



Geography

Year 5

Term 2

Brazil - South America study

Key Question: What is Brazil like and how is it changing?

National Curriculum Objectives:

- Understand geographical similarities and differences through the study of human and physical geography of a region within South America
- 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 and longitude
- Describe and understand key aspects of physical Geography, including: biomes and vegetation belts and human geography, including: types of settlement and land use, economic activity including trade links
- Use maps, atlases and digital mapping to locate countries and describe features studied

Vocabulary:

Brazil, Rio de Janeiro, Favela (slum), densely populated, settlement, illegal settlement, urban poor, rural poor, push factors, pull factors, services (schools, libraries, shops, entertainment etc), job opportunities, transport links, crime, gang violence, local services (small shops, primary schools), geographic coordinates, Equator, latitude (north and south), longitude (east and west), Southern Hemisphere, Northern hemisphere, Eastern hemisphere, western hemisphere, biome, climate, landscape, flora, fauna, rainforest biome, desert biome, savannah biome, woodland/forest biome, rainforest biome, grassland biome, tundra biome, temperature, precipitation, elevation, ocean currents, rainforest, rainforest layers, emergent layer, canopy, understory, forest floor, ecosystem, adaptation, diversity, deforestation, slash and burn, clear cutting, selective logging, land clearance, landless people, climate change, carbon dioxide,

Prior Learning:

In Year 4, Term 6 children were introduced to the 6 major biomes in the world (one lesson) They know the world's climate zones
 In Year 3, Term 2 children were introduced to latitude and longitude and how to read four figure grid references. This has been revisited in other Topics in Year 3 and 4.
 In Year 3, Term 6 children have learnt what a village, town and city are. They have looked at why and how settlements grow.

End Point:

Publish a pamphlet/prepare a talk/Use ICT around the title -
 From Favela to rainforest - the hidden world of Brazil

Knowledge:

- I know what a favela (slum) is and where in the world they are
- I know some advantages and disadvantages to living in a favela
- I know the 6 major world biomes and can describe the characteristics of them
- I know the layers of the rainforest and some of the flora and fauna in them
- I know what deforestation is and the ways in which this happens

Skills:

- I can describe the push and pull factors that make people move to favelas
- I can compare my life to life in a favela
- I can identify and use lines of latitude and longitude
- I can describe some of the flora and fauna in different biomes
- I can describe factors that affect a biome
- I understand why deforestation happens and what people can do to affect change on their environment

Map Work:

Use atlases to locate the world's climate zones, biomes and vegetation belts
 Use atlases to locate places around the world
 Use atlases to identify and use lines of latitude and longitude

Field Work

NA

Cross Curricular Links:

Science - ecosystems, habitats and adaptation

Oracy:

Debate - Is it right for Brazilians to be cutting down the rain forests?
 Instructional - how do I read lines of latitude and longitude
 Building understanding - what are the characteristics of the world's biomes? Why do people move to favelas?
 Presentational - flora and fauna of a rainforest layer

Wider Reading

Enrichment

Journey to the River Sea - Eva Ibbotson (Smarties Gold medal winner)
 The Great Kapok Tree - Lynne Cherry
<https://www.booksfortopics.com/rainforests>

Living Rainforest visit?

