

Year Group	6
Term	Spring
Subject	Geography

Topic	South America
Curriculum Intent	Children will explore the physical and human features of the continent of South America, securing children's locational knowledge and developing their place knowledge.

Key Vocabulary	Location, biome, climate zone, physical feature, human feature, landmark, location • distribution • geographical features • equatorial • diverse, climate • temperature • vegetation • meteorologist • canopy, sustainability • ecosystem • life • indigenous • essential
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Skills	<ul style="list-style-type: none"> • Use sources such as the internet and library books to research information • Use atlas skills to identify where different features are located across South America. •
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Knowledge	<ul style="list-style-type: none"> • Use sources such as the internet and library books to research information • Use atlas skills to identify where different features are located across South America. •
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Week	Learning Objective	Activities	Differentiation	Outcome
1	LO: Understand what biomes and climate zones are found in South America	Which biomes and climate zones are located in South America? Vocab: Challenge: explain differences in biomes and climate zones. Resources: Atlases, the handout (some teachers may wish to photocopy the map of South America onto A3 paper)	Support: Predefined map to colour in.	Children will identify 5 biomes in South America and understand the climate zones within each.
2	LO: Identify Brazil and some of its human and physical features.	Vocabulary: location • distribution • geographical features • equatorial • diverse Starter: How would you describe South America based on your learning so far. Thinking back to previous units, how else could you describe the geographical features of the continent as a whole? What do the pupils know about Brazil? Discuss. Give each group a main city or rainforest in Brazil: Amazon rainforest, São Paulo, Rio de Janeiro or Brasília to research at least 5 important human or physical features of that area, plus any interesting facts they wish to share. Each group can create a large poster to support their mission assignment. Use the presentation to go through major facts and information about Brazil, encouraging the pupils to take notes to also support their mission assignment. In pairs, the pupils will create stop-motion animations with facts about Brazil. They will put each fact or paragraph on an A5 or A6 piece of paper and take a series of 'stills'. They can use the success criteria checklist to ensure they have used the keywords and a wide range of geographical information. Challenge Task: Is Brazil as diverse with animal and plant life as it was 50 years ago? The pupils can use the challenge handout to research and answer this question.	Support Handout (1): This handout contains key vocabulary and ideas for the pupils to include in their non-chronological report.	Describe the location of Brazil • Identify some of Brazil's physical and human features • Present geographical facts about Brazil through creative media

		Resources: This handout provides success criteria for the pupils to check if they have included a wide range of geographical information.		
3	LO: Understand the different climates in the Amazon rainforest and describe the animals that live there	<p>Vocabulary : climate • temperature • vegetation • meteorologist • canopy</p> <p>Use the starter slides to recap the pupils' learning about South America. Can they remember any key facts about the Amazon rainforest? Which countries does it stretch across?</p> <p>Use the presentation to go through climate changes across the rainforest, including specific differences in each layer. The pupils will learn about the emergent layer, canopy layer, understory layer and the forest floor and begin to understand the differences in their climate. The pupils will also learn that different living things have adapted to live in each layer.</p> <p>The pupils will work in pairs and become meteorologists to create a weather forecast that describes what can be observed across the rainforest. Their reports will need to include climate changes across different zones and layers of the rainforest, as well as some facts about the species that live there. DE has provided a handout where pupils can write their scripts, although pupils may wish to include accompanying maps or images.</p> <p>Challenge Task: Ask the pupils to research and find out how the climate in the Amazon has changed over the years. What kind of effects are these changes having on the rainforest and the animals that live there? The pupils could research deforestation, global warming or even the El Niño phenomenon.</p>	<p>Resources: Handouts, pens and paper and tablets or computers with internet access. Support Handout (1): This handout is a research tool containing key vocabulary and information to support pupils when writing their weather forecast. Core Handout (2): This handout provides space for the pupils to write a script for their weather forecast.</p>	Identify plants and animals that live in the Amazon rainforest • Compare how the climate changes across regions of the Amazon rainforest • Understand the challenges the Amazon rainforest is facing and why it needs protection
4	LO: Explain why the Amazon Rainforest is important.	<p>Vocab: sustainability • ecosystem • life • indigenous • essential</p> <p>Why the Amazon rainforest is so important. Assess gaps in understanding.</p> <p>The presentation will teach pupils about the importance of the Amazon rainforest. They will learn how diverse the ecosystem is and the variety of plants and animals it supports. The pupils will discover how vital the Amazon is to life on Earth and address the misconception that the rainforest is uninhabited by humans. They will learn how large areas of the Amazon have been</p>	<p>Support Handout (1): This handout provides the pupils with a research tool to support their newspaper report. Core Handout (2): This handout provides a planning</p>	Understand why the Amazon Rainforest is important to our planet • Explore the impact of losing the Amazon Rainforest • Describe preventative measures to limit deforestation

