

## **Year 6 Geography Unit: The Amazon Rainforest and South America**

In this unit children will build on their existing knowledge of South America. They will use maps to locate countries and capitals in South America. They will investigate why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading. The children will identify how humans have had a negative impact on the environment, through deforestation and recognise the greenhouse effect as a driver of climate change.

By the end of the unit children must:

- To name and locate countries and capitals in South America.
- To identify biomes across South America.
- Explain what trade and fair trade means.
- Identify a range of renewable energy sources.

They will be given the opportunity to:

- Use a wide range of sources, selecting the most appropriate, when investigating a location.
- Answer geographical questions about a location.
- Reach plausible conclusions about a location, drawing on prior knowledge.
- Suggest relevant geographical questions to investigate about a location.

**These are some suggested objectives to support the teaching of this unit**

### **Sense of Place**

- Understand and describe biomes and vegetation belts and identify their locations around the world.
- Identify the biome and vegetation belt within the location studied
- Recognise how the biome and vegetation belt impacts on life within a location
- Identify the unfair distribution of natural resources around the world and link to fair trade
- Identify how and why some locations in the world have become more significant than others.
- Map land use and consider how it has changed over time, offering reasons for the observed changes.
- Identify positions of lines of longitude and latitude including the Greenwich Meridian.
- Understand why we have time zones and how they work.
- Identify and describe trade between the UK, EU and rest of the world.
- Name and locate countries and capitals in South America.
- Describe and understand the key aspects of the water cycle and how it is impacted (e.g. the Rainforest)

### **Map Skills**

- Accurately and confidently use 8 compass points in a range of situations.
- Use a range of maps to find out about locations (rainfall, temperature, population etc.)
- Use maps of different scales.
- Use scale to measure route distances (string).
- To use 6 figure grid reference to locate places on a map.

### **Fieldwork**

#### **Geographical Enquiry/Using Sources**

- Use a wide range of sources, selecting the most appropriate, when investigating a location.
- Reach plausible conclusions about a location, drawing on prior knowledge.
- Suggest relevant geographical questions to investigate about a location.
- Answer geographical questions about a location.

#### **Environment**

- Understand that humans have had a negative impact on the environment, through deforestation and recognise the greenhouse effect as a driver of climate change.
- Suggest ways to help save the environment and reduce the greenhouse effect– renewable energy sources, carbon neutral products, energy efficiency.
- Identify a range of renewable energy sources, analysing their efficiency and viability
- people who have made a significant change to the environment (Greta Thunberg, David Attenborough)

## **Useful information for Teachers to support the children in learning more and remembering more**

### **Builds on:**

Year 2 – Hot and Cold places

Year 5 – North America