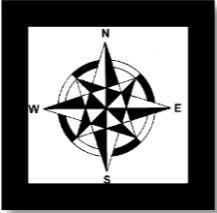


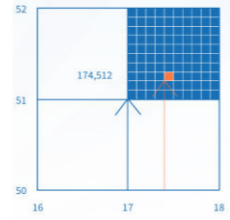
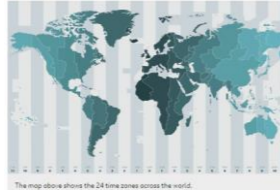
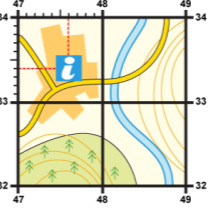
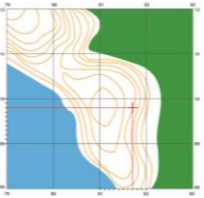


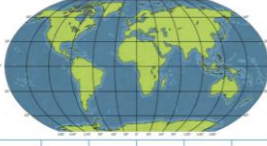

Medium Term Plan: I'm a Rainbow pupil get me out of here! - Maps Cycle A Y5/6

Geographical Concept	Previous geographical vocabulary	New geographical vocabulary
<ul style="list-style-type: none"> • Skills and fieldwork • Locational knowledge 	Continents , Northern Hemisphere, Southern Hemisphere, Tropic of cancer, Tropic of Capricorn, Bearing, Contour, Grid square, Landform, Ordnance Survey, Relief, human feature, physical feature, compass	Latitude, Longitude, Greenwich / Prime Meridian, Meridian, Time zone, Eastern Hemisphere, Western Hemisphere, symbol, scale, digital map, easting, northing,
Previous Learning End Point Assessment in this concept:		End Point Assessment Statements:
<ul style="list-style-type: none"> • I know N, E, S and W on a compass and I can use compass directions to describe the location of a feature • I can read a simple street map • I know the symbols used in maps to identify physical and manmade features • I can describe the physical features of the Peak District National Park • I can use aerial photographs to recognise features • I can make my own simple map and use simple symbols in a key • I know the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle 		<ul style="list-style-type: none"> • I can identify the position and significance of latitude and longitude • I can identify the position and significance of the Prime/Greenwich Meridian • I understand and can explain the position and significance of time zones (including day and night) • I can recognise all key symbols used on ordnance survey maps • I can use OS maps to answer questions • I can use the 8 points of the compass • I can use 4 and 6 grid references • I can use maps, aerial photos, plans and web resources to describe what a locality might be like • I can use digital technologies to measure distances and record human and physical features in the local area • I can create a scale plan of the local area

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9&10
Learning Question		What are lines of latitude and longitude and why are they important?	Why are there time zones?	What is an Ordnance Survey map and why do they use symbols?	What are the 8 points of the compass?	How do you find a specific place on a map?	How do you find a specific place on a map?	What is special about our local area?	Can you plan a route from school?	What is a scale plan and why are they useful?
Conceptual Knowledge		I can identify the position and significance of latitude and longitude I can identify the position and significance of the Prime/Greenwich Meridian	I understand and can explain the position and significance of time zones (including day and night)	I can recognise all key symbols used on ordnance survey maps. I can use OS maps to answer questions.	I can use the 8 points of the compass	I can use 4 grid references.	I can use 6 grid references.	I can use maps, aerial photos, plans and web resources to describe what a locality might be like. I can use digital technologies to record physical and human features in the local area.	I can use digital technologies to measure distances and record human and physical features in the local area.	I can create a scale plan of the local area; using digital technologies to measure observe and measure distances and geographical features.
Review/ Revisit	Revisit maps: Check that the children understand the previous learning	Flashback Put a world map on IWB. Can the children name the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle?	What are lines of latitude and longitude? Why are they significant? Name significant lines – Equator, Greenwich meridian etc.	Flashback Put a simple map (used in KS1) on IWB. Can the children identify any symbols?	Flashback The four main points of a compass (N, E, S, W) 	What are the lines of latitude and longitude?	Recap 4 grid references.	Flashback Human and physical features Ask children to list 3 human and 3 physical features.	What human and physical features of our locality did we identify last week?	Look at a section of an OS map on IWB. Identify the grid references of places on the map.

