



Brazil and the Amazon: Respect, Responsibility, Rivers and Rainforests

Overview and rationale:

This geography topic encompasses so much knowledge! Focusing on Brazil and the Amazon River and Rainforest, it gives pupils the opportunity to look at a number of global issues, from deforestation, to sustainability, to equality. It provides pupils with a look at what life must be like for indigenous people of the Amazon, as well as street children and in particular those that live in the favelas on the outskirts of Brazil's major cities. It enables our children to think critically about the impact that human choices can have on not only the natural world, but on our brothers and sisters across the globe. Taking a close look at the Amazon River and its importance and bearing on the environment surrounding it opens door for Year 5 to explore a local river, the Mersey, studying its features and how rivers impact on our own landscapes and land use across the world. The interaction between human and physical processes are explored here, and links with our school values of taking **responsibility** and showing **respect** for all life are embedded with the help of a visit from The Woodland Trust, Year 5's chosen charity, and in J5 being named after a hero of conservationism, David Attenborough.

KEY GEOGRAPHICAL VOCABULARY

Human Geography	settlement, urban, rural, economy, trade, energy, deforestation, tribes, indigenous
Physical Geography	landscape, hills and mountains, climate, tributary, confluence, meander, ox bow estuary, mouth source, biomes, climate zones, ecosystem, species, habitat, photosynthesis
World Map-based vocabulary	population, capital cities, language, religion, landscape, food and farming, natural resources, trade, mountains, rivers, oceans, weather and climate, environmental issues, climate change, globalisation, way of life
Other useful vocab	globally significant, land use, mountains, river features, equator, hemisphere, food chain, differences/similarities, compare/contrast, city/country/continent, atlas/map/globe, change/effect, interaction between physical and human processes spatial variation, vegetation, delta, geographical influences / significance, 6 figure grid reference, climate change, Ordnance Survey, inequality relief, digital mapping
Additional Challenging	
Specific content including country and capital city names	South America, Brazil, Brazilia, Sao Paulo, Rio, Bolivia, Equador, Peru, Venezuela, Colombia, Atlantic Ocean, Andes Mountains, Amazon, favela
Words linked to the local area	River Mersey, North West, Lancashire, Cheshire, Wirral

GEOGRAPHY LEARNING STATEMENTS

Locational and place knowledge	I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities. I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).
Fieldwork	I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies. I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes.
Use of basic geographical vocabulary	I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.
Using globes, maps and plans	I can locate the world's countries, using maps to focus on North & South America. I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).
Human and physical: enquiry skills and communication	I know location of places of global significance, their defining physical & human characteristics and how they relate to one another. I can understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts.

School Value	Topic relevance: How/when/where/why is it needed?
Resilience	- Street children of Brazil have to show incredible resilience in difficult circumstances, no more so than in the favelas; so do many tribes that live in the Amazon rainforest, especially with the ongoing risk of deforestation.
Respect	- We need to respect our environment and look after the rainforests of the world through raising awareness of the loss of the key eco-systems and plant and animal habitats through deforestation. - How is it that people live in such awful conditions like the favelas? Is there enough respect for our fellow human beings to allow this?
Responsibility	- We have a responsibility to look after our planet and consider the many ways in which we can do that, supporting charities like The Woodland Trust and the WWF being just one way.
Kindness	- Kindness, respect and responsibility are all connected when looking after our wonderful planet and thinking of ways we can do this.
Pride	- We can be proud of the ways we raise awareness of the need to look after our environment.

