

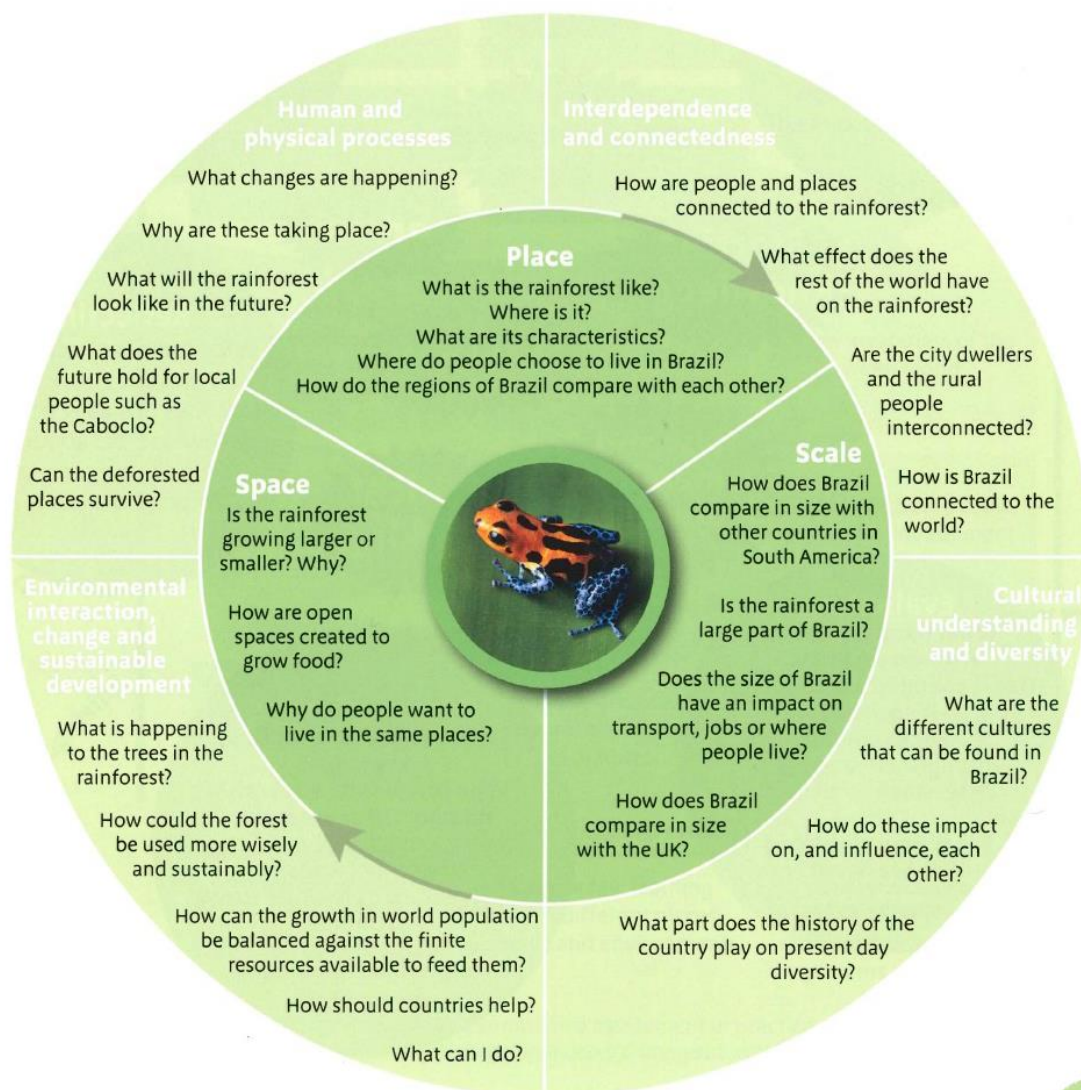
Concepts covered

Geographical concepts: ways of organising knowledge

Concepts are big ideas about the subject. They are not definitive but give a framework for organising subject knowledge. In primary geography, place, space and scale are often viewed together as the most relevant concepts for underpinning quality work and can be enhanced to deepen understanding by building in some other big ideas. All of these concepts are fundamental aspects of geographical knowledge and understanding, however, so will endure future curriculum change.

All the *Geography Plus* resources are underpinned by space, place and scale, yet will differ in the prominence they give to some of the other big ideas of geography. There is nothing to stop you adapting the given foci if you wish to develop the learning through a different geographical lens.

The activities in this book promote the development of knowledge, creativity, thinking skills and ICT capability.