<p style="text-align: center;">Read</p>	<p>endpoints as a quiz.</p>	<p>Play Lines of latitude and longitude PowerPoint. Read sections as a class. Stop at slide 22. (Time zones will be covered in lesson 2)</p>	<p>It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called meridians. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones.</p> <p>There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.</p> <p>The Prime Meridian splits the world into eastern and western hemispheres.</p> 	<p>For hundreds of years maps have helped people travel from one place to another. Maps are drawings of actual landscapes and features that use lines and symbols to represent real-life objects like roads, fields and buildings.</p> <p>There are many different types of maps, from simple sketch maps that you can draw yourself to the very detailed Ordnance Survey maps of Great Britain.</p>	<p>A compass is an important tool for map readers. It tells us which way is north and where to find east, south, and west. Together, these are known as the four cardinal points of the compass. Ordnance Survey maps are always printed with north facing the top. You can make your compass more accurate by adding more points to it. By drawing a line in between each of the cardinal points, you can create an eight- point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW)</p> 	<p>What is a grid? Look closely at your Ordnance Survey map and you will see that it is divided into a series of squares. Together, these squares are known as a grid and they help you to locate the features within them.</p> <p>Every square on your Ordnance Survey map is the same as a square kilometre.</p>	<p>Six-figure grid references Sometimes we need to be more accurate with the grid references we give. The grid squares on your Ordnance Survey map are all one kilometre across, which makes it easier to divide them into ten in your head.</p> <p>By adding an extra number (between 1 and 10) to the easting and the northing, you'll come up with a six-figure reference that pinpoints a place to within 100 metres on the map.</p> 	<p>Hackenthorpe is a village 5 miles south east of Sheffield's city centre, now classed as a historic township of the city. Due to much expansion, the village became a part of Sheffield city during the 1950s.</p>	<ul style="list-style-type: none"> • How do you get to school and why do you travel in this way? • How long does it take you to get to school? • How far do you think your journey is? • What do you see along the way? • Do you always use the same route? • What route would you take if you were a bird and could fly straight to school? 	<p>What is scale? It wouldn't be possible for maps to show things the size they are in real life, so maps make things smaller using scale. Drawing something to scale means showing it at a different size to what it is in real life.</p> <p>When maps are drawn to scale things are made many times smaller than they really are. Because maps are important to a lot of people, this process has to be very accurate.</p> <p>Every map has its scale printed on the front. It is usually written like this: 1:25 000. This means that 1 unit of measurement on the map (a centimetre, for example) represents 25 000 of those same units on the actual ground the map covers.</p>
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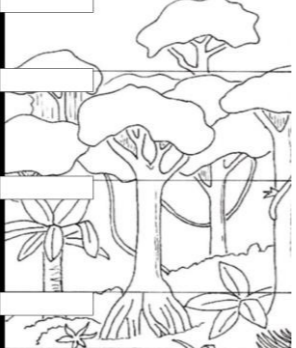
Teach	<p>The lines of latitude and longitude are imaginary lines that you see on maps. They divide the world up so you can give an exact location. Latitude lines run from east to west (like the equator), and tell you how far north and south you are, but longitude lines go from north to south (like the Greenwich Meridian) and tell you how far east or west you are. They measure the angular position in degrees.</p> <p>Play: Latitude and Longitude Using Coordinates to Find Places on a Map Stop at 3:12</p> <p>https://www.youtube.com/watch?v=FEKFRV29Sk4</p>	<p>Play: Understanding time zones https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4 Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK. As the Earth rotates on its axis, the Sun only shines on the side of the Earth that it is facing. This means: It is daytime for the parts of the Earth that have the Sun shining on them It is night-time for places that are on the opposite side of the Earth and are in the shade. Time zones are not always in straight lines on the longitudes on Earth. This is because they may need to curve around country borders.</p> 	<p>Play: Understanding map symbols with Steve Backshall and Ordnance Survey https://www.youtube.com/watch?app=desktop&v=o1NfYYkezys&list=P_Ljp4yCtYcXprknSY_FAU_pWG5ZbDwHmfY7&index=2</p> <p>Maps often use symbols instead of words to label real-life features and make the maps clearer. With so many features on a map, there would not be enough space to write everything down in words.</p> <p>Symbols can be small pictures, letters, lines or coloured areas to show features like campsites, youth hostels or bus stations. If you look closely at a map, you will see that it is covered in symbols. There will usually be a key next to the map to tell you what the symbols mean.</p> <p>Give out OS maps of the local area. Ask the children to find different things, eg campsite, A roads, rivers etc.</p>	<p>Work out the compass directions with the class.</p> <p>https://www.ordnancesurvey.co.uk/mapzone/map-skills/compasses-and-directions/page-four</p> <p>What is north? There are three common definitions of north that we use with maps: Magnetic north — The direction in which any magnetic compass will point Grid north — The direction of a vertical (north-south) grid line on an Ordnance Survey map. True north — The direction to the Earth's geographic North Pole.</p> <p>A magnetic compass will always point to magnetic north, but depending on where you are in the country and the date of your journey, there will be a difference between magnetic north and grid north as it is marked on your OS map key.</p> <p>Using a compass and reading maps https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-compass-and-reading-maps/z77tf4j</p>	<p>Play Grid references PowerPoint up to slide 8 – do all activities.</p> <p>At the edges of your Ordnance Survey map the grid lines are numbered. Across the top and bottom edges the numbers increase west to east – these are called eastings.</p> <p>Along the left and right-hand sides of your map the numbers increase from south to north – these lines are known as northings. Where an easting and a northing line meet in the left hand corner of a square, you can put these two numbers together to form a four-figure grid reference. Important - the easting comes before the northing in a grid reference. (Along a corridor and then up the stairs to find the right numbers.)</p>	<p>Play clip and answer questions as a class to understand the steps of 6 figure grid referencing.</p> <p>https://www.bbc.co.uk/bitesize/guides/zp6kbat/revision/5</p>  <p>Show how you would use the grid to divide up each square into tenths in order to get your 6 figure grid reference.</p> <p>In tables Locate the information centre on the grid. Accept an answer with 1 number either side of 334 476</p> <p>How did you get your answer? SLAM</p> <p>In pairs</p>  <p>Locate the X on the Map</p>	<p>Model how to use Digimap for schools https://digimapforschools.edina.ac.uk/</p> <p>Open a map of London and model how to zoom in and out, use the key, add labels and photos.</p>	<p>Open Digimaps https://digimapforschools.edina.ac.uk/</p> <p>Model how to use the measurement tool. (Look at quickest way to school document)</p>	<p>Explain scale - Show maps with a variety of scales.</p> <p>Model how to draw a scale plan of the school on squared paper.</p> <p>Discuss things you would include: School buildings Yards Trim trail etc</p> <p>What things wouldn't you include in the map?</p>
Practice	<p>Pairs: Latitude and Longitude treasure hunt (Follow PowerPoint)</p>	<p>Give out World Time Zones map</p> <p>Locate UK on the map. Locate New York and model identifying the time difference.</p> <p>Pairs: If it's 9pm in London, what time is it in New York?</p>	<p>Pairs: Match the O.S symbol with its name on the grid. (Matching symbols)</p>	<p>Go outside. Give out compasses. Get the children to set them to North.</p> <p>Ask them questions about what direction buildings, school field, football yard etc are in.</p>	<p>Pairs: Give out the OS maps. Give the children features and places to find. Children write the 4-grid reference where they are on the map.</p>	<p>Pairs: Give out the OS maps. Give the children features and places to find – these can be the same as those from last week. Children write the 6-grid reference where they are on the map.</p>	<p>Pairs: List the human and physical features that they think they will identify in our local area.</p>	<p>Measure their route from home to school. 1. In a straight line 2. Using roads, paths etc.</p>	<p>Draw a scale plan of the classroom.</p>