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I know that Brazil is in South America and has the Atlantic Ocean on the east and the Pacific on the west.	a) I know that Brazil has nine bordering countries including Uruguay, Argentina, Paraguay, Bolivia, Peru, Colombia, Venezuela, Guyana and Suriname.
	b) I know that Brazil's capital is Brasilia and I know other cities too like Rio de Janeiro and Sao Paulo. I know that Brasilia's population is 4.7 million.
	c) I know that the Andes, running along South America's western side, is among the world's longest mountain ranges. Its varied terrain encompasses glaciers, volcanoes, grassland, desert, lakes and forest. The mountains shelter pre-Columbian archaeological sites and wildlife including chinchillas and condors. From Venezuela in the north, the range passes through Colombia, Ecuador, Peru, Bolivia, Argentina and Chile.
2) I know that there is vast inequality in Brazil and can tell you about the lives of street children. (EQUALITY)	a) I can identify the similarities and differences between the rich and poor in Rio de Janeiro.
	b) I know that over 16 million Brazilians live below the poverty line – and that the poverty line is usually set at people earning less than \$1 per day (approximately 65p).
	c) I know that the Favela is a settlement of often poorly built homes – sometimes called slums - on the outskirts of a city.
3) I know that the Amazon rainforest is the largest in the world and covers 5.5million square kms – 60% of Brazil	a) I know that it contains 1 in 10 (10%) of known species on Earth, 40,000 plant species, 3,000 freshwater fish species, and more than 370 types of reptiles.
	b) I know what deforestation is and why it is happening. I know that WWF estimates that 27 per cent – more than a quarter – of the Amazon biome will be without trees by 2030 if the current rate of deforestation continues. I know that it is our responsibility to do something about it.
	c) I know that the Amazon rainforest makes a significant contribution to pulling carbon dioxide out of the atmosphere. (photosynthesis).
4) I know that tribes still live in the Amazon rainforest.	a) I know that there are still many indigenous people in the Amazon – tribes of people who originate from a particular region or country who choose to remain living in their ancestral home
	b) I know what 'uncontacted' means - a group of people who choose to live a traditional lifestyle. They have no association with the modern world and have no contact with it.
	c) I can discuss the consequences of: cattle ranching, farming, logging, disease and road building on the lives of these tribes (study iof AWA tribe from Royal Geographical Society planning).
5) I know that the Amazon river is 6,400kms long and meanders through 9 countries.	a) I know that it provides 20% of the ocean's fresh water supply.
	b) I know that it has between 10% and 30% of the Earth's flora and fauna in its basin.
	c) I know that the Amazon river's ecosystem is facing a huge threat and I can tell you what that is.
6) I know that Rivers carry rainwater from hills downhill to other rivers, lakes or the ocean.	a) I know that the start of a river is called the source and the end is called the mouth.
	b) I know that many rivers and streams will join together before they reach the mouth of the river.
	c) I know that the smaller rivers and streams are called tributaries.
	<i>d) I know about the River Mersey and its features.</i>

Possible 'higher order' questioning		Possible Enrichment activities	Local visit trip – geographical enquiry...River Mersey study Woodland Trust visitor
Remember	What is Brazil's capital and what is its population? How long is the Amazon river? What countries does it flow through?		
Understand	Why do indigenous tribes choose to live in the forests? What rights do people and companies have to cut down huge swathes of rainforest and why do they do it?		
Apply	Explain what life is like for a street child in Brazil. Why doesn't this happen in the UK but does in other countries? What does deforestation suggest to us about humanities priorities?		
Analyse	Why are we losing the Amazon rainforest and many others across the world?		
Evaluate	What are the local, national and global effects of deforestation? Can we stop it or have things gone too far?		
Create	Can you create a campaign to do something about this? Who is doing something about it already?		

ART AND DESIGN

Exploring and Developing

Exploring and developing ideas	Select and record from first hand observation, experience and imagination and explore ideas for different purposes, including the use of ICT.
	Question and make thoughtful observations about starting points and select ideas to use in their work.
	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Evaluating and developing work	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Adapt their work according to their views and describe how they might develop it further.
	Annotate work in sketchbook.

