



South America Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Industrial Revolution Manchester	Heart Beaters	Brazil and Urbanisation		The Transatlantic Slave Trade	
United Kingdom National Parks – Peak District		South America: Brazil, Rio and Amazon Rainforest		Sustainability Plastic Waste	
National Curriculum					
<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GSF)</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ♣ 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 (HFG) 	<p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities. (LK)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GSF)</p> <p>Identify the position and significance of the Equator, the Prime/Greenwich Meridian and time zones (including day and night) (LK)</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions. (LK)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GSF)</p> <p>Understand geographical similarities and differences 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 (PK)</p>	<p>Physical geography: Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Human geography: Describe and understand key aspects of human geography, including how trade connects different countries and their populations. (PHG)</p> <p>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 (LK)</p>		
Sequence of Lessons					
<p>Lesson 1: Understanding the History and Significance of National Parks</p> <ul style="list-style-type: none"> Identify key events and figures in the establishment of National Parks. <p>Lesson 2: Identify and describe the distinctive features of National Parks that make them special.</p> <ul style="list-style-type: none"> Explain how these features contribute to the conservation of natural and cultural heritage. <p>Lesson 3: Recognize and categorize the various individuals and groups involved in living and working within National Parks.</p>	<p>Lesson 1: Locate South America and explore human and physical features.</p> <p>Lesson 2: Locate South America's countries and capital cities.</p> <p>Lesson 3: Explore Brazil and South America climate.</p> <p>Lesson 4: Explore human and physical features of Rio.</p> <p>Lesson 5: Explore how your life is linked to Rio and Brazil.</p> <p>Virtual Fieldwork Sketch</p>	<p>Lesson 1: Locate the Amazon and consider the significance of its location.</p> <p>Lesson 2: The importance of the Amazon basin.</p> <p>Lesson 3: Threats to the Amazon.</p> <p>Lesson 4: Human and physical features of Manaus.</p> <p>Lesson 5: Comparing the Amazon Basin with South-East Brazil and where you live.</p> <p>Lesson 6: Your knowledge and understanding of the Amazon Basin.</p>	<p>Lesson 1: Identify natural and human causes of climate change.</p> <p>Lesson 2: Read and interpret different types of data to compare greenhouse gas emissions from foods.</p> <p>Lesson 3: Identify some of the impacts of climate change.</p> <p>Lesson 4: Identify ways in which children's rights are being affected by climate change.</p>	<p>Lesson 1 and 2: Explore some of the reasons for trade in different parts of the world.</p> <p>Lesson 3 and 4: Investigate global trade processes and trade routes.</p> <p>Lesson 5: Our choices with food and farming.</p> <p>Lesson 6: Understand the positive impact that buying fairtrade products has on communities in other countries.</p> <p>Lesson 7: Understand how the human and physical geography of a</p>	



<ul style="list-style-type: none"> Discuss the roles and responsibilities of these people in maintaining and preserving the parks. <p>Lesson 4 and 5: Understand the concept of tourism and its significance for National Parks.</p> <ul style="list-style-type: none"> Evaluate the positive and negative impacts of tourism on the environment, local communities, and economies within National Parks <p>Lesson 6: Identify common issues and conflicts that arise within National Parks, such as conservation vs. development, wildlife protection</p> <p>Lesson 7 and 8: Explore ways in which students can contribute positively to the conservation efforts within National Parks.</p> <p>Fieldwork – Macclesfield Forest – Mapping (trip)</p>				<p>country determines its highest-value export.</p>
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Vocabulary

<p>countries physical human landmark region city capital city county physical features mountain range coastline river land use landscape industry National Park retail farming manufacturing tourism finance population urban rural suburb sustainable development transport consultation green belt development environment</p>	<p>Cerro Aconcagua Lake Titicaca São Paulo Southern Hemisphere La Paz Ushuaia Brasilia latitude longitude time zone tropical culture favela Northern Hemisphere population region trade</p>	<p>Amazon Basin Bolivia Peru Ecuador equatorial Tropic of Capricorn Venezuela Brazil tributary access biodiverse biome National Curriculum links food chain humidity ecosystem river basin agriculture latitude longitude</p>	<p>climate change carbon greenhouse environment melting global warming flooding hurricanes drought gas rising temperature ice sea</p>	<p>Import export global trade supply chain goods materials manufacturing fairtrade globalisation</p>
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Cross – curricular links

