

Year 6 – Brazil

<p>Inspiration Culture – the culture of the Brazil</p>	<p>Partnership with parents Community - the wider world</p>		
<p>Key Questions</p> <ul style="list-style-type: none"> - What can you find out about Brazil using geographical resources? - What is the climate of Brazil like? - What is urbanisation like in Brazil? - What is life like in Rio de Janeiro? - What is life like in the Amazon rainforest? 	<p>Concepts</p> <ul style="list-style-type: none"> - Location and place - Change - Cause and Effect - Hazards 	<p><i>Also covered in:</i></p> <p>Y3 – Volcanoes and Earthquakes Y4 – Mediterranean Y5- Rivers Y6 – Exploring Shackleton’s Antarctica</p>	<p>By the end of this unit the children will be able to:</p> <p>Locate Brazil on a map of South America and describe the physical and human features Use geographical terms (see vocab) to describe the position of Brazil Use geographical terms (see vocab) to describe the climate of Brazil Describe the causes of urbanisation in Brazil Describe the differences in the quality of life of those living in the different parts of Rio de Janeiro Describe the threats facing the Amazon Rainforest and its indigenous people and the global impact of this Know the difference between a rainforest and a jungle</p>
<p>Skill Development M3 Advancing</p> <ul style="list-style-type: none"> - A growing range of statistical and other information is selected and used to draw some conclusions about locations. - There is a growing awareness that the range of physical features affects human activity and a variety of good examples are given. - Detailed descriptions and opinions of places justified by using a growing range of geographical resources. - Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. - A number of interesting and pertinent observations about various representations of locations are developed and explored. - There is a good awareness of a wide variety of places and features of the world and how some features have changed over time - There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location - There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for change. - There is a growing understanding of the range of geographical diversities that exist and some examples are given. - There is a growing understanding of various links between geographical regions which are described well. - There is a growing understanding of some key physical and human geographical zones with some good examples given. - With increasing independence and application of terminology, knowledge of the world is described well. - Through investigation, patterns are identified and depicted on maps. 			
<p>Knowledge see www.rgs.org Brazil</p> <ul style="list-style-type: none"> - There are seven continents in the world: Europe, Asia, South America, North America, Antarctica, Oceania and Africa. Brazil is a country in South America. - South America is located mostly in the Southern Hemisphere, with a relatively small portion in the Northern Hemisphere. The equator passes right through the country of Brazil. - The capital city of Brazil is Brasilia; it is located in the central-west region of Brazil. - A human feature is a man-made feature in the environment. E.g. buildings, bridges, tunnels, railroad tracks, dams, monuments, piers and a physical feature is a natural landform or body of water. E.g: cliffs, rivers, waterfalls, caves, mountains. - Weather reflects short-term conditions of the atmosphere while climate is the average daily weather for an extended period of time at a certain location. - Generally speaking, Brazil is a tropical country with seasons that follow the opposite of the Northern Hemisphere; cooler weather is typically found during the winter months of May-September and warmer weather from December-March, Brazil’s summer - however, within the country are five distinct climatic regions: equatorial, tropical, semi-arid, highland tropical and subtropical. - An urban area (towns, cities) is often densely populated and is characterized by vast human-built features in comparison to the areas surrounding it. Urban areas do not include rural settlements such as villages and hamlets. - Push and pull factors relate to the process of migration (the movement of people from one location to another). A push factor is a force which acts to drive people away from a place and the pull factor is what draws them to a new location. - In Brazil, there is a trend of rural to urban migration, also known as ‘urbanisation’. The majority of Brazil’s population are located in the cities. Reasons for urbanisation in Brazil include: more job opportunities (real or perceived), a better quality of education and health care, more to do and see in the big cities, less work in agriculture due to mechanisation. - Rio de Janeiro is the second largest city in Brazil. It is located on the South Atlantic coast. Due to the economic inequality in Brazil, the city of Rio can be described as a ‘city of two halves’; with favelas and high quality housing in near proximity to one another. - The Brazilian Amazon rainforest is home to between 280,000 and 350,000 indigenous people, of which 180,000 live traditionally. - The Amazon rainforest is home to around 400 different indigenous groups. 			
<p>Topic Specific Vocabulary</p> <p>Geology, lake, latitude, longitude, mountain. Mountain range, prairie, topography, canyon, erosion, gorge, plateau, population distribution, population density, biome, climate, weather, delta, drought, flood plain, levee, human, physical, urbanisation</p>	<p>NC Subject content</p> <p>Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, equator, norther hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the prime/Greenwich meridian and time zones Understand geographical similarities and differences through the study of human and physical geography of a region within South America Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains and the water cycle 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 Use maps, atlases, globes and digital mapping to locate countries and describe features studied Use the eight points of a compass, symbols and keys</p>		
<p>Subject Specific/Academic Vocabulary</p> <p>This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</p>			
<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Area, cultural, economic, features, identified, impact, income, physical, region, source</p>	<p>consequences, labour, significant, survey, resident</p>	<p>Analyse, considerable, distribution, export, locate,</p>	<p>Affect, constant, factors, policy, proportion</p>
<p>We are geographers Non chronological report</p>			