<p>Apply</p>		<p>1. Write an explanation of lines of latitude and longitude in books.</p> <p>2. Complete the challenge activity (Latitude and Longitude treasure hunt)</p> <p>Plan a journey – over land, across the oceans or a combination of both – on the map below. Plot six places that you will pass through or visit on your journey. Write the coordinates of the six places in the boxes underneath the map.</p> 	<p>Give out GMT Time around the world and / or World Time Zones map</p>  <p>Give the list of times in London. Children use the resources to find the times in places in different time zones.</p>	<p>Draw your own map with OS symbols. Include a key</p>	<p>Choose an activity from Compass Directions - these are differentiated.</p>	<p>Complete Cracking the code 1 or 2 stars.</p>	<p>Complete Cracking the code 3 stars.</p> <p>LA work with adult support.</p>	<p>Ask pupils to open a map of Hackenthorpe. Remind them that they can zoom in to spot features and use the Key to help them identify symbols.</p> <p>Ask them to use the tools to label features.</p> <p>Challenge them to use the resource to find photos of features – eg Crystal Peaks, Shire Brook Valley and add those to the map. If there is space on the map, add a Key to say which markers show physical and which show human features.</p> <p>Name and save the maps.</p>	<p>Plan and measure a route from school to somewhere of their choice.</p> <ol style="list-style-type: none"> 1. In a straight line 2. Using roads, paths etc. 3. Calculate the difference between the two measurements. 	<p>Draw a scaled map of the local area on squared paper.</p> <p>Use the maps saved from lesson 7 to help.</p>
<p>Reflect</p>		<p>Swap maps and check the coordinates of the person next to you.</p>	<p>Quiz https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</p>	<p>Quiz https://www.ordnancesurvey.co.uk/mapzone/map-quizzes/map-symbols/results</p>	<p>Check that the children can place all 8 points of the compass correctly.</p>		<p>Discussion: What is useful about using a six-figure grid reference rather than four digits? (accuracy) – develop answer</p>	<p>Look at some aerial photos of the area. Can the children identify the feature?</p>	<p>Discuss how and why the two distances are different.</p>	<p>What made this activity difficult?</p>
<p>End of Unit Assessment: Create an 'Escape Room' activity using all of the map skills learnt</p>										

