

## UKS2 EUROPEAN REGION

### Term 5

#### Unit Overview: LKS2 Geography

#### South America: The Amazon

<b>National Curriculum Objectives</b>	<b>Substantive knowledge</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.</li> <li>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - identify the position and significance of the Equator.</li> <li>Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.</li> <li>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</li> </ul>	<ul style="list-style-type: none"> <li>I can find the Amazon River and rainforest on maps and globes and trace the river's course.</li> <li>I can explain why the Amazon is so important.</li> <li>I understand some of the ways in which the Amazon is under threat and why that is important.</li> <li>I can describe some of the main features of Manaus.</li> <li>I can compare the Amazon Basin with other places I have studied.</li> </ul>	<u>Locational terms</u>	<u>Geographical terms</u>
<ul style="list-style-type: none"> <li><b>By the end of this topic: Children should know:</b></li> </ul> <p>South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is being exported worldwide.</p> <p>Manaus is a city in the heart of the Amazon Rainforest region and sits on the Rio Negro, one of two major rivers that flow into the River Amazon</p>	<p><b>Support</b></p> <p>Children will understand that the Amazon River is important to the area and to the towns and habitats along it.</p> <p>Children will understand that the Amazon Rainforest climate is different to the rest of South America.</p>	<ul style="list-style-type: none"> <li>equatorial</li> <li>International</li> <li>Date Line</li> <li>Longitude</li> <li>Prime Meridian</li> <li>Tropic of Capricorn</li> <li>Western Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Ecosystem</li> <li>Food chain</li> <li>Humidity</li> <li>River basin volume</li> </ul>
<b>Children should be able to:</b>	<b>Extend</b>	<u>Phonics focus</u>	
<p>Locate South America on a world map and identify a range of its physical and human features. Locate the countries and capital cities of South America, comparing time zones and climate to the UK. Compare key facts about Brazil with UK and find out if the Amazon is the world's longest river, identifying features of the Amazon Basin. Explain the importance of the Amazon Rainforest, linking to the schools Eco work. Study the rainforest city of Manaus, comparing it to our own locality, using a range of maps to identify key human and physical features.</p>	<p>Children can compare human and physical features, differences and similarities between two differing locations.</p> <p>Children will be able to describe the location of a place using a nested hierarchy.</p>	<ul style="list-style-type: none"> <li>Ur/ban</li> <li>Se/ttle/ment</li> <li>E/qua/tor</li> <li>con/ti/nent</li> </ul>	
<b>Weekly challenge "Thinking like a Geographer"</b>	<b>Disciplinary knowledge</b>	<b>Key People</b>	<b>Extended writing</b>
<ul style="list-style-type: none"> <li>Map Monday</li> <li>Topic Tuesday</li> <li>What if Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>How does this location differ to my own environment? Use images to study differences in surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>Amerigo Vespucci</li> <li>Hilaria Supa and María Sumire</li> <li>Hugo Chávez</li> </ul>	<p>Balanced argument: Should we stop using resources from the Amazon Rainforest?</p>
		<b>Fieldwork</b>	
		<ul style="list-style-type: none"> <li>Explore issues of sustainability in everyday life and how everyday goods are produced.</li> </ul>	

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<ul style="list-style-type: none"> <li>❖ Travel Thursday</li> <li>❖ Find out Friday</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, globes and atlases to locate the continent and countries within.</li> <li>• Interpretation of graphs and diagrams about the Amazon River.</li> <li>• Use of live data on deforestation.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, analyse and present quantitative data on rainforest coverage using live data.</li> <li>• Present data in bar graphs on products which contain palm oil.</li> <li>• Investigate and ask questions such as “How can we be more supportive of rainforest sustainability at home and at school?”</li> <li>• Visit the local woodland to study the trees, plants and animals, as an ecosystem, recording selected geographical information on a map or large-scale plan, using colour or symbols and a key using sampling techniques to gather data.</li> </ul>
<p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>❖ Locate the Amazon River and Rainforest on a map, identifying the continent and surrounding oceans.</li> <li>❖ Use a scale bar to measure the distance from the UK.</li> <li>❖ Identify the 3 main physical regions of South America on a topographic map.</li> <li>❖ Compare features of the Amazon to familiar environments.</li> <li>❖ Draw maps of our own locality, identifying areas used to support the environment.</li> <li>❖ Compare a globe with a world map and talk about how each is useful.</li> </ul>		<p><b>Deeper thinking. What if...</b></p> <ul style="list-style-type: none"> <li>❖ What if wind farms were the UK’s only source of energy?</li> <li>❖ What if there were no National Parks?</li> <li>❖ What if London wasn’t the capital of England?</li> <li>❖ How have places changed over time, including changes to land local to us?</li> </ul>
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Democracy:</b> Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.</li> <li>❖ <b>Rule of Law:</b> Children think about moral law and the consequences of their actions on future generations.</li> <li>❖ <b>Individual Liberty:</b> Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world.</li> <li>❖ <b>Mutual Respect for and tolerance of those with different faiths and beliefs:</b> Pupils compare similarities and differences between their lives and those of others within the UK. We aim to disband stereotypes and foster a common respect for different cultures within our own country by learning about them.</li> </ul> <p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Belonging:</b> Appreciate the diversity of cultures across continents.</li> <li>❖ <b>Empowering:</b> Compassion and justice for all citizens of the world we live in.</li> <li>❖ <b>Succeeding:</b> Make responsible choices to look after our environment and leave the planet a better place for future generations.</li> </ul>		
<p><b>Case studies / examples</b></p> <p>Manaus case study.</p>	<p><b>Reading opportunities</b></p> <ul style="list-style-type: none"> <li>❖ The UK Map book</li> <li>❖ Save the Amazon!</li> </ul>	<p><b>Reading support</b></p> <ul style="list-style-type: none"> <li>❖ Word ban game Pictorial based weekly challenges</li> <li>❖ Vocabulary mats</li> <li>❖ Videos and photographic examples</li> <li>❖ Writing frames</li> </ul>

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❖ Phonics teaching of key vocabulary

Prior learning	Key questions	Future learning
<p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>Locate the <b>United Kingdom</b> on a World map and map of Europe. Identify the 4 countries of the UK and locate our home county. Identify the four capital cities of the UK and compare and contrast their human and physical features. Use maps, photographs and fieldwork to compare our local area to a capital city of the UK.</li> <li>Trace the outline of the UK <b>coast</b> on a map and identify human and physical features, locating the UK's islands. Explore UK coastal settlements: Southwold, Felixstowe, Tenby, Dover using photographs and maps.</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>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.</li> </ul> <p><b>LKS2:</b></p> <ul style="list-style-type: none"> <li>Recognise and explain how human activity affects <b>rivers</b> &amp; recognise and explain how flooding affects communities: London and Gloucestershire.</li> </ul> <p><b>UKS2 (some):</b></p> <ul style="list-style-type: none"> <li>Consider <b>tourism</b> in the Mediterranean region and study the climate of this area. Consider the environmental impact of tourism, both positive and negative.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Where does the Equator cross South America?</li> <li>❖ What do we notice about how the River Amazon looks at different points along its journey? How is this similar to or different from other rivers we have studied?</li> <li>❖ Why are most big South American cities near the coast?</li> <li>❖ Why are settlements often built near a river?</li> <li>❖ What is it like in a rainforest?</li> <li>❖ How is Manaus similar or different to Down Ampney?</li> </ul>	<ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.</li> <li>Understand 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.</li> </ul>