



Unit Overview: LKS2 Geography  
Rio & South East Brazil

<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>❖ Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</li> <li>❖ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>❖ Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</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>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>❖ I can locate South America on a world map and identify a range of its physical and human features.</li> <li>❖ I can locate the countries and capitals of South America.</li> <li>❖ I can compare the time difference between South American countries and the UK.</li> <li>❖ I can identify the human and physical features of Brazil.</li> <li>❖ I can identify why Manaus' climate is not typical of the whole of Brazil.</li> <li>❖ I can understand that there are similarities and differences between the lives of young people living in different parts of Rio de Janeiro.</li> <li>❖ I can identify how my life is linked to Rio de Janeiro and South East Brazil.</li> </ul>	<p><b>Vocabulary</b></p> <table border="1"> <tr> <td data-bbox="1496 363 1630 738"> <p><u>Locational terms</u> Latitude Longitude Northern Hemisphere Southern Hemisphere Time zone Tropic of Capricorn Western Hemisphere</p> </td> <td data-bbox="1641 363 1865 738"> <p><u>Geographical terms</u> Equatorial Region Manufacturing Mining Population trade</p> </td> <td data-bbox="1877 363 2123 738"> <p><u>Place names</u> Brasilia Cerro Aconcagua Lake Titicaca La Paz Sao Paulo Ushuaia</p> </td> </tr> </table>		<p><u>Locational terms</u> Latitude Longitude Northern Hemisphere Southern Hemisphere Time zone Tropic of Capricorn Western Hemisphere</p>	<p><u>Geographical terms</u> Equatorial Region Manufacturing Mining Population trade</p>	<p><u>Place names</u> Brasilia Cerro Aconcagua Lake Titicaca La Paz Sao Paulo Ushuaia</p>
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<p><b>By the end of this topic: Children should know:</b></p> <ul style="list-style-type: none"> <li>❖ The location and human/physical features of Rio de Janeiro and South East Brazil, comparing and contrasting this region with places previously studied.</li> <li>❖ How their location (e.g., within different climate zones) might affect everyday life differently in South-East Brazil and places previously studied.</li> <li>❖ Some aspects of settlement, trade, tourism, climate and culture in South East Brazil and Rio de Janeiro.</li> <li>❖ What time zones are and how they are affected by longitude.</li> </ul>	<p><b>Support</b> Children will be aware that the different time zones don't divide up along simple, vertical lines and that there is a large tropical rainforest in South America called The Amazon Rainforest and be able to locate it on a topographical map.</p>	<p><b>Phonics focus</b> Population (-tion suffix) Hemisphere (ere) Manufacturing and mining (-ing suffix).</p>				
<p><b>Children should be able to:</b> Use globes and atlases to locate South-East Brazil and Rio de Janeiro within the South American continent and support their understanding of these places (e.g., within relevant climate and time zones). Interpret maps and aerial maps of Rio de Janeiro and South-East Brazil at a variety of scales, discussing and asking questions about their main features, and comparing them with places previously studied.</p>	<p><b>Extend</b> Children will recognise that the climate in Manaus is not typical of the whole of Brazil and be able to suggest reasons why.</p>	<p><b>Key People</b> Dona Odete Mariza Nascimento</p>	<p><b>Extended writing opportunities</b> Diary entry as a young person living in Brazil.</p>			
<p><b>Weekly challenge "Thinking like a Geographer"</b></p> <ul style="list-style-type: none"> <li>❖ Map Monday</li> <li>❖ Topic Tuesday</li> <li>❖ What if Wednesday</li> <li>❖ Travel Thursday</li> <li>❖ Find out Friday</li> </ul>	<p><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping to locate South America and identify a range of human and physical features.</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>❖ Create a soundscape of a local area in two contrasting locations.</li> <li>❖ Use photographs and large-scale plans of the school grounds to locate features and mark on a plan view.</li> </ul>				

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	<ul style="list-style-type: none"> <li>• Locate the Equator and describe why it is important.</li> <li>• Use maps, atlases, globes and digital mapping to locate South America and its countries and capital cities.</li> <li>• Use time zone maps to calculate the time differences between some of the places in South East Brazil and other locations around the world.</li> <li>• Use soundscapes to identify the features of Brazil.</li> <li>• Create climate graphs for a variety of locations within South East Brazil. Compare these graphs to the climate in the UK.</li> <li>• Explore the similarities and differences between the lives of young people living in different parts of Rio de Janeiro.</li> <li>• Compare lives of young people in Brazil to their own.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Design a theme trail of the village/school grounds for the other classes, recording selected geographical information on a map or large-scale plan, using colour or symbols and a key.</li> </ul>
<p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>❖ Use the index page of an atlas</li> <li>❖ Create maps of small areas with features in the correct place.</li> <li>❖ Use plan views</li> <li>❖ Use 2 and 4 figure co-ordinates to locate features on maps using OS maps and small-scale maps of the local area.</li> <li>❖ Recognise that contours show slope and height.</li> </ul>		<p><b>Deeper thinking. What if...</b></p> <ul style="list-style-type: none"> <li>❖ What if the Southern most part of South America was joined to Antarctica and the Western most part of Alaska to Siberia?</li> <li>❖ What if Brazil was as small as Wales?</li> <li>❖ What if Brazil only produced things for people who lived in that country?</li> <li>❖ What if the Olympic games happened in my local area?</li> </ul>

## LKS2 NORTH AMERICA

### Term 5

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<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> Children can see the effect that humans are having on our planet and can be empowered to make a change.</li> <li>❖ <b>Mutual respect and tolerance:</b> Pupils compare similarities and differences between their lives and those others around the world.</li> </ul>	<p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Respect:</b> Valuing and celebrating our differences.</li> <li>❖ <b>Trust:</b> Trust is essential to a community to work together.</li> <li>❖ <b>Courage:</b> Being able to stand up for what is right.</li> </ul>	
<p><b>Case studies / examples</b></p> <ul style="list-style-type: none"> <li>❖ Rio</li> </ul>	<p><b>Guided Reading opportunities</b></p> <ul style="list-style-type: none"> <li>❖ South America: Continent Fact-file</li> <li>❖ KS2: Ready, Get Set, Go to Rio!</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> <li>❖ Phonics teaching of key vocabulary</li> </ul>
<p><b>Prior learning</b></p> <p>In KS1, children learnt the names and locations of the world's seven continents and five oceans. They learnt how the Equator affects the climate of different regions of the world, including North and South America.</p> <p>In Year 3, children learnt about the physical and human geography of South America and the different climate zones found on one continent. Children compared the UK to a regional in South America and explored why people chose to live by the Amazon River. Children learnt about why the Amazon Rainforest was under threat and how they could affect change.</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>❖ Where is South America and what is it like?</li> <li>❖ What are the different countries and capital cities in South America?</li> <li>❖ What time is it in different parts of South America?</li> <li>❖ Where is Brazil?</li> <li>❖ Why is Manaus' climate not typical compared to the rest of Brazil?</li> <li>❖ What are the similarities and differences between rich and poor lives in Brazil?</li> <li>❖ How is my life linked to South East Brazil?</li> </ul>	<p><b>Future learning</b></p> <p>In UKS2, children will look at global tourism, particularly in mountainous regions and explore mountain ranges in the UK. They will study North America when they learn about tectonic plates and how people living in certain areas of North America have to prepare for the risk of earthquakes.</p>