<p>English: Reading and analyzing informational texts about National Parks. Writing reports or persuasive essays on conservation issues within National Parks. Presenting findings and arguments orally, practicing public speaking skills. History: Exploring the historical context of the establishment of National Parks. Studying the contributions of key historical figures to the conservation movement and National Park development.</p>	<p>English: Children watch the film: Take a tour of Rocinha favela and look at online images to identify the differences between the favela housing of the poor and the high-rise housing of the rich. Design Technology: Children watch the films: Street food in Rio and How to make Brazilian brigadeiros. The whole class uses the worksheet Brazilian brigadeiro recipe to cook a Brazilian treat.</p>	<p>Science: Grow a rubber plant in the classroom. What conditions does it need to grow well: water, sunlight, temperature? Could you grow it outdoors? English: Write non-chronological report about The Amazon Rainforest Maths: Line graphs, bar charts</p>	<p>Environmental Science: Study the impact of plastic waste on ecosystems and biodiversity. Explore concepts of waste decomposition, pollution, and climate change. Visual Arts: Create posters and art installations using recycled materials. This fosters creativity while emphasizing the importance of reusing and recycling.</p>	<p>English: Write non-chronological report about Fair Trade Maths: Line graphs, bar charts</p>
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Knowledge: Mapwork, Fieldwork, Enquiries Progression

<p>Enquiries</p> <ol style="list-style-type: none"> How and why were the first National Parks established? What geographical features make each National Park unique? Who are the different groups of people that live and work in National Parks? How do their activities and livelihoods interact with the natural environment? 	<p>Enquiries</p> <ol style="list-style-type: none"> What is life like in Brazil? Why did the England football team not want to play in Manaus? Why is the majority of the Brazilian population located in the cities? 	<p>Enquiries</p> <ol style="list-style-type: none"> Why are most big South American cities near the coast? Why does it matter that places are biodiverse? What are the main things that make places different from each other? <p>Mapwork</p>	<p>Enquiries</p> <ol style="list-style-type: none"> What do we know about climate change? What is the greenhouse effect? How are people taking action to tackle climate change? How is climate change affecting children's rights? 	<p>Enquiries</p> <ol style="list-style-type: none"> How did trade get global? Where do the food products we buy come from? What does the UK export and to where? Why should we pay more for Fairtrade products? What is the benefit?
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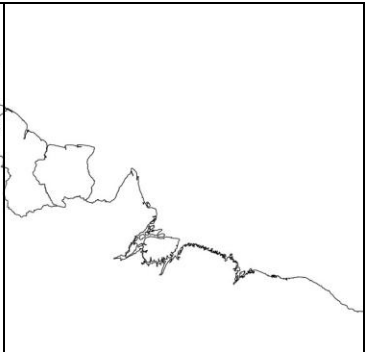


<p>5. What are the roles and responsibilities of park rangers, conservationists, and local communities in managing National Parks?</p> <p>6. What are the positive and negative effects of tourism on National Parks and their surroundings?</p> <p>7. How can we measure and evaluate the environmental impacts of tourism within National Parks?</p> <p>8. What are some common issues and conflicts that arise in the management of National Parks?</p> <p>9. What actions can individuals and communities take to protect and preserve National Parks?</p> <p style="text-align: center;">Mapwork; Fieldwork</p> <ul style="list-style-type: none"> • Know that geographical artefacts such as maps and aerial photographs can tell us about human behaviour, such as settlement choices • Map skills: Use maps to locate the first established National Parks and trace their development over time. • Know that map scale is the relationship between distance on the map and distance in real life • Data analysis: Collect and analyze data on visitor numbers, types of tourism activities, and their impacts on the environment and local communities. • Geospatial analysis: Use GIS tools to map tourist routes, infrastructure, and areas of ecological sensitivity within National Parks. 	<p>4. How do the lives of people in Brazil compare to lives of people in the UK?</p> <p>5. What interesting places can people visit in South America?</p> <p>Geographical Context:</p> <p>Knowledge: Students will understand the geographical context of South America, including its position relative to other continents and major oceans. Students will identify and describe the different environmental regions of South America, including climate zones, physical features, and major ecosystems.</p> <p>Cultural Connections: Knowledge: Students will understand the cultural significance of major cities in Brazil, such as Rio de Janeiro and São Paulo, and how these cities reflect the country's history and diversity.</p> <p>Vocabulary Understanding: Knowledge: Students will demonstrate understanding of key vocabulary such as latitude, longitude, tropical, population, and trade in context when discussing map features and geographical characteristics.</p>	<ul style="list-style-type: none"> • Know that geographical artefacts such as maps and aerial photographs can tell us about human behaviour, such as settlement choices <p>Time Zones and Significance of Key Lines: Knowledge: Students will identify the position and significance of the Equator and the Prime Meridian on maps, explaining their relevance to time zones, climate, and day/night cycles in Brazil and South America.</p>	<p>Types of Maps:</p> <ul style="list-style-type: none"> • Physical Maps: Students will understand how physical maps represent natural features of the Earth, such as mountains, rivers, and lakes. They will be able to identify physical characteristics of continents and countries, such as topography and landforms. • Political Maps: Students will recognize political maps, which display the boundaries of countries, states, and cities, and understand their significance in identifying human-made divisions. • Thematic Maps: Students will learn about thematic maps, which focus on specific topics (e.g., climate, population, trade). They will be able to analyze these maps to understand trends and issues related to sustainability. • Climate Maps: Students will understand how climate maps illustrate different climate zones around the world, helping them relate climate conditions to regions and their respective ecosystems. 	<p>5. How does a country's physical and human geography determine its highest-value export?</p> <p>6. How does a smartphone get to my high street?</p>
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Skills: Mapwork, Fieldwork, Enquiries Progression