Medium Term Plan: Rainforest Cycle B Y5/6

Geographical Concept	Previous geographical vocabulary	New geographical vocabulary
<ul style="list-style-type: none"> Locational knowledge Human and physical Geography 	Ecosystem, equator, endangered,	Biome, biodiversity, Tropic of Cancer, Tropic of Capricorn, emergent layer, canopy, understory, forest floor, deforestation, logging, mining, climate change, endangered, extinct, indigenous people
Previous Learning End Point Assessment in this concept:		End Point Assessment Statements:
<ul style="list-style-type: none"> I can name and locate the seven continents of the world I can locate countries in South American using maps, atlases and digital technology I can identify some major physical features of South America I know that the climate varies across different environmental regions within Brazil I can identify the physical and human features of Brazil I know what Brazil is like as a country including its population and economy I can identify and describe Brazil's 6 biomes/ecosystems I can recognise how physical and human characteristics can affect the lives and activities of people living in Brazil Water cycle 		<ul style="list-style-type: none"> I can locate the major rainforests of the world I can identify the position and significance of longitude (Equator, Tropic of Cancer and Tropic of Capricorn) I can describe the climate of a rainforest biome and link this to its location on the map. I can understand and describe key physical features of a rainforest I understand what natural resources are found in the rainforests I can tell you some of the species of animals in the rainforests that are endangered I can explain the effects that humans are having on the rainforest I can tell you about some indigenous people who live in the Amazon Rainforest

