Medium Term Plan: Rainforest Cycle B Y5/6
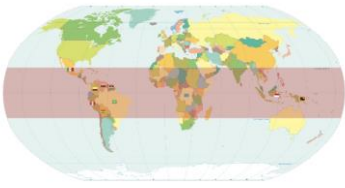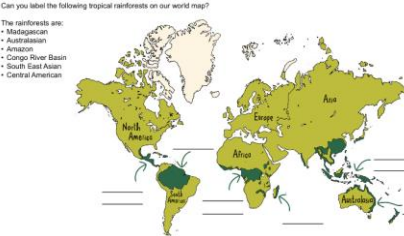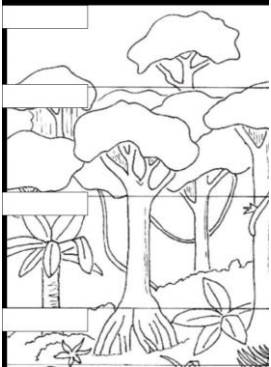
Geographical Concept	Previous geographical vocabulary	New geographical vocabulary
• Locational knowledge • Human and physical Geography	Ecosystem, equator, endangered,	Biome, biodiversity, Tropic of Cancer, Tropic of Capricorn, emergent layer, canopy, understory, forest floor, deforestation, logging, mining, climate change, endangered, extinct, indigenous people

Previous Learning End Point Assessment in this concept:	End Point Assessment Statements:
• 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	• 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%20floor.	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.

Teach	What is the climate of the rainforest? What other information about rainforests can pupils remember?	Show a globe/map with lines of latitude & longitude. Point out Equator 0 degrees 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	https://www.youtube.com/watch?v=JEsV5rqbVNQ	The rainforests are so important because they are home to: • 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	Play BBC clip: https://www.youtube.com/watch?v=nYlnoxgqEWo Deforestation is happening due to the following reasons: Farming Cattle ranching Logging Mining Roads Hydroelectric power Population growth Play deforestation debate PP (It has lots of information about the above)	What does endangered mean? What does extinct mean? Why are animals in the rainforests endangered? 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.	Play indigenous people PP – Royal Geographical society. Play the video clips within the PP.
Practice		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?	Cut up layers: Children put them in the correct order & talk about the features.	Explain to your partner why rainforests are important to everybody in the world.	Look at the arguments for and against deforestation. Give an argument against deforestation verbally.	Use books and the internet to research an endangered rainforest animal.	Take notes while video clips are playing. Research information about the indigenous people of the Amazon Rainforest.
Apply		Use an atlas to label the rainforests. 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.	Label the different layers of the rainforest. Annotate each section with information about that layer:	Create a poster to show the importance of rainforests.	Write a letter to a farmer/cattle rancher/ logging company to persuade them to preserve the rainforest.	Write a non-chronological report on the animal.	Diary entry of member of Awa tribe or a different indigenous tribe.
Reflect		How is the climate of the rainforest different to the climate of the UK?	Where do most animals live? (canopy) Rainforest game	Share the posters. Were you surprised by the diversity of plants and what we use them for?	How can we help save the rainforest?	Create a class book about endangered animals.	How is the life of a child from the Awa tribe different to yours?

End of Unit Assessment:
Create a charity to help save the rainforests. Provide people with the information they need about names, features, animals, plants, why they are important and why they are in danger.

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

Geographical Concept	Previous geographical vocabulary	New geographical vocabulary
• 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:
• 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)	• 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 characteristcs 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 Sheffied 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 *Then complete the practise activity.*	What is life like in the different areas of Rio?

Read		https://www.worldatlas.com/continents/south-america.html North & South America study book p5	https://worldpopulationreview.com/continents/capitals/south-america Read Argentina section.	Information about Brazil	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.		Information text about Brazil's diverse biomes/ ecosystems.	**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.	Information about life in Rochinha favela and life in Barra da Tijuca- both areas of Rio de Janeiro (Royal Geographical Society web site)	Information about well known Brazilians
Teach		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	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.	Watch: Brazil for kids – an amazing and quick guide to Brazil https://www.youtube.com/watch?v=88Sp09kpIJk Discuss what information to include in the fact file: Population, language, currency etc.	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	Using 4 & 6 grid references https://www.bbc.co.uk/bitesize/guides/zp6kbqt/revision/5	Biomes are regions of the world with similar climate (weather, temperature) animals and plants. Brazil can be divided roughly into six ecosystems or biomes: - Tropical rainforest - Caatinga (desert) - Pantanal wetlands - Cerrado (savannah) - Pampas - Atlantic forest	**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.	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	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?

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.	Do this activity first: Pupils to complete the picture of Rio. Compare pupils' work before revealing the real picture. Is this what the pupils expected?	Use books and the internet to research.
Apply		Label a map of South America with its countries. Draw on major physical features – eg: The Andes Amazon River Amazon Rainforest Atacama Desert Pacific Ocean Atlantic Ocean Complete a key	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.	Second lesson - Create a Brazil fact file WTS: give children areas to include in their fact file - eg famous landmarks, Brazilian people, wildlife and Brazilian food.	WTS – label 10 physical features of Brazil. EXS –draw in arrows and label 10 physical features of Brazil. GD –stick a map of Brazil into their book, draw in arrows and label 10 physical features.		WTS - match statements to each ecosystem and write them in each box. EXS - add titles, then match statements to each ecosystem and write them in each box. GD –add titles, then write their own sentences about each ecosystem in the box.	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). They then use the data from ICT or website below to produce a graph for one city. Compare the graphs and discuss the differences they show between the areas. Pupil to describe the findings of their graphs by writing a conclusive paragraph explaining what this shows them about the climate of Brazil. Climate data & PP https://www.rgs.org/schools/teaching-resources/brazil/	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.
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:
The local travel agents have been in touch to ask for help. They would like you to persuade people to go on holiday to Brazil