Drawing Using a Variety of Materials

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> -Use a sketchbook to develop ideas. -Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> - Experiment by using marks and lines to produce texture. -Work in a sustained and independent way from observation, experience and imagination. -Create a plan in sketchbooks and annotate this with opinions, thoughts and feelings. -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works -Start to develop their own style using tonal contrast and mixed media. 	<ul style="list-style-type: none"> - Know how to use shading to create mood and feeling. -Know how to represent body language when drawing. - Know how to organise line, tone, shape and forms in movement. -Know how to apply the techniques and specific vocabulary of stumping, smudging and stippling -Identify the differences between hatching, cross-hatching, contour hatching, smudging and stumping and stippling and discuss when it is suitable to choose a particular technique. 	Pencil, effect, light, pencil hatching, shading, cross hatching, stumping, smudging, stippling, lighter shading effects, pressure, darker shading effects, pressure, angles, light hatching effects, contour hatching

Painting

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> -Work on preliminary studies to test media and materials. -Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> -Use complimentary and contrasting colours. -Use stippling technique learnt using pencil and apply to using paint. -Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task. -Apply the techniques of stippling, washing, splattering, under painting and layering when using acrylic paint. -Work in a sustained and independent way from observation, experience and imagination. -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works start to develop their own style using tonal contrast and mixed media. -Explore printing on fabric, selecting the appropriate printing technique. 	<ul style="list-style-type: none"> -Know that colours are named using the root primary colour - i.e. blue-green, red-purple -Identify a focal point in a painting -Explain how to colour match. -Explain how colour can create a focal point. -Explain the difference between complimentary and contrasting colours (acrylic). -Know which type of paint works most effectively when stippling. -Know how to use smudging techniques when painting. -Know how to use acrylic paint. 	Harmonising colours, contrasting colours, hues, tints, shades, root primary colour, tonal contrast, stippling, smudging, primary, secondary and tertiary colours, acrylic paint, splattering, underpainting, layering, washing.

Artist/Style/Activities

Detailed pencil sketches and water colour painting showing river features – depth and perspective focus

Beatriz Milhazez: investigating style and recreating work

Landscapes: *Turner, Monet, John Stephens, Meha Hindocha* - comparison of styles...real v fantasy

HISTORY LEARNING STATEMENTS

Area of Learning	Knowledge and Skills
Historical Chronology	I am beginning to show a chronically secure knowledge and understanding of local, national and global history.
Historical Concepts	To begin to understand historical concepts cause and consequence, continuity, change, similarity, difference etc.
	I understand change and continuity.
	I can question change, cause, difference, similarity and significance in a wider context.
	I am beginning to understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.
	I can see trends over time.

Year Group Charity	I know the impact that work done by The Woodland Trust has on the environment.
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KEY HISTORICAL VOCABULARY

Key	KEY: similarities, differences, contrasts, trends overtime, influence, impact, cause and effect, society, consequences,
Skills	comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, perceptive questions, investigate, forming conclusions, making links, historical perspective , judgement, contrasting arguments and interpretations
General	settlements, withdrawal, cultural, economic, political, religious, social history; gender, achievements, influence, community

Year 5 now have wider opps lessons this term, so the objectives in blue below are taken from those objectives, the Brazil music units won't be taught. Two units are still planned for this term on our SOW though, in case the wider opps changes term in subsequent years.