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Question		Where rainforests located and what is the climate like there?	What are the main features of a rainforest?	Why are rainforests important?	Why are rainforests often in the news?	Can you find out about an endangered species that lives in the rainforest?	How do the indigenous people of the Amazon rainforest live?
Conceptual Knowledge	Previous unit assessment end points.	I can name and locate the major rainforests of the world I can identify the position and significance of longitude (Equator, Tropic of Cancer and Tropic of Capricorn) I can describe the climate of a rainforest biome and link this to its location on the map.	I can understand and describe key physical features of a rainforest	I understand what natural resources are found in the rainforests I know some of the plants that are found in the rainforest	I can explain the effects that humans are having on the rainforest	I know some of the animals that are found in the rainforest	I know how the indigenous people of the Amazon Rainforest live
Review/ Revisit	Revisit learning from South America / Brazil	Can you name the 7 continents and 5 oceans of the world?	Where are rainforests located?	Name the layers of the rainforest.	List the reasons why rainforests are important.	What are the dangers for animals living in the rainforest?	
Read	What continent is Brazil in? What is the name of the rainforest that is in South America?	Tropical rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia. Tropical rainforests are found near the equator due to the amount of rainfall and the amount of sunshine these areas receive. Most tropical rainforests fall between the Tropic of Cancer and the Tropic of Capricorn.	Read: https://school-learningzone.co.uk/key_stage_two/ks2_geography/rainforests/rainforests.html#:~:text=A%20rainforest%20is%20typically%20made,%2C%20understory%2C%20and%20forest%20floors	By absorbing carbon dioxide and releasing the oxygen that we depend on for our survival. The absorption of this CO2 also helps to stabilize the Earth's climate. Rainforests also help to maintain the world's water cycle by adding water to the atmosphere through the process of transpiration which creates clouds.	News headlines Over the last century, rainforests have come under increasing threat as humans expand outwards and demand more and more products in life. As a result, more than 20% of the Amazon Rainforest is already gone, 90% of West Africa's rainforests have been destroyed and it is estimated that both Indonesia and Papua New Guinea will both have lost their rainforests within the next 20 years.	Rainforest animals are creatures that have adapted to live in rainforest. Rainforests have a unique and extreme climate, so animals that live in the rainforest have specially adapted to live there. It is estimated that over 50% of the animal species in the world live in rainforests.	The indigenous population The Brazilian Amazon rainforest is home to between 280,000 and 350,000 indigenous people, of which 180,000 live traditionally. This is about 0.5% of the country's total population. These indigenous populations rely heavily upon the rainforest for their sustenance, spiritual and cultural life. The Amazon rainforest is home to around 400 different indigenous groups.




<p>Teach</p>	<p>What is the climate of the rainforest?</p> <p>What other information about rainforests can pupils remember?</p>	<p>Show a globe/map with lines of latitude & longitude. Point out Equator 0 degrees</p>  <p>The Tropic of Cancer is an imaginary latitude line above the equator that runs across the globe at about 23 degrees north, while the Tropic of Capricorn is an imaginary latitude line below the equator whose latitude line circles the globe at about 23 degrees south CGP study book p34</p>	<p>https://www.youtube.com/watch?v=JEsV5rqbVNQ</p>	<p>The rainforests are so important because they are home to:</p> <ul style="list-style-type: none"> oxygen - the rainforest vegetation takes in carbon dioxide and gives out oxygen medicines - a quarter of all natural medicines were discovered here undiscovered species food, eg vanilla, chocolate, nuts, ginger and pepper resources, such as rubber and bamboo wood minerals river networks 	<p>Play BBC clip: https://www.youtube.com/watch?v=nYlnoxggEWO</p> <p>Deforestation is happening due to the following reasons: Farming Cattle ranching Logging Mining Roads Hydroelectric power Population growth</p> <p>Play deforestation debate PP (It has lots of information about the above)</p>	<p>What does endangered mean? What does extinct mean?</p> <p>Why are animals in the rainforests endangered?</p> <p>Deforestation is not the only thing that causes animals to become endangered or extinct, climate change, illegal hunting, and contamination are also playing a role in destroying habitats and endangering animals. But deforestation is the leading cause of extinction in the Amazon Rainforest.</p>	<p>Play indigenous people PP – Royal Geographical society.</p> <p>Play the video clips within the PP.</p>
<p>Practice</p>		<p>Skills work using an atlas: Model how to find one of the rainforests by searching the index of the atlas. Can they find the latitude?</p>	<p>Cut up layers: Children put them in the correct order & talk about the features.</p>	<p>Explain to your partner why rainforests are important to everybody in the world.</p>	<p>Look at the arguments for and against deforestation. Give an argument against deforestation verbally.</p>	<p>Use books and the internet to research an endangered rainforest animal.</p>	<p>Take notes while video clips are playing. Research information about the indigenous people of the Amazon Rainforest.</p>
<p>Apply</p>		<p>Use an atlas to label the rainforests.</p>  <p>Then draw in the Tropic of Cancer and the Tropic of Capricorn. Write sentences to describe the climate of rainforests. Link this to them being between the topics of Cancer and Capricorn.</p>	<p>Label the different layers of the rainforest. Annotate each section with information about that layer:</p> 	<p>Create a poster to show the importance of rainforests.</p>	<p>Write a letter to a farmer/cattle rancher/ logging company to persuade them to preserve the rainforest.</p>	<p>Write a non-chronological report on the animal.</p>	<p>Diary entry of member of Awa tribe or a different indigenous tribe.</p>
<p>Reflect</p>		<p>How is the climate of the rainforest different to the climate of the UK?</p>	<p>Where do most animals live? (canopy) Rainforest game</p>	<p>Share the posters. Were you surprised by the diversity of plants and what we use them for?</p>	<p>How can we help save the rainforest?</p>	<p>Create a class book about endangered animals.</p>	<p>How is the life of a child from the Awa tribe different to yours?</p>
<p>End of Unit Assessment: Create a charity to help protect the rainforests – decide how to share information on names, features, animals, plants, why they are important and why they are in danger.</p>							

