

ACET Junior Academies'

Scheme of Work for geography

What are different parts of the world like? South America



About this unit: This unit is an in depth place study of Brazil that zooms in from a overview of the South American continent, down to a study of poverty and the built environment. The unit then uses poverty and the need for industrial growth to frame the exploitation of the Amazon Rainforest. The impact on the ecology and human residents of the Rainforest is explored which introduces concepts such as exploitation, resources, and biodiversity which is revisited in later years. Conservation is also introduced, which provides a background for later learning.

Unit structure

This unit is structured around the following geographical enquiries:

1. What is the geography of South America?
2. What is Brazil Like?
3. Why are people in Brazil moving from rural areas to the city?
4. What is life like for poor people in Rio De Janeiro?
5. Why is the Amazon Rainforest so important?
6. What is life like for indigenous people of the Amazon?
7. What can be done to protect the Rainforest?

National Curriculum unit:

- Understand geographical similarities and differences through the study of human and physical geography of... a region within South America
- 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)
- 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
- 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

Enquiry 1: What is the Geography of South America?

Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map skills South American civilisations in History	Substantive knowledge: <i>(What the children should know.)</i> What countries are in South America? What food do we get from South America? What are the capital cities of South America? What are the major physical and human geographical features of the continent? Why are Spanish and Portuguese the main languages spoken on the continent? What types of climate are found in South America? Where do people mostly live in South America?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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	Can your children: Identify that most of South America was once part of the Spanish or Portuguese empires which explains why those languages are spoken there. Identify the Andes mountain Range Identify the Amazon Rainforest and river Identify several countries of South America and their capital cities. Explain why we import certain foods from South American countries Identify several key climate regions, such as rainforest and grassland	Horizontal: Vertical:
Suggested activities:		Resources:	Useful links:	

<p>Students could watch several videos and identify prior knowledge of South America</p> <p>This lesson is another excellent opportunity to focus on different types of information presented on different types of map.</p> <p>Students could be presented with the base line map, and the enquiry questions for the lesson. They then have to use the various maps to annotate/shade their baseline map with information that answers the enquiry questions.</p> <p>The extension of follow up to this is to begin to cross compare and make links between the different maps. E.g., why is the population density so low in the rainforest climate? Why do we get bananas from Ecuador, is it related to the equator and the climate that bananas grow in?</p> <p>Students could attempt to match images of the various climate regions to their maps.</p> <p>Students could write tests in pairs or groups for other students to complete, e.g. which country is South of Brazil and so on.</p> <p>These maps could be worked on individually, in groups or as a whole class display.</p>	South America Destination World Video	https://www.nationalgeographic.org/encyclopedia/south-america-human-geography/
	Lonely Planet South America video	https://www.nationalgeographic.org/encyclopedia/south-america-physical-geography/
	world-food-imports-South America.png	https://www.youtube.com/watch?v=R35URiT_fm8&t=17s
	South America Line Map.png	https://www.youtube.com/watch?v=PFcvCn2zPn8&t=1s
	Population Density South America.jpg	https://www.britannica.com/video/172694/survey-landscapes-South-America
Colonisation.png		Vocabulary:
South American Climate regions.jpg		Population density
Atlas		Climate
Population Density South America. jpg		Empire
		River Basin
		Population
		Human feature
		Physical Feature

Enquiry 2: What is Brazil Like?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills	Substantive knowledge: <i>(What the children should know.)</i>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Can your children: distinguish between a human and physical feature of Brazil	Horizontal: Vertical:
	What is a physical feature of Brazil?			
	What is a human feature of Brazil?	Locational Knowledge	identify key physical and human characteristics of Brazil	
	What is the name of the capital city of Brazil?	Locate the world’s countries, using maps to focus on Europe (including the location of Russia)		
	What is the longest river and highest mountain in Brazil?			

