

## Why has Brazil got one of the world's fastest growing economies?

Term: Autumn 2

**Statutory NC Objectives:**

- KS2 Geography
- 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.
- 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 **South America**
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe and understand key aspects of: climate zones, biomes and vegetation belts.

Key Vocabulary			Key Knowledge
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<u>By the end of this unit, the pupils should know that</u>
<p><b>Capital city</b> – an important city in a country that usually houses a Government.</p>	<p><b>Economy</b> – the careful use of money, resources and means of production.</p> <p><b>Import</b>- bringing goods in to a country to then sell.</p> <p><b>Export</b> – sending goods to another country to sell.</p> <p><b>Trade</b> – when items are bought and sold.</p> <p><b>Industrial</b>- having to do with the making of goods or services.</p> <p><b>Biomes</b>- a large region of Earth that has a certain climate and certain types of living things, e.g. – large expanse of desert.</p> <p><b>Thriving</b> – something that is growing and developing well/quickly.</p>	<p><b>Climate Zones</b> – areas around the world that share a similar climate (type of weather)</p> <p><b>Vegetation belts</b> - regions of the world that are home to certain plant species determined by the climate. Favela- the term for a town in Brazil where people with little money live.</p>	<ul style="list-style-type: none"> <li>• Brazil is the largest country in South America.</li> <li>• Chile, Peru, Argentina and Ecuador are also countries in South America</li> <li>• Brazil is known for football, carnivals and the Christ the Redeemer statue.</li> <li>• The capital of Brazil is Rio de Janeiro.</li> <li>• The language spoken in Brazil is Portuguese.</li> <li>• Brazilian landscape is very varied – known for it's dense forest, including the Amazon but it also has "pampas" (dry grass lands), hills, wetlands and a long coast.</li> <li>• The Amazon river is not one river, but a network of many hundreds of waterways – total length 6840km – the longest river on Earth.</li> <li>• Brazil has many different climates, biomes and soils so it can produce a great variety of crops – these then can be exported.</li> <li>• In Brazil's vegetation belt a range of fruits and vegetables will grow, such as – sugar cane, latex, coffee and cocoa beans these can then be exported.</li> <li>• Brazil is South America's most industrial nation, producing – chemicals, steel, aircraft and cars.</li> <li>• Life on the streets is highly dangerous and "Street Children" are vulnerable.</li> <li>• Favelas are mostly found on the outskirts of urban areas. The people living in the favelas are the poor, and the rich people live in the city.</li> <li>• Most of Brazil is in the Southern hemisphere and winter only lasts a few months.</li> </ul>

## Y6 Geography

	<b>Natural resources</b> – materials or substances that are produced by the environment, e.g. – wheat grown in fields.		
<b>“Bridging Back”</b> (previous years/cross-curricular content)  <b>Year 4- <i>Where on Earth are we?</i></b> (Climate zones, biomes) <ul style="list-style-type: none"><li>• The world is split into seven continents: Europe, Asia, Africa, North America, South America, Australia and Antarctica.</li></ul> <b>Year 5- <i>Why should the rainforests matter to us all?</i></b> (Rainforest, Amazon Rainforest, natural resources) <ul style="list-style-type: none"><li>• The Amazon Rainforest is located in 9 different countries but the majority of it is located in Brazil.</li><li>• In the Amazon they experience a wet and dry season rather than 4 seasons like in the UK.</li></ul> <b>Year 5- <i>Where does our stuff come from?</i></b> (Import/export) <ul style="list-style-type: none"><li>• The United Kingdom imports goods from all over the world.</li><li>• The top 5 import origins are Germany, China, Netherlands, USA and France (locate on map)</li><li>• Lots of food items and clothing is imported from different countries.</li></ul>		<b>“Bridging Forward”</b> (future years/cross curricular content) <b>(KS3)</b>  - Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural system	

**Are we damaging our world?**

Term: Spring 2

**Statutory NC Objectives:**

- KS2 Geography
- 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.

Key Vocabulary			Key Knowledge
<b>ANCHOR WORDS</b>	<b>GOLDILOCKS WORDS</b>	<b>STEP ON WORDS</b>	<p><u>By the end of this unit, the pupils should know that:</u></p> <ul style="list-style-type: none"> <li>• The environment is changing and there are lots of environment issues and concerns.</li> <li>• Around the world glaciers and ice sheets are retreating (climate change).</li> <li>• The overall health and diversity of wildlife is declining.</li> <li>• Human numbers are increasing.</li> <li>• Natural resources (fossil fuels) are over exploited.</li> <li>• Threats to the planet include: pollution, habitat destruction, palm oil, overpopulation, deforestation.</li> <li>• Examples of common minerals include: coal, oil, seashells, copper, salt and aluminium.</li> <li>• Some natural resources are renewable but others are non-renewable.</li> <li>• 85% of the energy used across the world is non-renewable and will eventually run out.</li> <li>• Examples of renewable energy sources include: wind power, biomass, geothermal energy, hydroelectricity, solar energy and tidal energy.</li> <li>• The biggest threats to our ocean are: plastic pollution, overfishing, extraction of oil and gas from the sea bed and habitat destruction.</li> <li>• Reducing plastic consumption is currently a national priority.</li> </ul>
<p><b>Human features</b> – ways in which people have made changes to the land. (E.g. – buildings, statues)</p> <p><b>Physical features</b> – describe the natural environment of a place. (E.g. – rivers, beaches)</p>	<p><b>Renewable energy</b> – energy sources that will never be used up.</p> <p><b>Non-renewable energy</b> – energy sources that will eventually run out. Recycle</p> <p><b>Solar energy</b> – energy produced by turning sunlight into electricity.</p> <p><b>Tidal energy</b> – a form of hydropower that converts the energy of tides into useful forms of power.</p> <p><b>Wave energy</b> – the capture of energy from ocean surface waves for electricity generation.</p> <p><b>Wind power</b> – energy extracted from wind using wind turbines to produce electrical power.</p>	<p><b>Sustainability</b> – ability to maintain balance between natural ecological systems through not harming the environment or using up resources that will run out.</p> <p><b>Biomass</b> – biological material derived from living, or recently living organisms</p> <p><b>Geothermal energy</b> – heat drawn from inner layers of the Earth.</p> <p><b>Hydroelectricity</b> – electricity that is created by the flow of water.</p> <p><b>Fossil fuel</b> – buried organic material from decayed plants and animals that have been converted to oil, coal and gas over hundreds of millions of years.</p>	