Medium Term Plan: South America - Brazil Cycle B Y5/6

Geographical Concept	Previous geographical vocabulary	New geographical vocabulary
<ul style="list-style-type: none"> • Locational knowledge • Human and physical • Place knowledge • Skills 	Continent, ocean, South America, Border, country, capital city, geographical features, human, man-made, physical, natural, rainforest, lake, mountains, river, desert, biome, Amazon River	Brazil, Brasilia, Rio de Janeiro, indigenous, slum, rural, urban, ecosystem, tropical rainforest, Caatinga (desert), Pantanal (wetlands), Cerrado (savannah), Pampas, Atlantic forest, Rochinha favela, Barra da Tijuca, inequality, poverty, Amazon basin, Amazon Rainforest,
Previous Learning End Point Assessment in this concept:		End Point Assessment Statements:
<ul style="list-style-type: none"> • I can name and locate the seven continents of the world • I can name and locate the five Oceans • I can name and locate The Mediterranean Sea and some of the countries that boarder it, including Greece • I can name and locate the capital cities of at least four European countries • I understand why the climate of Greece (and other Mediterranean countries) is different to England • I can identify and name landmarks and features of Greece • I know the main differences between Sheffield and Greece (climate, coast, tourism, food) 		<ul style="list-style-type: none"> • I can locate countries in South American using maps, atlases and digital technology • I can identify and locate some major physical features of South America • I can locate the capital cities of South America • I know that the climate varies across different environmental regions within Brazil • I can identify the physical features of Brazil • I know what Brazil is like as a country including its population and economy • I can identify and describe Brazil's 6 ecosystems • I understand and can explain the similarities and differences between Sheffield and Brazil • I can recognise how physical and human characteristics can affect the lives and activities of people living in Brazil • I can give an extended description of human characteristics of Brazil. • I can locate Brazilian cities using 4 and 6 figure grid references

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3 & 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Learning Question		What countries are there in South America?	What are the capital cities of South American countries?	What can I find out about Brazil?	What are the human and physical features of Brazil?	Where are the major Brazilian cities located?	What biomes are found in Brazil?	What is the climate of Brazil and how is this different to the climate of Sheffield?	Urban/rural Poverty	What do you know about famous Brazilians?
Conceptual Knowledge	Previous unit assessment end points.	I can locate countries in South American using maps, atlases and digital technology I can identify major physical features of South America	I can locate the capital cities of South America	I know what Brazil is like as a country including its population and economy I can give an extended description of human characteristics of Brazil.	I can identify the human and physical features of Brazil	I can locate Brazilian cities using 4 and 6 figure grid references	I can identify and describe Brazil's 6 ecosystems	I know that the climate varies across different regions within Brazil I understand and can explain the similarities and differences between Sheffield and Brazil	I can give an extended description of human characteristics of Brazil. I understand and can explain the similarities and differences between Sheffield and Brazil I know what Brazil is like as a country including its population and economy	I know what Brazil is like as a country including its population and economy
Review/ Revisit	Revisit learning from Europe	Can you name the 7 continents and 5 oceans of the world?	1 minute: How many countries of South America can you name?	Countries, capital cities and physical features of South America	Flashback Human and physical features of The Mediterranean	Flashback Grid references	What biomes do the children already know?	What biomes do you find in Brazil? How do they differ from the U.Ks temperate deciduous biome?	Cities of Brazil <i>Then complete the practice activity.</i>	What is life like in the different areas of Rio?

