

Year 5 Geography: Comparison between a region of the UK and South America - Brazil

Spring term

What does Brazil look like?

Geographical skills:

- Suggest relevant questions and make decisions based on knowledge, understanding and facts.
- Use precise geographical words, e.g. *erosion, deposition, urban and rural*, and describe processes.
- Use and recognise OS and atlas symbols.
- Use atlases to find places using the index.
- Draw their own detailed sketch maps to scale.
- Draw and annotate sketches to describe and explain geographical processes and patterns.
- Use 4-figure grid references and OS maps at different scales.
- To begin to use 6-figure grid references.
- To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points.
- To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points.
- To use decision making skills- e.g. *deciding what measures are needed to improve safety in the local street*.
- To carry out a field work survey and draw graphs.
- To select from appropriate visual media to record evidence- e.g. *photography*.
- Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data.
- Use latitude and longitude on atlas maps.

Fieldwork: Junior Forester Award – Work with other local schools/local green spaces to plant trees

Prior Learning:

My Country, My School; Beside the Seaside; My Locality; Around the World; Comparing North East England to European region; Rule Britannia; Mountains, volcanoes and earthquakes; Sustaining the World's Resources; Marvellous Maps

Curriculum Skill(s)

Locational Knowledge:

- To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc.
- To confidently locate places on a world map.
- Develop knowledge of the locations and environments of significant places- e.g. Continents, Oceans, longest rivers, deserts etc.

Learning Intention

Where are we in the world in comparison to Brazil?

- Recap prior learning – locate England and other countries of the UK, continents and oceans on a world map/atlas/globe. Locate Whickham, Newcastle, Gateshead and London on a UK map. Locate capital cities of the UK on a UK map.
- Locate Brazil on a world map and describe its position in relation to the UK using geographical vocabulary e.g. 8 points of a compass, which hemisphere, where in relation to the equator, latitude, longitude etc.

Knowledge and Key Vocabulary

Knowledge:

- Name and locate countries of the UK and their capital cities
- Name and locate seas and oceans that surround the British Isles
- Know the difference between the UK and the British Isles
- Name and locate the continents and know that we are part of Europe
- Name and locate the five major oceans
- Know that the UK is in the northern hemisphere and the difference between the northern and southern hemisphere as well as the significance of the equator and the tropics
- Locate Whickham, Newcastle, Gateshead and London on a UK map and know the county Whickham is in

		<ul style="list-style-type: none"> • Know that South America is the fourth largest continent in the world • Brazil is the largest and most populous country in South America • To name the five lines of latitude: The Arctic Circle (66°N) The Tropic of Cancer (23° N) The Equator (0°) The Tropic of Capricorn (23°S) The Antarctic Circle (66°S) • The equator cuts through the continent of South America • Know that lines of longitude are imaginary vertical lines • Know that lines of longitude and latitude can help to locate countries <p>Vocabulary: England; Scotland; Ireland; Wales; Northern Ireland; UK; British Isles; London; Dublin; Belfast; Cardiff; Edinburgh; North Sea; Atlantic Ocean; English Channel; Irish sea; continent; Europe; Asia; Africa; North America; South America; Australia; Antarctica; Pacific ocean; Indian Ocean; Arctic Ocean, Southern Ocean; Northern hemisphere; Southern hemisphere; equator; Tropic of cancer; Tropic of Capricorn; Whickham; Newcastle; Gateshead, region; county; town; city; longitude; latitude; compass points</p>
<p>Place Knowledge:</p> <ul style="list-style-type: none"> • To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world. • To know the location and scale of a range of places around the world in relation to each other. • To recognise how places fit within a wider geographical context and are interdependent. 	<p>What are the key similarities and differences between Brazil and the UK?</p> <p>Use a range of maps, atlases, globes, google earth etc. to explore and discover a range of key features of Brazil and compare to the UK e.g.:</p> <ul style="list-style-type: none"> • Land mass • Climate • Biome and vegetation belt • Population • Time Zone • Main exports 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that the land area of Brazil is 35 times bigger than the UK • Know that Brazil is in the Southern hemisphere and therefore its seasons are opposite to the UK • Know that the climate of Brazil is mainly tropical with little variations in temperature • Know that Brazil is mainly tropical rainforest in comparison to the temperate forest of the UK • Know that there are four time zones in Brazil in comparison to one for the UK and the differences between these