<ul style="list-style-type: none"> • Use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places. • Use evidence from maps, aerial images and other sources to find out about their home area and the UK's cities, counties and regions. • Annotate maps with this information. • Use atlases to plan a road trip around the UK • Make geographical conclusions based on analysis of a landscape using maps and aerial photographs • Use 8 figure compass directions when describing and comparing places and landscapes on a variety of scales 	<ul style="list-style-type: none"> • Use 8 figure compass directions when describing and comparing places and landscapes on a variety of scales • Students will be able to locate South America on a world map and identify its major physical features (e.g., Andes Mountains, Amazon Rainforest) and human features (e.g., major cities, trade routes). • Students will create a labeled map of South America, accurately locating and naming each country and its capital city, focusing on Brazil (Brasilia) and 	<ul style="list-style-type: none"> • Use 6 figure grid references accurately by giving and finding the location of a place or feature • locate South America and some of its key features on a world map • Use atlases, globes (and digital/computer mapping) to locate countries 	<ul style="list-style-type: none"> • Data Interpretation: Students will read and interpret various types of data (e.g., greenhouse gas emissions, trade statistics) to draw conclusions about climate change and its effects on the environment and trade. • Research and Inquiry: Students will conduct inquiries related to climate change, global trade, and the Fair Trade movement, developing questions and exploring 	<ul style="list-style-type: none"> • Use research and enquiry skills to discover more about trade through time, picking out key points and recording • Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.
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	<p>other significant cities (e.g., São Paulo, Rio de Janeiro).</p> <ul style="list-style-type: none"> Students will understand and apply concepts of latitude and longitude to locate specific countries and cities in South America, including Brazil. Students will examine a map of Rio de Janeiro to identify key physical features (e.g., Sugarloaf Mountain, beaches) and human features (e.g., favelas, landmarks) and discuss their significance to the city's geography and culture. 		<p>answers through research and analysis.</p> <ul style="list-style-type: none"> Map Skills: Students will use maps, atlases, globes, and digital mapping tools to locate countries, capital cities, and trade routes, enhancing their geographical understanding. 	
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A child who is exceeding expectations might:

<ul style="list-style-type: none"> demonstrate a more extensive locational knowledge of the UK, locating (some) counties and cities, plus a range of physical and human features across its four countries be able to make comparative statements about how the UK's countries differ demonstrate an understanding of how human activities (different land uses and economic activities) have changed the landscape of the UK 	<ul style="list-style-type: none"> demonstrate a more extensive knowledge of the geography of South America, its significant physical and human features make more considered comparisons between Rio and the south-east of Brazil and the region where they live, for example, with regard to the weather and climate show a greater understanding of the links between their life and the places, people and environments in Brazil 	<ul style="list-style-type: none"> demonstrate a more extensive knowledge of the geography of South America, its significant physical and human features be able to link their knowledge of the river and rainforest use more complex ideas, such as scale and biodiversity, to describe the key characteristics of the Amazon basin be able to explain in some depth why the Amazon rainforest is important for people and the planet make more considered comparisons between the Amazon basin and the region where they live. 	<p>Critical Thinking: Example: They analyze complex data on plastic waste and greenhouse gas emissions, identifying patterns and drawing insightful conclusions that connect to broader environmental issues.</p> <p>Creativity:</p> <p>Example: They propose innovative solutions to reduce plastic waste in their community, such as designing a reusable packaging system for local businesses or creating an app that encourages sustainable practices.</p>	<ul style="list-style-type: none"> describe the fair trade process for some products; describe an example of a global supply chain; list some of the positive and negative effects of multinational companies on local trade; identify similarities and differences between trading today and different periods in history.
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WHAT IF CHALLENGES...Higher Order Thinking Questions

<p>What if...the UK remained joined by a 'land bridge' to the European mainland?</p> <p>What if...most people in the UK decided to live in the countryside?</p> <p>What if...your local town became a big tourist attraction?</p>	<p>What if...the southernmost part of South America was joined to Antarctica and the westernmost part of Alaska to Siberia?</p> <p>What if...there was only one time zone for the whole world?</p>	<p>What if the Amazon rainforest was the size of your garden?</p> <p>What if the Amazon rainforest grew on an island?</p>	<p>What if we could recycle 100% of our plastic waste?</p> <p>What if local businesses stopped using single-use plastics?</p> <p>What if global plastic production halved overnight?</p>	<p>What if...we could produce everything we wanted in our own country?</p> <p>What if...the Suez and Panama Canals were permanently closed?</p>
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