

Geography

South America- The Amazon Rainforest Year 6

Remember when

Mountains (Year 3)
Volcanoes/earthquakes (Year 4)
North America (Year 5)
Rivers (Year 5)

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	Urbanisation
Biome	Rural
Vegetation	Urban
Population	Indigenous
Minerals	Tribe
Forest floor	Grazing land
Understory	Push/pull
Canopy	factors
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.

	Title/ focus	Lesson outline
Lesson 1	<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>Recap previous knowledge - What do they know already? Mountains, rivers? What can they remember about North America in year 5?</p> <p>Introduce keys facts about South America, e.g. Brazil is the largest country in South America, it is home to the 2nd longest river in the world (The amazon river) and the largest rainforest in the world (The amazon)</p> <p>Activity -</p> <p>Locate South America on a map of world.</p> <p>Locate countries in South America</p> <p>WTS – Completed with support.</p> <p>EXS - Label countries of South America and add key features e.g mountains rivers, rainforests.</p> <p>GDS – As above and write simple facts about South America.</p>

<p>Lesson 2</p>	<p>LO: To compare the climate of the Amazon Rainforest to Yorkshire</p> <p>SK: The Amazon has a tropical climate, which means it is hot and wet. Yorkshire has a temperate climate.</p>	<p>What do we mean by climate?</p> <p>Remember when? Weather and climate in North America. How many different climates are there in North America. Recap Grand Canyon information from Y5 research.</p> <p>Discuss the difference between weather, climate and climate zones in North America to South America.</p> <p>Look at the climate of Manaus in Brazil. Compare with Yorkshire using graphs and data.</p> <p>What is the highest temperature recorded in Brazil? What is the highest temperature recorded in Yorkshire?</p> <p>Activity -</p> <p>Everyone: Create a graph showing average monthly temperatures in Brazil and Yorkshire over a year</p> <p>WTS - Axis already labelled to plot. Write simple sentences explaining what the graph shows? Similarities and differences.</p> <p>ARE: Write simple sentences explaining what the graph shows? Similarities and differences.</p> <p>GDS – Write a paragraph explaining the different examples</p>
<p>Lesson 3</p>	<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>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 (Largest rainforest in the world)</p> <p>Look at the rainforest layers, which animals and vegetation live there? How are they suited to their environment? (Science cross curricular link)</p> <p>Activity -</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>WTS – Key words be given key words to support writing. Write simple sentences using adult support.</p> <p>EXS – Explain how they are suited to their environment and explain why you wouldn't find the same animals and vegetation in the UK. Link to weather and climate.</p> <p>GDS – As above also researching other animals you might find in the rainforest</p>
<p>Lesson 4</p>	<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>Remember when? Make links to trade (Y4 Naples, Y5 Hull docks)</p> <p>Why are the rainforests important?</p> <p>What are the main natural resources of the Amazon Rainforest? Which products are exported? Where are they exported to?</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>Activity -</p> <p>Create an information page about the Rainforest</p> <p>WTS - Given a pre-made structure and subheadings.</p> <p>EXS/GDS – Design own page and complete information page.</p>

<p>Lesson 5</p>	<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, health (from air pollution), homes and cultural heritage</p>	<p>What is life like in the UK? Children discuss their own experiences ect. Houses, shopping, food ect...</p> <p>Children to research what life is like in the amazon rainforest. Example questions.</p> <p>How many people live in the amazon?</p> <p>Where do they live?</p> <p>What are houses like?</p> <p>What do they eat? How do they get their food?</p> <p>What is daily life like?</p> <p>How does deforestation effect their daily life?</p> <p>How are their religious beliefs different to that of those living in the UK?</p> <p>https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/people_amazon/</p> <p>Activity -</p> <p>Children to write similarities and differences between life in the UK and life in the amazon.</p> <p>Extension – Where would they rather live and why.</p>
<p>Lesson 6</p>	<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>Remember when? Recap what urban and rural areas are (Y3 Counties)</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) What were the reasons for this? How does it compare to the reasons for urbanisation in Brazil?</p> <p>Activity –</p> <p>WTS – Given sentences explaining. Children to decide if they are push or pull factors. Add them to a table.</p> <p>EXS/GDS - Create own table and add push factors, pull factors.</p>