		<p>destroyed over the years and what impact this is having. Ask the pupils, what would happen if the rainforests were to disappear completely? Discuss and write some shared thoughts as a class.</p> <p><u>The pupils will write a newspaper report with a headline similar</u> to 'The Amazon Rainforest is gone!' They will use their knowledge from the presentation to create a newspaper report exploring the consequences of the Amazon rainforest disappearing. Challenge Task: Ask the pupils to create a piece of work to accompany their newspaper reports. It should research what needs to be done to prevent the Amazon rainforest from disappearing and the projected impact of these preventative measures.</p> <p>Challenge Handout (4): This handout provides space to write a paragraph investigating preventative measures to protect the Amazon.</p>	<p>format for the pupils to note their key points.</p> <p>Additional handouts have been provided as a scaffolded newspaper article.</p>	
5	<p>LO: Identify the threats to life in the rainforest an investigate how life can be sustained.</p>	<p>Use slides to show range of images of animals and plants in the rainforest that are threatened or endangered due to climate change, deforestation/logging, over farming, hunting and other factors. Choose their favourite as a class and research what has happened to that animal/plant in the rainforest and why.</p> <p><u>Explain to the pupils that they are going to write a story to help other pupils understand the issue facing</u> the Amazon rainforest. Teachers may wish to find examples of stories, such as 'The Last Tiger' by Rebecca Elliott. First, the pupils willchoose an animal or plant and research what makes it threatened or endangered in the Amazon. For ease of access to tablets and computers, group pupils who have chosen the same animal or plant to conduct research. Then ask the pupils to use this information to write a story about their plant or animal. The pupils can choose which point of view they would like to use in their story (e.g. local Indigenous tribes, campaigners or the species itself) and can also add pictures to their narrative.</p> <p><u>Challenge Task:</u> Ask the pupils to research what is being done and what more can be done to save their chosen animal or plant.</p>	<p>Support Handout (1): This handout provides space for the pupils to research a species and make notes for their story ideas.</p> <p>Core Handout (2): This handout provides space for pupils to write information about their endangered plant or animal. They can then refer to this when writing their story.</p>	<p>Identify the threats to life in the Amazon Rainforest • Investigate how life can be sustained in the Amazon Rainforest • Research the threats faced by a specific species in the Amazon rainforest</p>

		Challenge Handout (4): This handout provides a space for the pupils to research what is currently being done and what more can be done to save their chosen species.		
6	Assessment LO: Why is the future of the Rainforest uncertain?	Ask the pupils why the future of the Amazon rainforest is still so uncertain. Discuss ideas and make a spider diagram as a class. Recap what the pupils have learned throughout this unit and ask them for arguments and examples to back up their ideas. Children will create a slide presentation or a paper book about the changes that have occurred in the Amazon rainforest over time. It should include the best methods to prevent it from disappearing so that the life that exists there can carry on being sustained.	Support Handout (1): This handout provides the pupils with key words and prompts to focus on during their presentation.	Identify the threats to life in the Amazon Rainforest • Describe how the Amazon rainforest has changed over time and why • Investigate how life can be sustained in the Amazon Rainforest