Sequence of Learning

Lesson	Key Question	Key learning/notes
1	Where is Rocinha Favela and why did it develop?	<ul style="list-style-type: none"> • Locate Rio de Janeiro on a globe and a world map and identify it as the capital of Brazil • Show "postcard" images of Rio de Janeiro • Not all of Rio de Janeiro is like this. Go on a motorbike tour of Rocinha and discuss https://www.bbc.co.uk/news/world-latin-america-27815624 • Rocinha is a Favela (Brazilian term for slums). Synonyms of favela are slums, Shanty town, Squatter settlement, and Township (South Africa). Note that you will look at other world slums in lesson 3. Favelas are informal, densely populated and usually illegal settlement that is inhabited (lived in) by the urban poor. In Rio de Janeiro 20% of people live in Favelas and the estimated population of Rocinha is 150 - 300 thousand across an area of 2.5km so it is very densely populated. • Examine the push and pull factors to favelas (slums). Use images of poor rural Brazil. • Pull - access to services, better job opportunities, better transport links, improved living conditions, hope for a better way of life • Push - few services, lack of job opportunities, poor transport links, natural disasters, shortage of food,
2	What is life like in a favela?	<ul style="list-style-type: none"> • How would life be the same or different to our lives in a favela? • Look at a day in the life of Samir and Samira (who live in Mare favela in Rio). Discuss similarities and difference. Images and accompanying teachers notes https://www.actionaid.org.uk/school-resources/resource/KS2-Rio-de-Janeiro-Brazil-package • There are positive and negatives to living in a favela but like our settlements they are constantly changing. Focus on a family that live in Rocinha and the community cohesion and decline in gang related crime • https://www.bbc.co.uk/bitesize/clips/zrn9wmn • What are the push and pull factors to living in a favela?
3	Where are the world's slums (favelas)? How do I use latitude and longitude to locate a place?	<ul style="list-style-type: none"> • Revise how to identify and use lines of latitude and longitude https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr • The main latitude and longitude of Brazil is 10° South and 55° West. Identify this on a map of Brazil. This is not very precise so we can use geographic coordinates of latitude and longitude to give exact locations. This is what satellite navigation systems use. Brazil is located on the geographic coordinates of 10.6500° S latitude and 52.9500° W longitude. • Find the precise location of Rocinha? • There are other huge slums around the world (1.6 billion people around the world live in them.) Give the precise the location of these slums (extend to find other world slums) https://www.latlong.net/ • Orangi Town, Karachi, Pakistan - 2.4 million people • Neza, Mexico City, Mexico - 1.2 million people • Dharavi, Mumbai, India - 700 thousand people • Khayelitsha, Cape Town, South Africa - 400 thousand people
4	What are the 6 major world biomes and what affects them?	<ul style="list-style-type: none"> • Use an atlas to locate the 6 major world biomes and revise the characteristics of them. (In Year 4, Term 6 children have been introduced to the names and characteristics) https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p • Match images to biome descriptions. There are many factors affecting biomes apart from proximity to the equator hence why biomes are not in neat concentric patterns. • There are factors that affect biomes. They are: • Latitude - affects biomes particularly where they are related in relation to the equator. Biomes located in the high latitudes, farthest from the Equator like Tundra receive the least amount of sunlight and have lower temperatures. Biomes at the equator receive the most sunlight and therefore have higher temperatures but also receive high rainfall which is why we see tropical rain forests here. • Temperature and precipitation - differences in temperature and precipitation will determine aspects of the biome like the flora and fauna. Biomes with low precipitation and extreme temperatures would have short growing seasons and poor soil. Therefore fewer species will be able to live there. An example would be a desert or tundra biome. • Elevation - the height of the land above sea level has a large impact on biomes as the higher the land the thinner the atmosphere (year 4, term 6 the children learnt about atmosphere). Elevation will also affect precipitation. • Ocean currents - ocean currents are in constant movement and affect the weather (Year 4, term 6 children learnt about air mass and ocean currents) and help moderate climate. These currents transfer heat from the tropics to polar regions and this heat keeps much of Northern Europe (us) significantly warmer than other places equally as warm.

		<ul style="list-style-type: none"> Independently research the ecosystems of one biome https://www.factmonster.com/math-science/earth-environment/major-biomes-of-the-world
5	What are the characteristics of the tropical rainforest and what flora and fauna inhabit this biome?	<ul style="list-style-type: none"> Look at a satellite image of the Brazilian rainforest. Note The Amazon river running through it and the greenness and lack of settlements. What is the difference between forest and rainforests? Watch the BBC clip which describes the factors that affect the rainforest (refer to previous lesson) https://www.bbc.co.uk/bitesize/guides/zpmmb9q/revision/1 Focus on the layers of the forest: emergent layer, canopy, understory and forest floor In groups/pairs research and present talk/ICT into the flora and fauna found in each layer. Show an ecosystem for a layer.
6	Why is Brazil deforesting the rainforest and what is the impact?	<ul style="list-style-type: none"> Recap the characteristics of the Amazon rainforest in Brazil. Look at how people are affecting change in the rainforest https://www.bbc.co.uk/bitesize/clips/zfp34wx The rainforest is being cut down for 3 main reasons - Deforestation for wood, deforestation for land to graze cattle, deforestation for farming for landless people. Deforestation is done in 3 ways - slash and burn (as seen in clip where everything is burnt), clear cutting where there is complete removal of all trees in an area and selective logging where only certain trees are cut down, leaving other intact. *Teaching note - Be careful not to simply judge/blame the Brazilians. The average monthly wage in Brazil is \$634. The average monthly wage in UK is \$2500. We have seen images of Favelas, urban and rural poor in Brazil. The issue is complex. Create an issue tree with causes of deforestation in the roots and the branches with the effects of deforestation and the fruits with the possible actions we could take. (*Note the children have created an issue tree in Year 4, Term6 about Climate Change) See below for more ideas https://www.actionaid.org.uk/school-resources/resource/ks2-amazon-rainforest-brazil-package