## Y6 Geography

### Bridging Back

#### **Year 2 – *What are Seasons?***

- Wind turbines are used to generate energy
- Wind can be described in terms of where it is coming from Should know that the UK has a ‘temperate’ climate which is one that is not too extreme.

#### **Year 4 – *Where on Earth are we?***

- There are five oceans in the world: The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and The Arctic Ocean.

#### **Year 5- *Where does our stuff come from?*** (Sustainability & import/export)

- Some disadvantages of eating imported food are: planes used for transport emit gases which contribute to pollution; perishable food is often modified so it stays fresh longer; local farmers may lose their jobs; imported food generally contains more packaging.
- Fruit has to be imported in to the UK because it can only grow in certain climates.

#### **Year 5- *Why should the rainforests matter to us all?*** (Natural resources – impact of human interference in natural world)

- Deforestation is the removal of a forest or trees from land which is then converted to a non-forest use (consider arguments for and against)

### **“Bridging Forward”** (future years/cross curricular content) **(KS3)**

- Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts

## How marvellous are maps?

Term: Summer 2

**Statutory NC Objectives:**

- KS2 Geography
- 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.
- Locate the world’s countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Describe and understand key aspects of: climate zones, biomes and vegetation belts.

Key Vocabulary			Key Knowledge
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<u>By the end of this unit, the pupils should know that:</u>
<p><b>Human features</b> – ways in which people have made changes to the land. (E.g. – buildings, statues)</p> <p><b>Physical features</b> – describe the natural environment of a place. (E.g. – rivers, beaches)</p> <p><b>Co-ordinates</b> – a pair of numbers that identifies a point on a graph, grid or map.</p> <p><b>Region</b> – an area or place. E.g. – the North West is a region in England.</p>	<p><b>Political map</b> – a map that shows countries, states and towns.</p> <p><b>Border</b> – the invisible line (boundary) between two countries.</p> <p><b>Biomes</b> – a large region of Earth that has a certain climate and certain types of living things, e.g. – large expanse of desert.</p> <p><b>Grid references</b> – numbers and letter combinations that identify points on a map.</p> <p><b>Physical map</b> – a map which shows physical features, e.g. – land height.</p>	<p><b>Ordnance survey map</b> – Ordnance Survey is the national mapping agency for Great Britain.</p> <p><b>National grid</b> - National Grid references are used to accurately pinpoint your location on an Ordnance Survey map.</p> <p><b>Cartography</b> – the art or technique of producing maps.</p> <p><b>Eastings</b> – the vertical lines on a map which are numbered from left to right.</p> <p><b>Northings</b> – the horizontal lines on a map which are numbered from south to north.</p>	<ul style="list-style-type: none"> <li>• Cartography is the study of maps</li> <li>• Grid references in atlases and on maps can be used to identify specific places.</li> <li>• You can have 4 figure or 6 figure grid references.</li> <li>• Atlases can be used to locate countries, cities, landmarks and physical features, e.g. – land height, oceans etc.</li> <li>• An Ordnance Survey map has a key which includes symbols for things such as: churches, schools, roads.</li> <li>• There are 8 compass points: North, South, East, West, North West, North East, South West, South East</li> <li>• The numbers that run from left to right on a map are called “Eastings”</li> <li>• The numbers that from south to north on a map are called “Northings”</li> <li>• The National Grid splits the country in to squares to make it easier to identify places.</li> <li>• Physical maps show landforms and political maps show country borders and cities.</li> <li>• Different types of maps show things in different ways.</li> <li>• The world is divided into lots of different biomes and they are all different depending on their biomes – aquatic, desert, forest, grassland, rainforest and tundra.</li> </ul>

## Y6 Geography

**“Bridging Back”** (previous years/cross-curricular content)

**Year 3 – *Can I be a Geographer?***

- A key shows how land is used on a map.
- Cartographers are people who survey land and create maps which include landmarks.

**Year 4- *Where on Earth are we?*** (Map work/atlases)

- The world is split into seven continents: Europe, Asia, Africa, North America, South America, Australia and Antarctica.
- There are five oceans in the world: The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and The Arctic Ocean

**Year 4- *How do we use our land?***

- Ordnance Survey maps use contour lines to show height of land.

**“Bridging Forward”** (future years/cross curricular content) **(KS3)**

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs