

YEAR 3 – Rio and South America

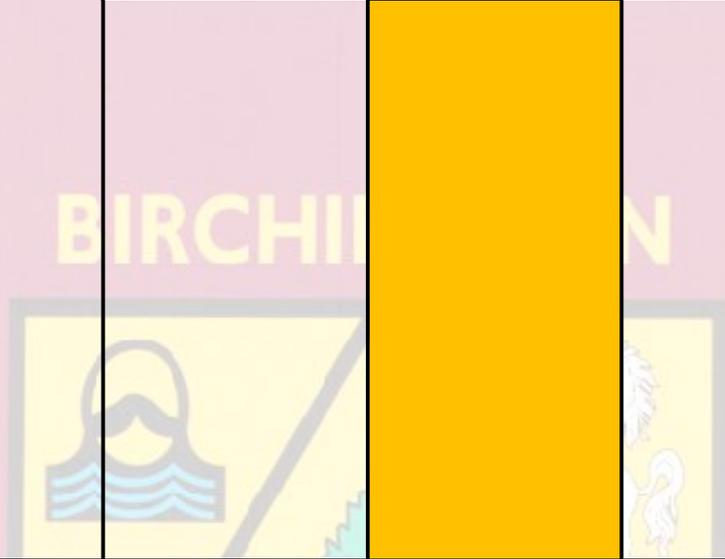
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

<p>PLACE KNOWLEDGE Aims</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>
<p>HUMAN & PHYSICAL GEOGRAPHY Aims</p> <p>To understand the processes that give rise to key physical and human geographical</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff,</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p>

<p>features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>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</p>
<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p>	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of features and routes on a map.</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>

<p>maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>		<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps (coast).</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



COMPOSITES

Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Identify the position and significance of the Equator. Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

Describe and understand key aspects of human geography, including economic activity [and] trade links.

COMPONENTS

	1	2	3	4	5	6	End Point
	LQ: Where is South America and what is it like?	LQ: What time is it in different parts of South America?	LQ: How does Brazil compare with my country?	LQ: What's special about Rio de Janeiro?	LQ: How is my life linked to south-east Brazil?	LQ: How is my life linked to south-east Brazil?	Create a poster providing reasons either for or against visiting Rio.
CONCEPTS Link to concept map	Place Space Scale	Place Space Scale	Place Space Scale	Place Space Scale	Place Space Scale	Place Space Scale	To make comparisons between different locations.
SKILLS	Use maps, atlases, globes to locate	Use maps, atlases, globes to locate	Describe and understand key aspects	Describe and understand key aspects of physical geography,	Describe and understand key aspects of physical	Describe and understand key aspects of physical	Pupils should know: The location and human/physical features of Rio-De-Janeiro and South

	countries and describe features studied.	countries and describe features studied. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes. Describe and understand key aspects of human geography, including types of settlement and land use.	including: climate zones, biomes, vegetation belts and volcanoes and earthquakes. Describe and understand key aspects of human geography, including types of settlement and land use.	geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes. Describe and understand key aspects of human geography, including types of settlement and land use.	geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes. Describe and understand key aspects of human geography, including types of settlement and land use.	East Brazil, comparing and contrasting this region with places previously studied. How their location (e.g. within different climate zones) might affect everyday life different in South East-Brazil and places previously studied. Some aspects of settlement, trade, tourism, climate and culture in South-East Brazil and Rio De Janeiro. What time zones are affected by longitude.
KNOWLEDGE	I can find South America on a map and say what it is like.	I can find South American cities on a map and compare the time difference between them and the UK.	I know some ways in which Brazil is similar to, or different from, my own country.	I can use photographs and information to describe what daily life in Rio is like.	I can explain how my life is connected, through trade, to south east Brazil.	I can explain how my life is connected, through trade, to south east Brazil.	Pupils should be able to: Use globes and atlases to locate South -East Brazil and Rio De Janeiro within the South American continent and support their understanding of these places (e.g. within relevant climate and time zones). Interpret maps and aerial views of South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing them with places previously studied.

LESSON LINK	09-ODDIZZI---KS2-Scheme-of-Work---South-America---Rio-and-South-East-Brazil-70.pdf	09-ODDIZZI--KS2-Scheme-of-Work---South-America---Rio-and-South-East-Brazil-70.pdf	09-ODDIZZI--KS2-Scheme-of-Work---South-America---Rio-and-South-East-Brazil-70.pdf	09-ODDIZZI---KS2-Scheme-of-Work---South-America---Rio-and-South-East-Brazil-70.pdf	09-ODDIZZI---KS2-Scheme-of-Work---South-America---Rio-and-South-East-Brazil-70.pdf	09-ODDIZZI---KS2-Scheme-of-Work---South-America---Rio-and-South-East-Brazil-70.pdf	
PROGRESSIVE VOCABULARY	Cerro Aconcagua Lake Titicaca La Paz Ushuaia São Paulo Southern Hemisphere	Brasilia latitude longitude time zone tropical	Brasilia Northern Hemisphere Southern Hemisphere population	culture favela recreation region trade	export manufacturing mining port tourism trade	export manufacturing mining port tourism trade	Use vocabulary related to learning about regions that is specific to Geography.
CURRICULUM EXPERIENCES							
END POINT	Children are able to locate South America on a world map and identify some of its key features	To locate South American countries and capitals, in order to compare the time difference between them and the UK.	To compare key facts about Brazil with facts about your country.	To use photographs and information texts to imagine daily life in Rio de Janeiro.	To investigate trade links with south east Brazil.	To investigate trade links with south east Brazil.	Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of the Equator. Understand geographical similarities and differences through the study of the human and physical geography of a region of

								the UK and a region within South America. Describe and understand key aspects of human geography, including economic activity [and] trade links.
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