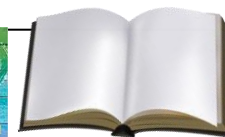




Core Unit Text:

Brazil - The Land and the People



Key Knowledge:

Links to Other Learning: Continents in KS1, Rainforests in Y5.

Where is Brazil located?

- To know that Brazil is located in the Southern Hemisphere and is in South America.
- To know that the equator runs through the northern part of Brazil.
- To know that all countries in South America border Brazil except Chile and Ecuador.

What is life like in a Brazilian city?

- To know that the capital city of Brazil is Brasilia.
- To know that the largest city in Brazil is Sao Paulo.
- To know that Rio de Janeiro, is the second largest city.
- To know even within one city such as Rio de Janeiro, there can be large differences in the way people live their lives - use the example of a favela.

Where do most people live in Brazil?

- To know that 85% of people in Brazil live in urban areas.
- To know that push factors encourage people to leave rural areas and move to the cities. In Brazil there are a lack of public services, few jobs, natural hazards and sense of isolation.
- To know that pull factors encourage people to move to urban areas. In Brazil, urban area provide job opportunities, higher wages and better schools and hospitals.

What is happening to the population in Rio de Janeiro?

- To know that the population in Brazil (a LEDC - less economically developed country) has been increasing driven by increasing healthcare.
- To know that the population has been increasing even quicker in Rio de Janeiro due to migration from the North to the South of the country.
- To know that many children in cities live in favelas (Shanty Towns) and living conditions are extremely poor.
- To know that Shanty Towns are makeshift towns built on the edge of big cities.

What are Brazil's natural resources and how does Brazil make money?

- To know that Brazil is known for industries including textiles, shoes, chemicals and tin.
- To know that Brazil is known for agriculture growing coffee, soya beans and wheat.
- To know that Brazil trades with other countries and with transport equipment, iron ore, soya beans.

What is the climate like in Brazil and how does it compare to St Helens?

- To know that the climate varies in different parts of Brazil.
- To know that the climate in Northern Brazil is hot and wet due to it being close to the Equator.
- To know that a climate graph shows the climate of an area.
- To know what the climate is like in St Helens and compare this to regions of Brazil.

Lesson Sequence:

Where is Brazil located?

- **Retrieval Activity** (Revisit continents of the Earth).
- **Teaching** (Demonstrate how to use an atlas)
- **Vocabulary** (Southern Hemisphere, Continent, Equator)
- **Activity** (Locate South America on a World map and locate and label Brazil and other South American countries on a map of South America).
- **Key Learning** (Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.)

What is life like in a Brazilian city [Rio De Janeiro Case Study].

- **Retrieval Activity** (Brain dump of South American countries bordering Brazil. Recap definition of a city).
- **Teaching** (Locate Brazil on a map, modelling how to use an atlas).
- **Vocabulary** (Favela, Physical Geography, Human Geography)
- **Activity** (Label some of the major Brazilian cities on a map of Brazil. Explore life in Rio de Janeiro as a case study and find out about some of the human and physical features and reality of modern day life in Rio).
- **Key Learning** (Use appropriate search facilities when locating places on digital/online maps and websites.)

Where do most people live in Brazil?

- **Retrieval Activity** (Open-ended oracy question. Why should I visit Brazil?)
- **Teaching** (Define an urban area. Compare and contrast difference between urban and rural areas, with focus on why).
- **Vocabulary** (Favela, Urban, Rural)
- **Activity** (Explore the reasons why people move to Urban areas. Explore push and pull factors and the process of urbanisation. Write a diary entry as person who is moving to city area and explore life in a favela. Explore motivations and reality - cross curricular 'Write and Shine').
- **Key Learning** (Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.)

What is happening to the population in Rio de Janeiro?

- **Retrieval Activity** (Mid topic quiz).
- **Teaching** (Discuss the population trend in Brazil. Demonstrate how this can be represented in a graph)
- **Vocabulary** (Favela, Urban, Rural, Physical Geography, migration).
- **Activity** (Research the population increases over the last 80 years in Rio. Produce a line graph to show the change in population and continue to explore what life is like for people living in Brazil. Prayer of compassion).
- **Key Learning** (Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.)

What are Brazil's natural resources and how does Brazil make money?

- **Retrieval Activity** (South America and Brazil locational knowledge retained).
- **Teaching** (Watch video about trade in Brazil. Children to record ideas of how Brazil makes money).
- **Vocabulary** (Trade, Natural Resources, economy)
- **Activity** (Explore what the economy is like in Brazil and produce double page spread to find out about the different industries and economies.)
- **Key Learning** (Describe and understand key aspects of human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water).

What is the climate like in Brazil and how does it compare to St Helens? [Link to 'rainforests' topic in Summer term].

- **Retrieval Activity** (Mind map about climate from previous year groups)
- **Teaching** (Explain to children what the climate is like in Brazil, as a matching activity).
- **Vocabulary** (Climate, Weather)
- **Activity** (Explore climate graphs for the different areas and what they show using reasoning activity. Produce a climate graph to compare the temperature in St Helens (collected by data loggers) to the temperature in Rio De Janeiro over the last week. Use Excel to create this).
- **Key Learning** (Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use and interpret live data e.g. weather patterns. Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Describe and understand key aspects of physical geography, including climate zones). Interpret and use thematic maps. Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes).
- **Fieldwork:** Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs.

Exit Task

- Complete exit essay with common misconceptions.



Year 5
Brazil and South America



Joyful Readers



Opportunities to Build Upon Knowledge and Skills



Understanding of British and Christian Values



Resilience and Perseverance



Nurture Curiosity



Encourage Articulate Learners



Your Wellbeing and Health

Local Links

Compare climate to St Helens.

Think like a Geographer by:

Knowledge of: locational knowledge, place knowledge and human physical knowledge.

Skills in: mapping, fieldwork, enquiry and investigation, communication and use of technology.

National Curriculum Coverage

Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Describe and understand key aspects of: 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

Transferrable Concept:

Location

Place

Region

Human Influence

Movement

Growing Our Locational Knowledge About The World:

- Name and locate key topographical features (including hills, mountains) of the United Kingdom.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Identify the position and significance of latitude, longitude, Equator.

J	Reading spine books with reading embedded throughout all lessons.
O	Growing our locational knowledge about the World. Knowledge and skills sequenced; see planning overleaf.
U	Compassion for those less fortunate than us. Tolerance of other cultures and religions.
R	Progression of skills in fieldwork, using geographical equipment. Explore resilience shown by Brazilian children.
N	Subject WOW - Samba Dancing class. Map of the world. Use of Digimaps in school. Core Curriculum Reading Spine.
E	Vital vocabulary, oracy opportunities including P4C and speak its, exit task and use of academic keystone words.
Y	Wider fieldwork opportunities outside. Appreciation of the world around us.

Vital Vocabulary

continent
economy
favela
push factor
pull factor
natural resources
trade
industry
population
agriculture
rural
urban