazil are safety, crime, flooding and poverty</li> <li>Pull factors are higher employment, better services and good climate</li> <li>The largest cities in Brazil are located in the South of the country</li> <li>The North of Brazil is mainly rural</li> </ul>

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**GEOGRAPHY – Year 5 - Medium Term Planning – Brazil (Amazon Rainforest)**

**COMPARATIVE STUDY OF NON-EUROPEAN AREA WITH LINCOLNSHIRE AND NORWAY**

<b><u>LESSON 4</u></b>	<b><u>LESSON 5</u></b>	<b><u>LESSON 6</u></b>
<p><b>PLACE KNOWLEDGE</b></p> <p><b>LEARNING INTENTION:</b> To know that the Amazon Rainforest is a tropical rainforest.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain how locations around the world are changing and explain some of the reasons for change. <b>(Brazil)</b></li> </ul> <p><b>Aim:</b> Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p><b>PLACE KNOWLEDGE</b></p> <p><b>FIELDWORK SKILLS - ANALYSING</b></p> <p><b>LEARNING INTENTION:</b> To know that climate change is having an impact on Brazil.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain how locations around the world are changing and explain some of the reasons for change. <b>(Brazil)</b></li> <li><u>Analyse evidence</u> and draw <u>multiple conclusions</u> by making comparisons between <u>multiple</u> locations or human / physical features (<i>e.g. comparing historic maps of varying scales, comparing temperature of various locations &amp; their influence on people / everyday life.</i>)</li> </ul> <p><b>Aim:</b> Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p>	<p><b>PRESENTING GEOGRAPHICAL SKILLS – WHOLE SCHOOL EXHIBITION</b></p> <p><b>PLACE KNOWLEDGE</b></p> <p><b>LEARNING INTENTION:</b> To know that there are similarities and differences between Lincolnshire, Norway and the Amazon Rainforest.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand and explain some of the reasons for geographical similarities and differences between countries (Lincolnshire, Norway and Brazil).</li> </ul> <p><b>Aim:</b> Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>
<b>Key Vocabulary:</b>	<b>Key Vocabulary:</b>	

<b>forest floor, understory, canopy, emergent, layers, indigenous, tropical, habitat</b>	<b>deforestation, endangered, extinction, indigenous, conservation, biodiversity</b>	
<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>• Brazil is the largest country in South America.</li> <li>• It shares its borders with every South American country except Chile and Ecuador.</li> <li>• Brazil has varying heights above sea level which contribute to the different climates.</li> <li>• A push factor is a reason somebody moves from an area.</li> <li>• A pull factor is a reason why somebody moves to an area.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>• Brazil is the largest country in South America.</li> <li>• It shares its borders with every South American country except Chile and Ecuador.</li> <li>• Brazil has varying heights above sea level which contribute to the different climates.</li> <li>• A push factor is a reason somebody moves from an area.</li> <li>• A pull factor is a reason why somebody moves to an area.</li> <li>• Tropical rainforests are located closer to the equator.</li> <li>• There are four layers in a rainforest – forest floor, understory, canopy and emergent layer.</li> </ul>	<b>Recap &amp; retrieval</b>
<b>Key Knowledge:</b> <b>Child:</b> <ul style="list-style-type: none"> <li>• Tropical rainforests are located closer to the equator.</li> <li>• There are four layers in a rainforest – forest floor, understory, canopy and emergent layer.</li> <li>• The Amazon Rainforest spans across Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• The Amazon river runs through the North of the Amazon rainforest.</li> <li>• The Amazon rainforest is found in South America.</li> <li>• 400-500 indigenous tribes call the Amazon rainforest home.</li> </ul>	<b>Key Knowledge:</b> <b>Child:</b> <ul style="list-style-type: none"> <li>• Slash and burn techniques were used to create grazing pastures and farmland</li> <li>• The size of the rainforest shrunk dramatically and had an impact on the biodiversity</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>• When Brazil's population grew rapidly people started settling in parts of the Amazon rainforest</li> <li>• In the 1990's the Brazilian government began conservation efforts to protect parts of the forest</li> </ul>	

<ul style="list-style-type: none"><li>• There are over 2.5 million different insects in the Amazon rainforest.</li></ul>		
<b>Assessment</b> Cumulative quiz. Retrieval practice.		