**Geography. Medium Term Planning**

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| **Term:** Autumn 1 | **Year:** 3 and 4 Cycle B | **Theme: South America/Amazon** |

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| **National Curriculum** | **Week** | **NC- Coverage** | **Skills taught** | **Knowledge** | **Activity Outline** |  **Key vocab K** |
| Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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**Geographical skills and fieldwork** ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **1** | * locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities
* *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

identify the position and significance of the Equator | To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zonesChildren will explore similarities and differences, comparing the human geography of a region of the UK and a region of South America | **I can find the Amazon river and rainforest on maps and globes and trace the river’s course.** |  **LO: To locate The Amazon on a map and consider the significance of its location.****Lesson Resources PowerPoint: South America and The Amazon Knowledge Organiser: South America and The Amazon Online Page: See Main Teaching Points Film: See Main Teaching Points Online Map: Interactive OddPod Map KS2 Activities: 1. World Rivers 2. South America battleships Map Resource: Locating countries in South America Other: 1. Globe (preferably inflatable) 2. World atlas 3. small postit notes****activity** Read through the Knowledge Organiser for this topic as a class. The Amazon rainforest is the largest area of rainforest in the world. Can we find it on a map? (slide 3) (For those following Pathway 2. Recap: what do we know about the location of the world’s rainforests? How does their closeness to the Equator affect them? How is the climate in these places different from that in other climate zones?) Pass a globe between table groups, asking each group a question which they must use the globe to answer. Explain that the Amazon Basin is mostly within the area of South America between the Equator and the Tropic of Capricorn. Children could use small post-it notes to mark the appropriate places in the globe. • Can we find the Tropic of Capricorn on the globe? • Can we find where the Tropic of Capricorn crosses South America? • Can we find the Equator? • Can we find where the Equator crosses South America? • Tracking the Equator with a finger, can we find the place where the River Amazon flows into the Atlantic Ocean? Ask the children to find the River Amazon in an atlas or on an online map. Children will need to look at this map, while drawing on the blank map with country outlines: Locating countries in South America (ideally enlarged to A3 size: one per group). Children use clues from Slide 5 to trace the river from its mouth eastwards, penciling in the rough course of the river and its main tributaries onto the blank map. Discussion points: • Which countries do the river and its tributaries pass through? (River - Brazil, Peru; main tributaries - Bolivia, Colombia, Ecuador, Venezuela; minor tributaries – French Guiana, Guyana, Suriname) • How far west does the river go? (Peru) • Why can’t it go any further west at this point? (The Andes are there) • Which direction does the water flow? (downhill, especially from the Andes, where it flows eastwards across the continent) (For those following Pathway 2. Recap: can we remember the main features of a river - source, upper course, etc.?) Looking at images of the Amazon at different stages (Slide 6), what do we notice about how the River Amazon looks at different points along its journey? How is this similar to or different from other rivers we have studied? | Equator, continent, South AmericaLatitude, longitude. |
| 2 | * locate the world’s countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.
* *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*

*identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)*  | Children will use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world | I can explain why the Amazon is so important. | ***LO:* To describe the importance of the Amazon Basin and Rainforest.****Lesson Resources PowerPoint: South America and The Amazon Online Pages: See Main Teaching Points KS2 Activity: Explanation text Other: Post-it notes**Whole class activity Based on their prior understanding, children sort out true and false statements about The Amazon. These are then fact-checked, with the correct answers noted on a board/IWB. (Slide 9) Children use Slide 10 to name some of the animal species found in The Amazon. Using the online pages and other print or online sources, they find out the names of other animals that live in The Amazon. The names of these animals are added to the information board/IWB. (For those following Pathway 2. Recap: what are rivers used for?) Why do we think the Amazon River is so important? Children list a few thoughts and then check the ideas against Slides 11 and 12. Add these details to the information board/IWB. Why are the rainforest’s trees so important - and not only to people and animals that live in the forest itself? Compare ideas against Slide 13 and add to the information board/IWB. (For those following Pathway 2, this is a chance to recap on the structure and characteristics of rainforests.) The rainforest is a home to people. Each child draws a stick-person image of themself on a post-it note. Working in small groups, they select one of the images from Slide 14 and place their post-its on the image, to ‘put themselves in the picture.’ If they were standing in this picture, looking out from it, what would they see, hear, smell, feel, taste? What might they be saying or thinking? They discuss their ideas with others in the group.Key questions• How is the River Amazon used by people? • Why is the Amazon rainforest important to the people who live there? • Why do some people call the Amazon ‘the lungs of the world’? • Why does it matter that places are biodiverse? | Time zones, symbols, keys, Characteristics |
| 3 | - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America  | Children will explore similarities and differences, comparing the human geography of a region of the UK and a region of South America | I understand some of the ways in which the Amazon is under threat and why that is important.  | **LO: To understand some of the threats to the Amazon and why they matter.****Lesson Resources PowerPoint: South America and The Amazon Online Pages: See Main Teaching Points**Whole class activity Children read the text Guided Reading: Save the Amazon! Brief whole-class discussion: why does the Amazon need protecting? Working individually, children answer questions 1-6, based on what they have read. Drawing on what they have learned in the previous lesson, children draw three animals found in the Amazon rainforest (question C). They outline some reasons why the Amazon rainforest should be protected (question D). Working in pairs or small groups, children then prepare information for a report based on the facts in the guided reading (Questions 1 to 5, Inspector Odd needs your help). The group creates a PSA (public service announcement) to raise awareness about what is happening to the Amazon. The goal of the PSA is to let people know what is happening, so as to try to stop itKey questions• Why is the Amazon rainforest shrinking? • Why does deforestation in the Amazon matter to people outside South America? • What are people doing to prevent deforestation? • In what other ways might human activities be harming the planet? What if … people just allowed nature to run wild? | Brazil, compare, region,  |
| 4 | - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America  | Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes | I can describe some of the main features of Manaus. | **LO: To understand some of the main human and physical features of Manaus**. **Lesson Resources PowerPoint: South America and The Amazon Online Pages: See Main Teaching Points KS2 Activities: Photos of Manaus** Whole class activity Children read the information and graphs about the climate in Manaus from the Online pages. They discuss: • What would it be like to live in a city where it is 25 to 30ºC all year round, day and night, but very wet? • How would it be different from living where they are? • How might it affect what people wear and do? Manaus is located near the confluence of the River Amazon and a major tributary, the Rio Negro. It is where the last bridge crosses the river. The text tells us, “You may remember that the River Amazon is the world’s largest river by volume – and you can guess why!” Based on what we know about the climate and the course of the river, what are our guesses? Children read the rest of the information on the online pages. They split into five groups, each group working with one image of Manaus from the page. They have to look at the image carefully and note: • one human and one physical feature on the image; • one similarity or one difference to where they live; • something in the foreground; • something in the background; • a question for the rest of the class. Each group shares its image and its question with the class. What ideas do the other children have about the question? If they do not have an answer for it, how might they find one out (or is it the sort of question where there is no one simple answer?) The whole class creates a display on life in a rainforest city, including captions based on their questions and the things that they noticed.Key questions• How do people travel to Manaus and trade with it? • How might the location of Manaus affect life in the city? • What do people use and do in a city like Manaus that is similar to where I live? • Why build a big city in the Amazon rainforest? What if...the climate in Manaus became cool and dry? | Amazon, Basin |
| 5 | - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America  | Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes | I can compare the Amazon Basin with other places I have studied. |  **To compare the Amazon Basin with South-East Brazil and the children’s home area.****Lesson Resources PowerPoint: South America and The Amazon Online Page: See Main Teaching Points KS2 Activities:1. Table of comparisons 2. Word Ban - South America and The Amazon**Whole class activity Teaching Lesson 4, What’s special about Rio de Janeiro?, beforehand. Children use Online pages for The Amazon Rainforest, Manaus, South America – Rio and South East Brazil to help complete the table of comparisons. Atlas activity Children locate Manaus, Rio and their home area on an atlas and use the scale bar to calculate the shortest distance between each of them. If they were a bird that could fly between all three of them, how far would they travel in total? Using evidence from the atlas, can they name five things they would see on their journey?Key questions• What are the main differences between South East Brazil and the Amazon Basin? • How do these places compare with my home area? • What are the main things that make places different from each other? • What kinds of things do all places have in common, wherever they are? What if … people and goods could travel instantly between these three places? | Rainforest, significant, region |
| 6 | - understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America  | Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes | I can share my knowledge and understanding of the Amazon Basin. |  **To share children’s knowledge and understanding of the Amazon Basin.****Lesson Resources PowerPoint: South America and The Amazon Online Page: See Main Teaching Points KS2 Activities: 1. App template 2. Inquiry graphic organisers (End Point Assessment Activity)**Whole class activity Working individually, children complete the Inquiry Graphic Organiser (Part 1) with details of the topic. The objective is to present knowledge and understanding about the Amazon Basin and the topic is South America – The Amazon. They then note some of the things about this topic that they are interested in. They brainstorm some enquiry questions and settle on one that they are going to research, which will help them show what they know about the Amazon. They note this on the organiser. They search the online pages for relevant knowledge, supplementing this with other online or print sources as appropriate and noting ideas on the Inquiry Graphic Organiser (Part 2). Working individually, they use the Inquiry Graphic Organiser (Part 3) to decide on a format for their presentation. They can make use of the App templates or other formats. They may want to discuss their presentation ideas with peers or a teacher before going ahead with creating them. Children work on their individual presentations and share them with the class. Teacher’s note: each enquiry will need to be broad enough in its focus to show the children’s knowledge and understanding of the Amazon Basin. For example, Manaus, the river, human activity, climate or biodiversity should allow them to demonstrate broader knowledge, but a focus on a particular animal or aspect of city life might not. Presentations should use appropriate geographical vocabulary, conveying a distinctive sense of place when describing the Amazon, its location and its features.Key questions• What questions do I have about the Amazon Basin? • What knowledge and information will help me answer those questions? • How can I draw on my broader knowledge of the Amazon and the world to help explain what I am saying? • Can I think of some questions that might have to stay unanswered? What if...the rainforest could ask me a question? | Amazon, America |