<ul style="list-style-type: none"> To use atlases to find out about other features of places, e.g. mountain regions and weather patterns. 	<ul style="list-style-type: none"> Language and currency 	<ul style="list-style-type: none"> Know that the population of Brazil is approx. 211 million in comparison with approx. 66 million of the UK Know that the capital of Brazil is Brasilia Know that the main exports of Brazil are iron ore, oil, soy beans, sugar and meat in comparison to the UK's machinery, vehicles, metals and fuels Know that Brazilians speak Portuguese and their currency is the Brazilian Real <p>Vocabulary: land mass; climate; temperature; rainfall; biome; vegetation belt; population; time zone; exports; language; currency</p>
<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> To identify the different views that people, including themselves, hold about topical geographical issues- e.g. building projects, deforestation. To explain why places are like they are- e.g. in terms of weather conditions, local resources and historical development. To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life. To identify how and why places change, e.g. through the closure of shops, buildings of new houses, conservation projects) and how they change in the future (e.g. through an increase in traffic, or influx of tourists). Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development. To have awareness of current global issues and the effect on the populations- e.g. <i>factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc.</i> To recognise some physical and human processes (e.g. <i>river erosion, a factory closure</i>) and how they cause changes in places and environments. 	<p>What are the human and physical features of the landscape of Brazil in comparison to the UK? To use a range of topographical maps, political maps and Google Earth to discover more about Brazil and its human and physical features in comparison to the UK. To look at images and videos of Rio de Janeiro. How do they compare with Newcastle?</p> <p>What is deforestation and why does it happen in Brazil? To explore what deforestation is, why it occurs in Brazil and what the effects of deforestation are. What would the pros and cons of stopping deforestation be?</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know and locate the Atlantic Ocean, Amazon river and rainforest Know that the tallest mountain in Brazil is Pico de Neblina Can locate cities such as Brasilia and Rio De Janeiro Can compare Rio de Janeiro to Newcastle in terms of population, area, buildings, landmarks Know that 60% of Brazil is rainforest and that deforestation occurs when forests are cut and cleared Main reasons for deforestation in Brazil are cattle ranches and soy farming The effects of deforestation include loss of habitats, increased greenhouse gases, drought, soil erosion and flooding and loss of homelands on indigenous people <p>Vocabulary: Atlantic Ocean, Amazon river, Amazon rainforest, Pico de Neblina, Brasilia, Rio de Janeiro, population, urban, slums, tourism, Christ the Redeemer, Sugarloaf mountain, deforestation, land usage, environment, sustainability, indigenous, habitat, soil erosion, flooding, drought, greenhouse gases, farming, agriculture</p>

<p>Geographical Enquiry:</p> <ul style="list-style-type: none"> Using: maps, counts, photographs, graphs, measurements, films and reports Carrying out fieldwork Researching secondary sources Engaging with people, communities, views and opinions Tackling issues and relevant events Proposing outcomes and taking actions Working at different scales of enquiry e.g. local, regional, global but in connected ways 	<p>What can we do in our daily lives to protect the future of the rainforests?</p> <p>To identify ways in which our own choices and lifestyle have an impact on the planet and why deforestation may occur.</p> <p>To discuss ways we can contribute to the decline of deforestation and to global warming</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Recycling more and planting more trees can help reduce deforestation around the world It is estimated that in 100 years, there will be no rainforests left The rate of deforestation equates to the loss of 20 football fields per minute Deforestation enables us to have land for farming, building houses and roads and wood for materials. <p>Vocabulary: Extinction, biodiversity, destruction, indigenous, felling, logging, recycling, carbon footprint, recycling</p>
<p>Thinking Deeper: What will our world look like in 10, 20 or 50 years time, if we continue deforestation at the current rate? How might land usage change over the next 50 or 100 years?</p>		
<p>Links to other subjects:</p> <ul style="list-style-type: none"> Subject Specific links – Maths – looking at and comparing land mass, populations, climate e.g. temperature differences and rainfall, looking at areas of rainforest and coverage; Science – soil erosion, flooding, drought, greenhouses gases and global warming, habitats; ICT – use of internet to research, Google Earth for mapping Personal Development – Awareness of how their actions can contribute in a positive or negative way to global warming SMSC –Recognise cultural similarities and differences; developing an awareness of global issues and how issues in Brazil affect the world Cultural Capital – understanding of other culture’s important festivals, understanding of the significant landmarks around the world, awareness of exports from other countries Careers – Conservationist; climatologist; environmental scientist; sustainability consultant; renewable energy scientist/technician British Values – who designs laws around pollution? What do we do in this country to reduce global warming? Equality – Differences in how people live in Rio de Janeiro e.g. slums 		