

The Moorlands Primary Federation Geography Plan

School: The Valley Primary School **Class:** 3
Termly Learning Plan: South America: What is life like in the Amazon?
Term: Autumn 1

Unit Overview:

In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series.

Knowledge / Skills & Concepts:

In this unit, the children will:

- extend their knowledge and understanding beyond their local area to include South America
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities
- understand geographical similarities and differences through the study of human and physical geography of a region in South America
- Describe and understand key aspects of physical and human geography
- Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.

Learning Sequence & Objectives	Activities	Resources
<p>To understand what the Amazon is, and where it is located</p> <p>Key Question: Where is the Amazon?</p>	<p>In this session, children work in pairs or small groups to discover facts about the Amazon, which they then share with the group using as much geographical vocabulary as they can.</p>	<ul style="list-style-type: none"> ● Teaching slides ● Class set of atlases ● Pupil resource – Outline world map without country borders ● Pupil resource – Outline map of South America ● Modelling clay in a range of colours including blue and green and cocktail sticks ● Introduction to the Amazon River video clip – link
<p>To understand the Amazon's climate, and how the native animals are adapted to it</p> <p>Key Question: What would it be like to walk through the Amazon rainforest?</p>	<p>Children are introduced to the Amazon rainforest and compare its climate and wildlife to their own.</p>	<ul style="list-style-type: none"> ● Teaching slides ● A graph showing your local area climate data – to be added to teaching slide 9 before the lesson ● Internet-enabled computers or tablets ● Climate data for your local area – link ● Climate data for Manaus – link
<p>To research the Amazonian city of Manaus</p> <p>Key Question: What is Manaus like?</p>	<p>This session introduces or revises the concept of primary and secondary sources, which are used to explore the state of Amazonas and its capital, Manaus. The children work in groups to write a non-chronological report about Manaus.</p>	<ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – Information sheet plan ● Map of Manaus – link ● Access to internet-enabled tablets or computers ● Non-fiction books about cities from around the world
<p>To understand what life is like in the Amazon, and how it is changing</p> <p>Key Question: Do people live in the Amazon rainforest?</p>	<p>In this session, children learn about the traditional way of farming for communities living within the Amazon rainforest and compare the advantages and disadvantages of nomadic vs a settled lifestyle.</p>	<ul style="list-style-type: none"> ● Teaching slides ● 'Shifting cultivation' animation – link ● Pupil resource – Advantages and disadvantages ideas organiser ● Pupil resource – Storyboard sheet

<p>To understand how the Amazon is being damaged and how it can be protected</p> <p>Key Question: How can people protect the Amazon?</p>	<p>In this session, children consider the reasons for deforestation. They investigate one reason in detail and research ways the rainforest can be protected.</p>	<ul style="list-style-type: none"> ● Teaching slides ● The Rainforest: Status Report PDF – link (print these off before the lesson) ● Pupil resource – Ideas organiser ● Deforestation charts – link ● Amazon protected areas – link
<p>To understand the value of the Amazon and how it can be protected</p> <p>Key Question: Why should we protect the Amazon?</p>	<p>In this session, children consolidate their learning about the Amazon by making a short animation.</p> <p>If you do not have the equipment needed to complete this work the children could prepare a presentation using PPT to show what they have learnt instead.</p> <p>Another possibility is to use Microsoft Photostory</p>	<ul style="list-style-type: none"> ● Making an animation – link (You may choose to share clips with the children). ● Teaching slides ● Materials for props e.g. paper, card or modelling clay ● Digital cameras, preferably with a tripod ● Movie-making package ● Access to computers or tablets <p>Pupil resource – Storyboard sheet</p>

Cross Curricular Links:

- **English:** speaking and listening (Week 1); poetry (Week 2); research skills, note-taking, nonchronological reports (Week 3).
- **Maths:** direction and compass points, distance (Week 1).
- **Science:** habitats and adaptation (Week 2); states of matter – properties of liquids (Week 3).
- **Computing:** making an animation (Week 6); e-safety – using the internet safely and effectively for research (Week 3).
- **History:** exploration (Week 1); food and farming (Week 4).
- **Farm Links:** traditional way of farming for communities living within the Amazon (Week 4).

This unit also includes many opportunities to explore issues involving sustainability and global warming.

Assessment:**All children can (Emerging):**

- use an atlas, map or globe to locate the Amazon rainforest and Amazon River
- explain some of the ways in which the Amazon rainforest is valuable
- correctly use some of the key vocabulary
- understand how they can play a role in preserving the environment
- name at least one animal that lives in the Amazon and describe how it has adapted to its habitat.

Most children can (Secure):

- identify and name some of the countries in which the Amazon is located
- choose and use appropriate sources for geographical research
- explain the value of the Amazon rainforest and some ways in which it can be protected
- describe some similarities and differences between their local area and a region in South America
- describe what the climate is like in Amazonas.

Some children can (Exceeding):

- evaluate and refine the effectiveness of their research methods
- correctly use all the key vocabulary
- understand that communities change over time

Key Vocabulary: Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west, Weather, climate, seasons, forest, rainforest, Primary and secondary source, human and physical features, city, state, rainforest, Rainforest, deforestation,

Christian Distinctiveness:

Link to God's love of animals: God wants us to take care of His animals. Just like He loves them He wants us to be a reflection of Him and love them as well. God created animals for His glory. Revelation 4:11 "Our Lord and God, you deserve to receive glory, honor, and power because you created everything. Everything came into existence and was created because of your will." God was pleased with His creation.