Medium term plan

Lesson/key questions	Learning objectives	Teaching and learning activities	Assessment opportunities	Resources
Lesson 1: Where is Brazil?	To know that Brazil is part of the South American continent	Pupils locate countries, Equator, tropics, polar regions and South America on a world map	Can pupils describe with some accuracy the size of Brazil in comparison with other places?	Activity sheets 1, 2 and 3 Further information sheet weblinks
Where is Brazil in the world?	To learn about the location and size of Brazil	Pupils compare the climatic variations in a large country (Brazil) and a small country (UK). They look at the weather differences between the two countries for that day	Can they identify a variety of landscapes in Brazil?	Knowledge box 1 Atlases or globes
What are the main types of landscape found in Brazil?	To learn about the diverse nature of Brazil's environment and people	Pupils learn about the different locations and environments within Brazil		Folders or books for pupils to collate all their Rainforest Researcher work in
Lesson 2: Who lives in Brazil?	To recognise that settlements are different all over Brazil	Pupils locate the main rivers and cities of Brazil in an atlas	Can the pupils identify a variety of ways in which people live in Brazil?	Activity sheet 4 Further information sheet weblinks
Where in Brazil do people live?	To understand that lifestyles vary in different locations here?	Pupils use Google Earth to investigate a large city in Brazil	Do they understand that modern cities are a part of the settlement pattern in Brazil as in most other places in the world?	Knowledge box 2 Atlases
How do settlements differ here?	To recognise that there are both similarities and differences in the way people live in Brazil	Pupils learn about life in a Brazilian <i>favela</i>		Rainforest Researcher folders or books
What are people's lives like in Brazil?				
Lesson 3: What is the rainforest like?	To appreciate what a rainforest is like	Pupils use their senses to imagine what it is like in a rainforest	Can pupils describe what the rainforest is like and how it differs from where they live?	Activity sheets 5 and 6 Further information sheet weblinks
What is the rainforest like?	To identify key features of a rainforest	Pupils explore the structure of the rainforest and speculate on what might live in each layer		Atlases
What are the layers of the forest?	To use geographical vocabulary to describe the rainforest	Pupils plan what they would need to take with them for a trip to the rainforest		Rainforest Researcher folders or books
What do we need to explore a rainforest?				
Lesson 4: How does the rainforest feed us?	To identify food products from the rainforest	Pupils recall the climatic differences between the UK and Brazil and learn about the difference between equatorial rainforest regions and temperate regions	Do pupils know which products we get from the rainforest?	Activity sheet 7 Knowledge box 3
Which food products do we get from rainforests?	To graph and interrogate the climate statistics for the UK and Manaus	Pupils categorise a variety of produce as grown in equatorial rainforest regions or temperate regions	Can pupils identify countries around the world that export tropical foods?	PowerPoint 1 Atlases
What type of climate do they grow in?	To recognise the importance of world trade	Pupils examine specific products and their country of origin and plot these on an annotated world map. They write about the pattern they can see in the locations	Can they explain why countries need to trade with each other?	Blank paper Internet access
How is the climate of the Brazilian rainforest different from the UK?				Library books
How are products exported around the world?		Pupils are introduced to the notion of global trade		Rainforest Researcher folders or books
Lesson 5: Why do Brazil nuts need a friend?	To recognise that the Brazil nut has a complex life cycle	Pupils explore the stages of the life cycle of a Brazil nut	Ask pupils to explain their storyboards to a peer, asking them to check for clarity and accuracy	Activity sheets 8 and 9 Further information sheet weblinks
How are Brazil nuts grown and harvested?	To understand the relationship between agoutis	Pupils watch clips of the agouti in action, cracking open the Brazil nut pods		PowerPoint 2

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What part does the agouti play in the life cycle of the Brazil nut?	and the life cycle of the Brazil nut	Pupils suggest the implications of changes at various stages of the Brazil nut life cycle		Rainforest Researcher folders or book
Why are Brazil nuts important to Brazil?		Pupils sequence the story of the Brazil nut as a storyboard		
		Pupils to create a rap to accompany the Nut song lyrics, make up their own percussion version, or act out or mime the story		
Lesson 6: How can people survive in the rainforest?	To use prior knowledge to help to make decisions	Pupils recall what a tropical rainforest might be like	Ask pupils to write an account of their ordeal in the rainforest and explain how they coped with all the difficulties and dangers facing them	Activity sheets 10, 11 and 12
How would you survive if you were stranded in the rainforest?	To work together as a group and arrive at a consensus	Pupils rank the priority for their actions in the event of a crash landing in the rainforest		Further information sheet weblink
What skills would you need to draw upon?	To recognise how different environments influence what we do and how we react to situations	Pupils decide what resources they could make use of		Large sheets of paper
What knowledge would you need to keep yourself safe?		Pupils design a rainforest shelter		Rainforest Researcher folders or books
Lesson 7: How might life change for the Caboclo people?	To recognise that settlements and lifestyles differ all over Brazil	Pupils discuss the term 'sustainable'	Can pupils identify a variety of ways in which people live in Brazil?	Activity sheets 13 and 14
What is it like to be a Caboclo?	To recognise that there are both similarities and differences in the way people live in the same country	Pupils answer questions about a selection of photographs then write captions for some of the images and pose their own questions	Can they predict how the lives of the Caboclo people might change if the forest is cut down?	Further information sheet weblink
How do the lives of other people compare with our own lives?	To understand how and why some people are facing significant challenges to their way of life	Pupils record and discuss aspects of the lives of the Caboclo people and their own lives		PowerPoint 3
How and why might things change in the Amazon rainforest?		Pupils think of ways in which the Caboclo people's lives might be changed in the future		Atlases
				Rainforest Researcher folders or books
Lesson 8: A sustainable future for the rainforest?	To use prior knowledge to help make decisions	Pupils recall the lives of the Caboclo people	Were the pupils able to identify the principal arguments for different viewpoints?	Activity sheets 15 and 16
What are the benefits of clearing the rainforest?	To work together as a group and arrive at a consensus	Pupils form a balanced viewpoint on the issue of rainforest clearance		PowerPoint 4
What are the benefits of leaving the rainforest alone?	To recognise how environments influence what we do	Pupils plan and create a PowerPoint presentation for a news item on the issue of rainforest clearance, using both text and images. A designated 'newscaster' then fronts their presentation	What do they consider the future will hold for the Caboclo people?	Computer access (to create PowerPoints)
How are decisions about sustainable living made?	To recognise some of the impacts of global markets on local people	The pupils conclude with a hot-seating activity to debate if the rainforest should be cleared for cattle ranching or if there should be a sustainable option		Rainforest Researcher folders or books
Why is global trade important to a country?		Pupils are awarded their Rainforest Researcher certificates		