<p>Read</p>		<p>https://www.worldatlas.com/continents/south-america.html North & South America study book p5</p>	<p>https://worldpopulationreview.com/continents/capitals/south-america Read Argentina section.</p>	<p>Information about Brazil</p>	<p>Recap: Human and physical features are things that you can see all around you. Physical features like seas mountains and rivers are natural. They would be here even if there were no people around. Human features like houses roads and bridges are things that have been built by people.</p>		<p>Information text about Brazil's diverse biomes/ ecosystems.</p>	<p>The Climate of Brazil The seasons in the Southern Hemisphere are the opposite of those in the Northern Hemisphere. Generally speaking, Brazil is a tropical country with seasons that follow the opposite of the Northern Hemisphere; cooler weather is typically found during the winter months of May-September and warmer weather from December-March, Brazil's summer. However, within the country are five distinct climatic regions: equatorial, tropical, semi-arid, highland tropical and subtropical.</p>	<p>Information about life in Rochinha favela and life in Barra da Tijuca- both areas of Rio de Janeiro (Royal Geographical Society web site)</p>	<p>Information about well known Brazilians</p>
<p>Teach</p>		<p>Using an atlas Countries of South America – What they are called, number of countries (14) Identify and locate major physical features – mountain ranges, rivers, deserts, forests</p>	<p>Recap capital city. Model finding capital city of Nigeria using an atlas. Use the index Use key – capital city is underlined in Philip's Children's Atlas but capital cities can be shown in different ways eg with a star. Show the children where other information such as population is found.</p>	<p>Watch: Brazil for kids – an amazing and quick guide to Brazil https://www.youtube.com/watch?v=88Sp09kplJk Discuss what information to include in the fact file: Population, language, currency etc.</p>	<p>Investigate a satellite photo of South America. They look at a map of Brazil itself to see what human and physical features they can spot (e.g. Brazilian cities, Amazon rainforest). Look at famous landmarks – Christ the redeemer</p>	<p>Using 4 & 6 grid references https://www.bbc.co.uk/bitesize/guides/zp6kbtq/revision/5</p>	<p>Biomes are regions of the world with similar climate (weather, temperature) animals and plants. Brazil can be divided roughly into six ecosystems or biomes:</p> <ul style="list-style-type: none"> - Tropical rainforest - Caatinga (desert) - Pantanal wetlands - Cerrado (savannah) - Pampas - Atlantic forest 	<p>Defining weather and climate It is important to highlight that weather reflects short-term conditions of the atmosphere while climate is the average daily weather for an extended period of time at a certain location. Climate is what we predict and weather is what we get. Teacher to model (using PPT) and show the pupils examples of climate graphs and explain that the pupils will be creating their own climate graph for the different climatic areas of Brazil.</p>	<p>Explain the push/pull factors of migration into urban areas. Why do over 16 million Brazilians live below the poverty line? How does this affect their lives? Discuss what is meant by the term poverty line? Play clip which highlights the differences between children living in the 2 areas of Brazil. https://www.bbc.co.uk/newsround/28001694</p>	<p>Show the children a selection of famous Brazilians. EG 1. Neymar. (Football Player) 2. Pele. (Football player) 3. Ronaldinho. (Football Player) 4. Ronaldo. (Footballer) 5. Gisele Bündchen. (Fashion model) Do they know who they are and what they are famous for?</p>