MUSIC			
Controlling sounds through Singing			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing, fluency, control and expression - Listen to each other and be aware of how you fit into the group. 	<ul style="list-style-type: none"> - Sing in unison - Listen to the group when singing. - Demonstrate a good singing posture. - Follow a leader when singing. - Sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> - Know and confidently sing 5 songs (over the year) and their parts from memory, and to sing them with a strong internal pulse. - Choose a song and be able to talk about: <ul style="list-style-type: none"> *Its main features *Singing in unison, the solo, lead vocal, backing vocals or rapping taking place *What the song is about and the meaning of the lyrics - Know the importance of warming up your voice 	<p>Solo, lead vocal, rapping, unison, posture, 'in tune', expression, clarity of projection</p>
Controlling sounds by Playing (and Performing)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and control. Untuned percussion and body percussion (SOW) or guitar (wider opps) - Maintain own part whilst others are playing their part. 	<ul style="list-style-type: none"> - Unpack my instrument and show that I am ready for the lesson - Sit in the correct rest position and show that I am ready to play - Sit in playing position and hold my plectrum correctly - Position my hand on the neck and play G, G7, Em, C and F chords - Accurately pluck each string and identify them in pitch order from high to low - Listen to and copy my teacher's rhythms on my instrument - Play pieces on my instrument in time with my teacher and my class - Start and stop at the right time - Concentrate and watch my teacher - Bow smartly when the audience bow at the end - Play a musical instrument with the correct technique within the context of the song. - Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. - Rehearse and perform their part within the context of the song. - Listen to and follow musical instructions from a leader. - Communicate the meaning of the words and clearly articulate them. - Record the performance and compare it to a previous performance. - Discuss and talk musically about it – "What went well?" and "It would have been even better if...?" - Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. 	<ul style="list-style-type: none"> - Know the names for the different parts of my instrument - Know the name for all the strings on my instrument - Know different ways of writing music down – e.g. staff notation, symbols - Know the notes C, D, E, F, G, A, B + C on the treble stave - Know the instruments they might play or be played in a band or orchestra or by their friends - Know that performing is sharing music with other people, an audience - it can be to one person or to each other. - Know that everything that will be performed must be planned and learned and is different for each occasion - Know that you must sing or rap the words clearly and play with confidence - A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>Names of notes being played, names of instruments being played, control, solo, ensemble, staff notation, symbols, orchestra, quaver, crochets, minims, semibreves, rests, treble clef, line notes, space notes, time signature, small group, interrelated dimensions of music, appraise</p>
Creating and developing musical ideas (Improvisation and Composing)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Use musical notations - Compose music which meets a specific criteria. - Choose the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> - Improvise using instruments in the context of a song to be performed. - Play and Copy Back up to 3 different notes - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). - Compose and perform melodies using four or five notes. - Use a variety of different musical devices including melody, rhythms and chords. - Record own compositions. - Create own songs. - Identify where to place emphasis and accents in a song to create effects (duration). 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *Improvisation: is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - Know that using one or two notes confidently is better than using five - Know that if you improvise using the notes you are given, you cannot make a mistake - Know and be able to talk about: <ul style="list-style-type: none"> *A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. *A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation: recognise the connection between sound and symbol 	<p>Names of notes being played, names of instruments being played, control, solo, ensemble, symbols, orchestra, quaver, crochets, minims, semibreves, rests, treble clef, time signature, improvisation, composition, tempo, dynamics, timbre, texture, pulse, rhythm, musical terminology, steady beat, rhythm combinations, long sounds, short sounds, pitch, high, low, fast, slow, loud, quiet, structure, plan, texture, combination, layering sounds,</p> <p>Notation: pause, rest symbol, pentatonic scale, five notes, stave, C,D,E,F,G,A,B, chord, reading music, formal stave notation, group of notes</p>
Responding and reviewing (Appraising)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Repeat a phrase from the music after listening intently. - Describe, compare and evaluate music using musical vocabulary. - Explain why they think music is successful or unsuccessful. 	<ul style="list-style-type: none"> - Identify and move to the pulse with ease. - Think about the message of songs. - Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - When talking, use musical words. - Talk about the musical dimensions working together in the songs. - Talk about the music and how it makes you feel. - Use a range of words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> - Know five songs from memory (across the year), who sang or wrote them, when they were written and, if possible, why? - Know the style of the five songs and name other songs in those styles. - Choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> *Some of the style indicators of the songs (musical characteristics that give the songs their style) *The lyrics: what the songs are about *Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) *Identify the main sections of the songs (intro, verse, chorus etc.) *Name some of the instruments they heard in the songs *The historical context of the songs. What else was going on at this time? - Know how pulse, rhythm and pitch fit together. - Use a range of words to describe music - e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, harmony, chord, staccato, legato, crescendo, diminuendo. 	<p>Duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, flat, sharp, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, melody, listen, appraise, preferences</p>
Listening and applying knowledge and understanding (Theory)			
National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Develop an understanding of the history of music. - Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. - Contrast the work of a famous composer with another and explain preferences. 	<ul style="list-style-type: none"> - Find the pulse - Copy back rhythms based on the words of the main song - Lead the class by inventing rhythms for others to copy back - Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). - Read/work out the musical stave. - Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. 	<ul style="list-style-type: none"> - Know and be able to talk about: <ul style="list-style-type: none"> *How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song *How to keep the internal pulse - Musical Leadership: create musical ideas for the group to copy or respond to - Describe different purposes of music in history/other cultures. 	<p>Contrast famous composer names, copy, respond, syncopated patterns, duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, melody, chord, flat, sharp, staccato, legato, crescendo, diminuendo., call and response, ostinato, rhythmic accompaniment, melody, tastes, listen, appraise, preferences</p>
Composers/Musicians/Artists/Styles			
<p>IF NOT HAVING WIDER OPPS ONE YEAR: Baião de ninar (Sing Up) and River Journey (You Tube)</p>		<p>Genre of the half term – Samba, Funk and Soul</p>	

