

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, within the region of South America, 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 across the continent 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. Here, Year 5 get the opportunity to explore how different the lives of many South Americans are to each other's and to our own!

| GEOGRAPHICAL VOCABULARY AND CONCEPTS | | GEOGRAPHY LEARNING STATEMENTS | |
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| Human Geography | settlement, urban, rural, economy, trade, energy, deforestation, tribes, indigenous, food and farming, favela, poverty | Locational and place knowledge | I know some of the world's countries, focusing on North and South America and 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 South America. (I also draw on my knowledge of a region in Europe). I can explain how aspects have changed over time. |
| Physical Geography | landscape, hills and mountains, climate, tributary, confluence, meander, ox bow estuary, mouth source, delta, biomes, climate zones, ecosystem, species, habitat, photosynthesis, river features, seas, oceans, climate change, natural resources, rainforest | Fieldwork | I use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. I can collect, analyse and communicate with range of data gathered in experiences of fieldwork to show I understand some geographical processes. |
| Tier 3 place and locational vocabulary | South America, North America, Brazil, Brasilia, Sao Paulo, Rio, Bolivia, Ecuador, Peru, Venezuela, Colombia, Amazon, Andes, River Mersey, North West, Lancashire, Cheshire, Wirral | Use of basic geographical vocabulary | I introduce precise geographical words when describing geographical places, features and 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. |
| World Map-based vocabulary | population, capital cities, city/country/continent, atlas/map/globe, equator, hemisphere, Tropic of Capricorn/Cancer, longitude, latitude, time difference, 6 figure grid reference, Ordnance Survey, Greenwich Meantime | Using globes, maps and plans | I can locate the world's countries, using maps to focus on North and South America. I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). |
| Geographical concepts and tier 2 vocabulary | Place: changed, developed Space: weather, climate, biomes, vegetation Scale: local, regional, national, continental, global, oceanic, relationships, patterns, connections, impact Environment (physical and human processes: topography, changes over time, natural resources, settlement Interconnections: significance, connections, links, interdependent, ecological, economic, trade, social, break down Environmental impact and sustainability: interaction – human and natural, responsible, natural resources, modified, damage, Earth, globalisation, future Cultural awareness, diversity: lives, communities, disparity, inequality, cultural interests, religion, similarities and differences, environmental resources | Human and physical: enquiry skills and communication | I know location of places of global significance, their defining physical and 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). I can give a few reasons for the impact of geographical influences and effects on people, places or themes studied. |
| | | Map work skills | I can use Ordnance Survey maps at different scales. I can draw a detailed sketch map using symbols and a key. I can align a map with route. I can use the 8 compass points. I can select a map for a specific purpose. |
| |  | 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. |

KNOWLEDGE (substantive)

| 'Core' | 'Additional' |
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| 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 Brazilia and I know other cities too like Rio de Janeiro and Sao Paulo. I know that Brazilia'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. |
| | d) I know the impact the Andes mountains has on the physical environment, climate and weather patterns. |
| | e) I know the different biomes of South America and how they impact on the humans that live there. |
| 2) 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 that the Amazon rainforest makes a significant contribution to pulling carbon dioxide out of the atmosphere. (photosynthesis). |
| | c) 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. |
| 3) 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. |
| | d) I can talk about how the Amazon river impacts on its surrounding environment. |
| 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. I know the relationship that these humans have with the natural environment. |
| | 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 of AWA tribe from Royal Geographical Society planning). |
| 5) I know that there is vast inequality in Brazil and can tell you about the lives of street children. | 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 85p). |
| | c) I know that the Favela is a settlement of often poorly built homes – sometimes called slums - on the outskirts of a city. |
| | d) I can begin to discuss the reasons for the inequality. |
| 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. |
| | d) I know how the features of a river impact on the natural environment. I can talk about what I know about how rivers impact human life, where we have lived and work and how we live now. |
| | e) I know about the River Mersey and its features – how it travels through human and physical environments. |

ART AND DESIGN

Exploring and Developing

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| 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 |
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| <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. | <ul style="list-style-type: none"> 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 |
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| <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. | <ul style="list-style-type: none"> 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



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| Possible Enrichment activities | Local visit trip – geographical enquiry...River Mersey study |
| | Woodland Trust visitor |

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| Year Group Charity | I know the impact that work done by The Woodland Trust has on the environment. |
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Possible 'higher order' questioning

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| 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? |

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"> 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 Generate, develop, model and communicate their ideas through discussion and annotated sketches. | <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"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 | <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"> Investigate and analyse a range of existing products decorative techniques, project Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world | <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"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <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