Practice		Use an atlas to find the names of countries & major physical features in North America.	Use the atlas to locate the capital city and population of Brazil.	First lesson - Research information about Brazil using books	Use a satellite photo to identify human and physical features of South Yorkshire.	Find 4 grid and 6 grid references for 2 South American capital cities – not Basilia.	Give children pictures of different biomes. They explain what each biome is to their partner.	Choose one Brazilian city to produce a graph for together.	<p>Do this activity first: Pupils to complete the picture of Rio. Compare pupils' work before revealing the real picture.</p>  <p>Is this what the pupils expected?</p> 	Use books and the internet to research.																																				
Apply		<p>Label a map of South America with its countries.</p> <p>Draw on major physical features – eg: The Andes Amazon River Amazon Rainforest Atacama Desert Pacific Ocean Atlantic Ocean</p> <p>Complete a key</p>	Use the atlas to locate the capital city and population of each South American country. Write in books with other interesting facts about each country.	<p>Second lesson - Create a Brazil fact file</p> <p>WTS: give children areas to include in their fact file - eg famous landmarks, Brazilian people, wildlife and Brazilian food.</p>	<p>WTS – label 10 physical features of Brazil.</p> <p>EXS –draw in arrows and label 10 physical features of Brazil.</p> <p>GD –stick a map of Brazil into their book, draw in arrows and label 10 physical features.</p>	 <table border="1" data-bbox="1525 806 1733 915"> <tr><td colspan="4">Can you give a 4 figure grid reference for each of these Brazilian cities?</td></tr> <tr><td>1. Rio de Janeiro</td><td>6.</td><td>Barre</td><td></td></tr> <tr><td>2. Porto Velho</td><td>10.</td><td>Companhia Grande</td><td></td></tr> <tr><td>3. Belo Horizonte</td><td>11.</td><td>Curitiba</td><td></td></tr> <tr><td>4. Rio Grande</td><td>14.</td><td>Palmas</td><td></td></tr> <tr><td>5. São Paulo</td><td>18.</td><td>Manaus</td><td></td></tr> <tr><td>6. Manaus</td><td>14.</td><td>Salvador</td><td></td></tr> <tr><td>7. Manaus</td><td>14.</td><td>Recife</td><td></td></tr> <tr><td>8. Natal</td><td>12.</td><td>Brasília</td><td></td></tr> </table>	Can you give a 4 figure grid reference for each of these Brazilian cities?				1. Rio de Janeiro	6.	Barre		2. Porto Velho	10.	Companhia Grande		3. Belo Horizonte	11.	Curitiba		4. Rio Grande	14.	Palmas		5. São Paulo	18.	Manaus		6. Manaus	14.	Salvador		7. Manaus	14.	Recife		8. Natal	12.	Brasília		<p>WTS - match statements to each ecosystem and write them in each box.</p> <p>EXS - add titles, then match statements to each ecosystem and write them in each box.</p> <p>GD –add titles, then write their own sentences about each ecosystem in the box.</p>	<p>Pupils take on the role of geographical investigators. Working in pairs, pupils to use ICT to study weather reports from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio, and Curitiba).</p> <p>They then use the data from ICT or website below to produce a graph for one city.</p> <p>Compare the graphs and discuss the differences they show between the areas.</p> <p>Pupil to describe the findings of their graphs by writing a conclusive paragraph explaining what this shows them about the climate of Brazil.</p> <p>Climate data & PP https://www.rgs.org/schools/teaching-resources/brazil/</p>	Using the video links information pages provided, pupils to create a Venn diagram comparing the lives of children living in the Rochinha favela to those living in Barra da Tijuca.	Create a fact file about a famous Brazilian.
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Reflect		Look at the map – can you order them by size? Do you think this will be reflected in their populations?	Quiz https://www.sporcle.com/games/g/southamericacapitals	Share fact files. Can you write 4 facts about Brazil? How is Brazil different to the UK?		Ordnance Survey – Grid References Quiz	What biome are we in? How is this different from Brazil?	Give pupils a graph showing temperature and rainfall for Uk/ Sheffield. Stick this in books. Pupils compare the climate of UK to the cities of Brazil.	How do the lives of people in Rio compare to the pupils' lives in the UK? Are there any similarities or differences?	Put the fact files together to create a class 'Famous Brazilians' book.																																				

End of Unit Assessment:

A local travel agent has been in touch and asked if the children could help by helping to persuade people to go on holiday to Brazil