	Which countries border Brazil? Can you identify and locate any of the geographical regions in Brazil?	and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Identify key climate areas of Brazil, particularly the rainforest	
		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		
Suggested activities:		Resources:	Useful links:	
<p>Students could begin by watching the intro to Brazil video. Students could be split in to half and class or similar groups and each it tasked with remembering either a physical or human geographical feature of Brazil from the video. Alternatively it could be competitive with each team competing to record/remember as many as possible.</p> <p>Students could complete a rotating market place style activity</p> <p>Stage 1: Preparation. Using the Market Place Task Cards, pupils work as a table to identify the task they have been asked to complete. All pupils on the table complete the task set and record.</p> <p>Stage 2: Market. Teacher to choose one pupil from each table to remain in the same place (the stallholder). Explain that the stallholder’s job will be to teach new researchers about their specific topic. All of the other pupils rotate to the next table to find out the information and complete the task set by the stallholder. The teacher should change the stallholder each time to ensure different pupils have the opportunity to deliver to others and share their ideas.</p>		<p>Intro to Brazil video</p> <p>Market place tasks folder</p> <p>Blank map of Brazil</p> <p>atlases</p>	https://www.youtube.com/watch?v=fQ47MBpjQrw	
			Vocabulary:	
			Human Physical	

Stage 3: Teaching. The pupils all return to their original table group after visiting each table where they should be given five minutes to share their knowledge with one another.		
Stage 4: Quiz. Pupils will finally be assessed by a quiz		

Enquiry 3: Why are people in Brazil moving from rural areas to the city?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Map Skills	Substantive knowledge: <i>(What the children should know.)</i> What is meant by the geographical term: urban? What is meant by the geographical term: rural? Where is Brasilia? Is it in the north or south of Brazil? Where is The Caatinga? Is it in the north or south of Brazil? What is meant by the geographical term: push factor? What is meant by the geographical term: pull factor? What are the main push/pull factors in Brazil? Why is the majority of the Brazilian population located in the cities?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Can your children: State the difference between rural and urban, and identify it from images/birds eye view Explain why more people live in the urban south, and the push/pull factors causing them to move	Horizontal: Vertical:
		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		
		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		
Suggested activities:		Resources:	Useful links:	

<p>Students should be given the definition of rural and urban, and then shown images and tested on their ability to differentiate. They should try to identify properties that they used to choose between the two.</p> <p>Alternatively or in addition, show them a satellite image of a Brazilian city (Sao Paulo works well), and ask them to identify where they would draw the line between urban and rural. They should be able to identify where the 'grey' of buildings and roads ends, and the 'green' of countryside begins. If doing the task on the board the teacher could drop down to street view on their boundary to see how correct students are.</p> <p>Show students a map of Brazil's population density. Establish that the north (Caatinga) is very rural; much of it is Amazonian Rainforest. Ask students if they can identify the location of major cities such as Rio de Janeiro, Sao Paulo and the capital Brasilia in the southern dense areas. These areas are urban.</p> <p>Students should be instructed on the definition of push and pull factors, and then asked to sort the push and pull cards into the two categories.</p> <p>Pupils imagine that they are living in The Caatinga (the rural north). In table groups, they should write down all of the reasons why people are pushed away from The Caatinga towards Brasilia (the urban south). Dependent on time and the ability of the pupils, these ideas can be discussed and shared as a whole class.</p> <p>Next, the pupils will plan and write a letter to a friend explaining why they want to leave the countryside (push) and move to Brasilia (pull). The pupils will be introduced to assessment criteria (see downloadable resources) which will support the structure of their letter. Pupils should have access to this before they begin the main activity.</p> <p>Students could peer or self assess their letter (example template in resources)</p>	<p>Writing frame.doc</p> <p>Google earth/maps</p> <p>Population density brazil.png</p> <p>Push and pull cards.doc</p> <p>Images of rural and urban brazil. From a google image search</p>	
		<p>Vocabulary:</p> <p>Urban Rural Migration Push factor Pull factor</p>

Enquiry 4: What is life like for poor people in Rio De Janeiro?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:

