

# Geography

## South America- The Amazon Rainforest Year 6

**Remember when**  
**Year 3 – mountains**  
**Year 4 – volcanoes/ earthquakes**  
**Year 5- North America**  
**Year 5 - Rivers**

**Sticky knowledge**

- . Brazil is the largest country in South America
- . The Amazon has a tropical climate, which means it is hot and wet. Yorkshire has a temperate climate.
- . The layers of the Amazon Rainforest are forest floor, understory, canopy and emergent layer. The animals and vegetation are suited to the particular environments they live in
- . Important ingredients for medicines come from the rainforest
- . Gold and other precious minerals are mined in the Amazon
- . The rainforest is cut down to provide grazing for cattle
- . People are directly affected by deforestation because they lose their livelihoods, health (from air pollution), homes and cultural heritage
- . Urbanisation is caused by people moving from rural to urban areas.
- . In Brazil, people are moving to the cities for work

**Key vocabulary**

Climate	Deforestation
Weather	Livelihoods
Rainforest	Cultural
Tropical	heritage
Temperate	Urbanization
Biome	Rural
Vegetation	Urban
Population	Indigenous
Minerals	Tribe
Forest floor	
Understory	
Canopy	
Emergent layer	

**National curriculum**

**Locational Knowledge**

-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

**Place knowledge**

-understand geographical similarities and difference 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 or South America.

**Human and physical geography**

-describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

**Geographical skills and fieldwork**

-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**Y6 Map types**

**Y6 Physical geography**

**Y6 Human geography**

	Title/ focus	Lesson outline
<b>Lesson 1</b>	<p>LO: To be able to locate South America and its countries</p> <p>SK: Brazil is the largest country in South America</p>	<p>What do they know already? Mountains, rivers?</p> <p>Locate South America</p> <p>Locate countries in South America</p> <p>SEN – label countries of South America</p> <p>Label countries of South America and add key features</p> <p>GDS - Find out facts about South America include population, mountains, rivers etc</p>
<b>Lesson 2</b>	<p>LO: To compare the climate of the Amazon Rainforest to Yorkshire</p>	<p>What do we mean by climate?</p> <p>Revise the difference between weather and climate and climate zones from Y5 North America.</p> <p>Compare climate of Manaus in Brazil with Yorkshire using graphs and data.</p>

	<p>SK: The Amazon has a tropical climate, which means it is hot and wet. Yorkshire has a temperate climate.</p>	<p>What is the highest temperature recorded in Brazil? What is the highest temperature recorded in Yorkshire?</p> <p>Create a graph showing average monthly temperatures in Brazil and Yorkshire over a year</p> <p>SEN – axis already labelled to plot</p> <p>What does the graph show?</p> <p>GDS – Write a paragraph explaining the different examples</p>
<b>Lesson 3</b>	<p>LO: To know the biomes and vegetation of the Amazon Rainforest</p> <p>SK: The layers of the Amazon Rainforest are forest floor, understory, canopy and emergent layer.</p> <p>The animals and vegetation are suited to the particular environments they live in</p>	<p>Revise biomes and vegetation from Y5 North America. What different biomes are there? What are their features?</p> <p>What are the features of a rainforest biome?</p> <p>Focus on the Amazon rainforest in Brazil- the rainforest layers, which animals and vegetation live there? How are they suited to their environment? (link to science)</p> <p>Stick pictures of animals that live in the rainforest in their books – write underneath how they are suited to their environment</p> <p>SEN – to be given key words</p> <p>EXT- why wouldn't you find the same animals and vegetation in the UK?</p> <p>GDS – research other animals you might find in the rainforest</p>
<b>Lesson 4</b>	<p>LO: To know the land use and distribution of natural resources in the Amazon Rainforest</p> <p>SK: Important ingredients for medicines come from the rainforest</p> <p>Gold and other precious minerals are mined in the Amazon</p> <p>The rainforest is cut down to provide grazing for cattle</p>	<p>Why are the rainforests important (could make links to pharmaceuticals)?</p> <p>What are the main natural resources of the Amazon Rainforest? Which products are exported? Where are they exported to? Make links to exports from Hull.</p> <p>Look at the changes in land use (from forest to grazing) and the impact this has on the land.</p> <p>What is the impact on the rest of the world?</p> <p>Create an information page about the Rainforest</p> <p>SEN – give structure and subheadings</p> <p>GDS – design own page</p>
<b>Lesson 5</b>	<p>LO: To compare the culture and life style of Amazonian indigenous people to the life and culture in the UK</p> <p>SK: People are directly affected by deforestation because they lose their livelihoods,</p>	<p><a href="#">Contact   Create 2 Inspire</a> Emma Epsley does online workshops on the Amazon Rainforest. Use this link to enquire</p> <p>Enquiry sent – will update once had response</p>

	health (from air pollution), homes and cultural heritage	
<b>Lesson 6</b>	<p>LO: To understand the urbanization of Brazil</p> <p>SK: Urbanisation is caused by people moving from rural to urban areas.</p> <p>In Brazil, people are moving to the cities for work</p>	<p>What is meant by the term 'urbanisation'?</p> <p>What is a push factor? What is a pull factor?</p> <p>Identify push and pull factors for moving from a rural area to an urban area.</p> <p>Make links to previous knowledge on the creation of new towns and the expansion of cities in the UK (Y6- settlements unit) what were the reasons for this? How does it compare to the reasons for urbanization in Brazil?</p> <p>Create a table – push factors, pull factors</p> <p>SEN – to be given sentences to decide which are push factors, which are pull factors</p>
Working towards	<b>End of unit assessment</b>	Working at a greater depth
	Working at Age related expectations	