



# Geography

## What does the geography of Brazil look like?

Year 6

Unit 1

### Intent:

In this unit the children will develop a deeper understanding of the location of countries by learning about lines of latitude and longitude; what they represent and the position of countries and cities using degrees of latitude and longitude. They will begin to understand how and why the world is divided into time zones as well as being more secure with the hemispheres, tropics and equator. The children will compare the physical geography of the United Kingdom with that of a country in South America and will deepen their understanding of human and physical geographical features.

### Pupils should be taught to:

**Locational knowledge:** locate the world's countries, using maps to focus on Europe and 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, 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)

**Place knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America

**Human and physical geography:** describe and understand key aspects of:

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

**Geographical skills and fieldwork:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### Prior learning:

ELG	Year 1	Year 2	Year 3	Year 4	Year 5
People, culture and communities	What is the geography of where I live?	How does the geography of Kampong Ayer compare with where I live?	Why do so many people live in megacities?	How and why is my local area changing?	What are rivers and mountains?

### Key Vocabulary

#### Tier 2 - Multiple meanings or high frequency

Human geography	river	beach	continent
Physical geography	rainforest	equator	

#### Tier 3 - Subject specific

latitude	Prime Meridian	Southern hemisphere
longitude	tropics	Northern hemisphere

### Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
geography	the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is	geographia (Greek) - geographie (French) - geography (English 15 <sup>th</sup> Century).

	affected by these, including the distribution of populations and resources and political and economic activities.	
latitude	Latitude is the measurement of distance north or south of the Equator.	Lines of latitude are imaginary lines which run around the Earth parallel to the Equator.
longitude	Longitude is the measurement east or west of the prime meridian.	Lines of longitude are imaginary lines which run around the Earth parallel to the Prime Meridian line.
Prime Meridian	A line of 0° longitude.	The Prime Meridian runs through Greenwich.

<b>Idioms and colloquialisms</b>	
	Meaning

<b>Misconceptions</b>	
Not true	Teach this
All countries have seasons at the same time.	Countries between the Equator and the Tropics have 2 seasons a wet season and a dry season. Polar climates are cold and dry. Temperate climates have 4 seasons.

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	L.O. Tbat identify and name significant lines of latitude and longitude.	<ul style="list-style-type: none"> <li>• Use maps and atlases to identify lines of latitude and longitude. Discuss what the children notice about them. <a href="https://www.britannica.com/science/latitude">https://www.britannica.com/science/latitude</a> <a href="https://www.education.com/worksheet/article/latitude-and-longitude/">https://www.education.com/worksheet/article/latitude-and-longitude/</a></li> <li>• Locate and name the Tropics of Cancer and Capricorn.</li> <li>• Research the significance of these lines.</li> <li>• Learn about time zones.</li> <li>• Complete a labelled diagram identifying key lines of latitude and longitude e.g. Equator, Tropic of Cancer, Tropic of Capricorn, Meridian Line, Arctic Circle, Antarctic.</li> <li>• Complete a table showing different times in cities around the world when it's 12 noon or 12 midnight in England.</li> <li>• Look at countries which span different time zones and how even though people can live in the same country, they can have different times.</li> </ul>	1-3
2	L.O. Tbat locate and name the countries, rivers and mountains of South America.	<ul style="list-style-type: none"> <li>• What do the children already know about countries in South America? Can they name any? Can they name any cities within South America? Do they know any significant geographical features of South America e.g. Amazon River and rainforest, Andes mountains.</li> <li>• Use atlases to study the continent of South America. What do the children notice about the continent? Are there any rivers, mountains, coasts?</li> <li>• Draw and label a map with the countries of South America and their capital cities.</li> </ul>	1-6
3	L.O. Tbat understand more of the physical geography of South America.	<ul style="list-style-type: none"> <li>• Use relief maps / atlases to develop an understanding of land height in South America and show this on a map of their own. Include rivers and mountain ranges on the map.</li> <li>• Create their own key for their maps.</li> </ul>	4-9

4	L.O. Tbat make geographic al compariso ns between the UK and a non-European country.	<ul style="list-style-type: none"> <li>• Generate a list of types of geographical features that could be compared e.g. population, time zones, land area, currency, coastline length, land borders with other countries, highest and lowest geographical points, mountains, rivers, land use, climate.</li> <li>• Children conduct their own research to find out the similarities and differences between the UK and the USA.</li> <li>• Record their findings.</li> <li>• Some helpful sites:  <a href="https://kids.nationalgeographic.com/geography/countries/article/united-kingdom">https://kids.nationalgeographic.com/geography/countries/article/united-kingdom</a>  <a href="https://kids.nationalgeographic.com/geography/countries/article/united-states#:~:text=respectful%20of%20copyright.-,The%20United%20States%20of%20America%20is%20the%20world's%20third%20largest,the%20southern%20border%20is%20Mexico.">https://kids.nationalgeographic.com/geography/countries/article/united-states#:~:text=respectful%20of%20copyright.-,The%20United%20States%20of%20America%20is%20the%20world's%20third%20largest,the%20southern%20border%20is%20Mexico.</a> </li> </ul>	7-12
5	L.O. Tbat identify physical and human geography of Brazil.	<ul style="list-style-type: none"> <li>• Review with the children, examples of human and physical geography in general terms.</li> <li>• Children carry out their own research into the physical and human geography of Brazil and record it.</li> <li>• <a href="https://www.britannica.com/place/Brazil">https://www.britannica.com/place/Brazil</a></li> <li>• <a href="https://www.kids-world-travel-guide.com/brazil-facts.html">https://www.kids-world-travel-guide.com/brazil-facts.html</a></li> <li>• <a href="https://www.natgeokids.com/uk/discover/geography/countries/country-fact-file-brazil/">https://www.natgeokids.com/uk/discover/geography/countries/country-fact-file-brazil/</a></li> </ul>	10-15
6	L.O. Tbat explain why Brazil would be an interesting country to visit.	<ul style="list-style-type: none"> <li>• Using the human and physical features of Brazil that the children identified in the previous lesson, children select 2 examples of each and research them in more detail.</li> <li>• Children create a piece of non-narrative, informative writing about Brazil using their four chosen features.</li> <li>• Create a tourism leaflet for visitors to Brazil.</li> </ul>	13-18