DESIGN AND TECHNOLOGY

National Curriculum

Additional Skills

Knowledge

Key Vocabulary

Developing, planning and communicating ideas

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| <ul style="list-style-type: none"> • <i>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> • <i>Generate, develop, model and communicate their ideas through discussion and annotated sketches.</i> | <ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product. • Draw a specification for their design. • Plan a clear idea of what has to be done, what resources are needed and suggest alternative methods of making if the first one fails. | <ul style="list-style-type: none"> • Know the key audience for whom you are designing your enterprise product for. • Know and understand the target group/ key audience in order to develop a suitable product for them. • Know how to use a set of design criteria based on research surrounding the target group/ key audience. | <p>key audience, designing, enterprise product, target group, product, design criteria, research, prototype, diagrams, process, Computer Aided Design, 2D designs, 3D designs</p> |
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Working with tools, materials and components to make products

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| <ul style="list-style-type: none"> • <i>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> • <i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> | <ul style="list-style-type: none"> • Select appropriate materials, tools and techniques. • Measure and mark out more accurately. • Use a variety of tools and equipment accurately and safely. • Weigh and measure accurately (time, dry ingredients and liquids). • Apply the rules for basic food hygiene and other safe practises – e.g. use of an oven. • Cut and join with accuracy to ensure a good quality finish to the product. • Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence. | <ul style="list-style-type: none"> • Know how to consider functional and aesthetic properties. • Know what is important to consider to measure accurately. • Know what is needed for basic food hygiene. | <p>designs, investigate, investigations, thread materials, tools, components, functional, aesthetic properties</p> |
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Evaluating processes and products

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| <ul style="list-style-type: none"> • <i>Investigate and analyse a range of existing products decorative techniques, project</i> • <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> • <i>Understand how key events and individuals in design and technology have helped shape the world</i> | <ul style="list-style-type: none"> • Evaluate their product against the original design specification • Evaluate both during and at the end of the assignment. • Personally evaluate and seek evaluation from others. • Disassemble and evaluate existing products. | <ul style="list-style-type: none"> • Know what design specifications are. • Know that we can evaluate success by looking at original design specifications. • Know that seeking evaluation from others can help improve a product next time. • Know that evaluating during an assignment means that it can be improved as we go. • Know that disassembling a product means you can see strengths and things to improve in more detail. | <p>decorative techniques, project, finishing techniques, triangulation, strength, evaluate, critically, improve, suggestions, design criteria/target group</p> |
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Cooking and Nutrition

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| <ul style="list-style-type: none"> • <i>Understand and apply the principles of a healthy and varied diet</i> • <i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</i> • <i>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</i> | <ul style="list-style-type: none"> • I can check when a food has been properly cooked. | <ul style="list-style-type: none"> • Know the importance of cooking meat for the correct amount of time, based on packaging advice. • Know how to demonstrate correct preparation of food products. | <p>preparation, food products, raw meats, stored, prepare, cooking, packaging, cooked, create, plan, prepare, cook, heat source, cooking techniques, chopping, kneading, grating, mixing.</p> |
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Project

Preparing a Brazilian meal