Push and pull factors	Substantive knowledge: <i>(What the children should know.)</i>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Can your children:	Horizontal:
	What pull factors have attracted people to Rio De Janeiro?		Recall and explain various rural to urban push and pull factors	Vertical:
	What is the ‘poverty line’?	Locational Knowledge	Explain what the poverty line is and what it might be like to live on that amount of money	
	Why do around 16 million Brazilians live below the poverty line?	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	Identify characteristic differences and similarities between wealthy and poor parts of Rio	
	What are the similarities and differences between the rich and poor in Rio de Janeiro?	Place Knowledge:		
	How do the lives of people in Brazil compare to lives of people in the UK?	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		
Suggested activities:		Resources:	Useful links:	
Begin by recapping the definition of push and pull factors. Students could physicalize this by forming a group standing up on one side of the room. These students represent the rural population who may migrate Another area represents Rio de Janeiro. The teacher/or students who can remember a push or pull factor can gently push or pull a ‘migrant ‘towards the city, explaining their impact as they do so.		https://www.gapminder.org/dollar-street/matrix?countries=Brazil,United%20Kingdom&activeHouse=3	https://www.bbc.co.uk/bitesize/clips/zgp4d2p	
Define the poverty line for students.		(comparison between families of different wealth levels Uk to Brazil)		
It can be discussed with the pupils that the poverty line is usually set at people earning less than \$1 per day (approximately 65p). At this point in the lesson, the discussion may be taken further. Using the following questions, the teacher may choose to allow the pupils to discuss the matter further: Do you think that you would be able to survive on less than 65p per day? Does this mean that people in the UK can live in poverty?		https://www.gapminder.org/dollar-street/matrix?countries=Brazil&lowIncome=16&highIncome=20110&activeHouse=9	Vocabulary:	
		(Comparison of different families within Brazil. Although these families	Poverty Favela Slum Rochinha Barra di Tiiuca	

<p>How do you think living below the poverty line affects peoples' lives?</p> <p>The dolarstreet section of the gapminder.org website could be used to explore with the students the material conditions of poverty and wealth in Brazil.</p> <p>Show students the two sides of Rio.ppt ask students to guess/extrapolate and complete the image.</p> <p>Explain to the pupils that they will be focusing on two different areas of Rio: the Rochinha favela and Barra di Tijuca.</p> <p>What is meant by the geographical term: favela? (A settlement of often poorly built homes – sometimes called slums - on the outskirts of a city).</p> <p>Begin by posing the question: What do you imagine the poor areas of Rio de Janeiro, the Rochinha favela, to be like? (This question is usually followed by words such as: dirty, horrible, frightening.)</p> <p>Students should follow a comparison activity e.g. two lists, or a Venn diagram to compare the two locations.</p> <p>There are several ways to explore the areas. There are numerous videos about Rochinha favela and Barra di Tijuca that can be found online. Still images can be used. It is also very illuminating to use google earth street view to talk a 'walk' through each neighbourhood and record differences and similarities.</p> <p>Here are some suggested differentiated activities:</p> <p>Less able pupils: To write a birthday list for children living in the different areas and compare them. The pupils should be encouraged to think about the different things the children may want or need. This knowledge and understanding will be taken from the resources used in the previous tasks and their personal knowledge of young people.</p> <p>Middle ability pupils: To imagine that they are one of the young people living in Rio de Janeiro. They will write a diary entry in role as one of the children discussing their life in either in Barra Di Tijuca or the Rochinha favela. Within their diary entry they will think about the tasks they may carry out as that child and how that would differ to a child living in another part of the city.</p>	<p>are not necessarily from Rio they illustrate the fact that there is a wide inequality between rich and poor in brazil)</p> <p>Google earth/maps</p> <p>Two sides of Rio.ppt</p>	
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<p>Higher ability pupils (extension): This task will be supported by the teacher. The pupils will carry out a similar task to the middle ability pupils in writing a diary entry. However the pupils discuss the positive and negative aspects of living in different parts of the city. The teacher should lead this discussion with questions such as:</p> <p>Are the lives of the children living in Barra Di Tijuca better than those living in Rochinha?</p> <p>Do you think that the children living in Barra Di Tijuca have as much freedom?</p> <p>Do the children in Rochinha have worse lives? Are they unhappier?</p>				
Enquiry 5: Why is the Amazon Rainforest so important?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Push and pull factors	Substantive knowledge: <i>(What the children should know.)</i> What type of rainforest is the Amazon? What is the climate of the Amazon? What river feeds the Amazon? What level of biodiversity does the Rainforest Support? Why is biodiversity important? What does the rainforest give us, in the UK?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Can your children: State that the Amazon is a tropical rainforest, and therefore has a hot and wet climate Identify the river Amazon Explain the biodiversity is a measure of the number of different species that live in an area, and that the biodiversity of the Rainforest is very high Explain that biodiversity is important because different species rely on each other identify that many foods and medicines that we	Horizontal: Vertical:
		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		
		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		

			use every day in the amazon originated in the Amazon Rainforest	
Suggested activities:		Resources:		Useful links:
<p>Students take a virtual field trip using the video and record important facts and information</p> <p>Watching the Attenborough says Boo to a Sloth video engage in a discussion about biodiversity and how the sloth relies on it's environment to survive, and that environment is supported by millions of other species all playing a role in the ecosystem</p> <p>Students participate in a species count of their neighbourhood or school surroundings by observing and recording every plant and animal within a designated area. The area should be observed by all separately so they can combine their findings and designate objects as rare or common, depending on how many students observe that particular species.</p> <p>Conducting internet research and reading reference books and resources from the Rainforest Alliance Learning Site, students prepare a chart of the rainforest to hang next to their own species count that records the plants and animals they would observe if they did a similar species count in the rainforest.</p> <p>Students compare and contrast the two charts and make observations about which ecosystem has the most diversity and complexity.</p> <p>Students create a poster giving examples of the everyday foods that originate in the rainforest, giving consideration to the term "tropical" which they may associate with food, but not have made the connection.</p> <p>Talking _____ creative writing. Inspired by the talking Tapir example in the resources, students pick an animal that is unique to the Rainforest (perhaps from the amazon animals resource. In their writing, they must include as many of they facts they have learned about the rainforest.</p>		<p>Virtual Field Trip – Amazon rainforest video</p> <p>Attenborough Boo video</p> <p>Talking Tapir.pdf</p>		<p>https://www.youtube.com/watch?v=JEsV5rgbVNO</p> <p>https://www.youtube.com/watch?v=ndMKTnSRsKM</p>
				Vocabulary:
				<p>Biodiversity</p> <p>Oxygen</p> <p>Carbon Dioxide</p> <p>Species</p> <p>Ecosystem</p> <p>resource</p>

Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
	<p>Substantive knowledge: <i>(What the children should know.)</i></p> <p>What does the term 'indigenous people' mean?</p> <p>Who are the Awa tribe?</p> <p>What are lives of the Awa tribe like?</p> <p>What are the threats facing the Awa tribe?</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locational Knowledge</p> <p>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</p> <p>Place Knowledge:</p> <p>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</p>	<p>Can your children:</p> <p>Explain the threats that the indigenous people face</p> <p>Describe their way of life Recognise how rare it is for a group of people to be unaffected by the outside world</p> <p>Identify that they have a right for their way of life to be undisturbed</p>	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	
<p>The lesson will begin with a question posed by the teacher:</p> <p>Do all people living in Brazil want to migrate/live in the urbanised areas? This links back to the lessons on push and pull factors.</p> <p>The pupils should be encouraged to discuss this question in pairs before reporting back to the class for a whole class discussion.</p> <p>Allow the pupils to watch the video of the uncontacted tribe filmed from a plane without interruption before posing the following questions:</p>		<p>www.survivalinternational.org/awa (information about the Awa tribe)</p> <p>https://www.youtube.com/watch?v=sLErPqqCC54 (video clip of a tribe in the Amazon Rainforest)</p>	<p>www.bbc.co.uk/news/magazine-27500689 (Newspaper report about the Awa tribe)</p> <p>Vocabulary:</p> <p>Indigenous Tribe Logging</p>	

<p>What do you think the lives of these people is like? How do you think they felt when they saw the plane filming them?</p> <ul style="list-style-type: none"> ● Explain that the film footage they watched was of the Awa tribe. ● Explain that the Awa tribe are an uncontacted tribe which live in the Amazon. ● Brazil is home to the highest number of uncontacted tribes in the world. Explain that uncontacted means that the tribes have no contact with the outside, modern world. ● There are thought to be over 77 isolated groups living in the Amazon. <p>Following the discussion, pose the question:</p> <ul style="list-style-type: none"> ● What is meant by the term, indigenous people? <ul style="list-style-type: none"> ○ People who originate from a particular region or country who choose to remain living in their ancestral home. ● What does the term, uncontacted tribe mean? <ul style="list-style-type: none"> ○ A group of people who choose to live a traditional lifestyle. They have no association with the modern world and have no contact with it. <p>Main Activity</p> <p>In the main activity, the teacher should explain that the pupils are going to research and find out more information about the indigenous people of the Amazon.</p> <p>The teacher should explain that the pupils will be focusing on developing their knowledge and understanding of the Awa tribe who they were introduced to in the starter.</p> <p>Using the <i>Indigenous people of the rainforest</i> PPT and the <i>Awa Tribe information page</i>, the pupils should collect information about the lives of people in the Awa tribe.</p> <p>This task can be extended to include internet searches, if access to the internet is available in the lesson. Eg. BBC news page or Survival international.</p> <p>Using the information they have collected the pupils should create a short fact file about the lives of the tribe.</p>	<p>Indigenous people of the rainforest powerpoint</p> <p>Awa Tribe information page.doc</p>	<p>deforestation</p>
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Whole class discussion:

The teacher should draw the class back together to discuss the following questions:

- What factors may be affecting the lives of the Awa tribe? Show pupils images (see *Indigenous people of the rainforest* PPT for more information).

Discuss the consequences of: cattle ranching, farming, logging, disease and road building on the lives of the Awa tribe (and also the lives of those undertaking these activities) as a class.

Extension activity

Using the information they have collected about the Awa tribe, pupils are to imagine that they are a member of the tribe.

Pupils can watch the footage again, use the information in the PPT and images to plan and write a diary entry in the role of one of the members of the Awa tribe.

The pupils should write a diary entry describing what it would have been like to have seen a plane in the sky/ loggers/ cattle ranchers around their home for the first time. They could create *Senses boards* (see downloadable resources) to plan their ideas and develop their use of descriptive vocabulary.

This activity could be planned in table groups or pairs.

Plenary

- What can be done to help to protect the tribes of the Amazon Rainforest?

Pupils to discuss this question within their table groups before reporting back to the whole class.

Teacher to encourage pupils to use the internet to research this further. Pupils could be encouraged to discuss the following points to develop their thinking.

- People could support charities who aim to protect the indigenous people
- Improved communication with the companies and government who are making changes to the Amazon

Extension

This task could be extended by allowing the pupils to write persuasive letters to the Brazilian

government explaining how they could further protect the indigenous people of the Amazon.

Enquiry 7: What can be done to protect the rainforest?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Value of Rainforest to indigenous peoples	Substantive knowledge: <i>(What the children should know.)</i> Which countries have responsibility for the Amazon? How are indigenous people defending their homes? Do we have a responsibility to help protect the Amazon Rainforest, and if so how can we do it?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Can your children: Identify which South American countries share responsibility for the Amazon Identify the lengths to which indigenous people have to go to protect their land and way of life Identify ways in which people in the UK can change their consumption habits, or become activists for change.	Horizontal: Vertical:
		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		
		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		
Suggested activities:		Resources:	Useful links:	
Students return to the map of climate regions, and their own maps of the countries of South America. Identify the countries that have rainforest climates in them and write a letter to the president of their chosen country detailing the reasons we should protect the rainforest, touching on everything they have learned and reconnecting that with the overall geography of South America from earlier lessons.		https://www.rainforest-alliance.org/articles/10-ways-kids-can-save-the-rainforest https://rainforestfoundation.org/10-things-you-can-do-save-the-rainforest/		
			Vocabulary:	

<p>Students should watch or be introduced to various methods that charities, activists and indigenous people are using to protect the rainforest and discuss and identify which they think will work.</p> <p>Students should take on the role of eco activists and decide a series of actions that they could take to help defend the rainforest, the class could potentially choose which one they wish to pursue as a project or display/outcome for the end of the unit.</p> <p>Using the resources in portrait of a favela.doc students could be asked to consider is it fair to ask the poor residents of Brazil, and other South American countries to take responsibility for the Amazon. Shouldn't the government and business owners take more responsibility? Should we, who use products that come from the rainforest take more responsibility?</p>	<p>https://www.youtube.com/watch?v=oPGeoe02ttI</p> <p>https://www.youtube.com/watch?v=Hx5d2iYQCjw</p> <p>https://www.youtube.com/watch?v=2xdchnPgOtM</p> <p>portrait of a favela.doc</p>	
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