



Silver Birch Class: 5/6

Topic: Geography- South America

Term: Summer1 2020/21

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			Maya, Mesoamerica, Continent, ocean, equator, northern, southern hemisphere, human, physical, feature, climate, vegetation, mountainous, desert, tectonic plates, coast, settlement, capital city, environmental, land use, trade, natural resources, population, fertile, industry
Intent	This unit intends children to discover South America as they learn about the countries, culture and geography of this continent. They will learn about the climate, the geographical features, the industries and the people of South America through a range of activities, giving them an insight into how life in South America is different to life here in the UK.		Cross Curricular Links and wider influences	Mayan topic
Curriculum Driver Links	Community - how our community compares with South America and Mayan civilizations.		Links to prior learning	Physical and Human geography of our own location and European locations. Rivers topic
Concept Thread	Investigate places This concept involves understanding the geographical location of places and their physical and human features.		Links to future learning	Key skills in geographical knowledge- Children will build on their knowledge of human and physical geography



Art - Space			
Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
To find out where the Maya lived.	World map knowledge of continents.	Children will identify the continents of north and South America and notice that the Maya lived in an area in between called central America They will identify the countries.	<ul style="list-style-type: none"> • Show children the world map on the slides. Do you know where the Maya lived? Invite children to come up to the map and point to where the Maya lived. • Show children the world map with the location of the Maya on the world map. Which continent is this in? Can you name the other continents? Children to name the continents, then explain that the Maya lived in the continent of North America in an area that now covers several different countries. Do you know what any of these countries might be? Can you name any countries in this area of Central America? Invite children to share their ideas. • Tell children that today it is their job to find out what these countries are. How do you think we could do this? <p>Provide children with worksheet 1C showing the location of the Mayan civilisation, then give children atlases or online maps to help them identify and label each of the countries. Children to also identify the cities labelled on the map, then answer the questions.</p>
To compare the physical geography of Mesoamerica and the UK.	Year 2 comparative work on another country.	Children will identify similarities and differences between Chichen Itza and our location.	<ul style="list-style-type: none"> • Can you remember where the Maya lived? Can you remember the names of the modern-day countries where the Maya lived? Children to share their ideas, then check on the slides. • What do you think these countries are like? How might they be different to where we live? Invite children to share their ideas. • Tell children that today they will be exploring what these places are like. How could we do this? What sources of information could we use? Children to think, pair, share their ideas then go through the information on the slides. <p>Provide children with the Information Sheet showing the climate data for Chichen Itza and London, including temperature and precipitation. Children to use the data to plot the graphs on worksheet 2C, then answer the questions on worksheet 2D.</p>
To find out about the location and countries of South America.	World map knowledge of continents.	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.	<ul style="list-style-type: none"> • What do you already know about South America? Give children a few minutes to discuss this in pairs then share with the rest of the class. • Show children the questions on the slides. How many of these questions can you answer? What is South America? Where is South America? How big is South America? What languages are spoken in South America? What countries are there in South America? Which seas and oceans surround South America? • Go through the information on the slides about South America as a class. How many of our answers to the questions were correct? • What else would you like to find out about South America? Invite children to share their ideas. <p>Children label map of South America</p>



<p>To find out about the climate in South America.</p>	<p>Weather in KS1 Water cycle in LKS2 That the equator is the line that runs around the centre of the earth.</p>	<p>Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.</p>	<ul style="list-style-type: none"> • Show children the map of South America on the slides with the blank labels for the names of the countries. How many of the countries can you remember? Give children some time to talk to a partner, then check on the slides. • How would you describe where South America is on a world map? Invite children to share their ideas, then show them the world map with the equator labelled. What would you expect the climate in South America to be like and why? Invite children to share their ideas, then go through the information on the slides about the varied climates of South America. Split the class into groups and challenge each group to find out about the climate in a particular South American country using a variety of secondary sources. They could, for example, create bar graphs to show average temperatures or rainfall in a particular location, or describe how this climate affects the landscape and people in the area.
<p>To find out about the major mountain ranges of South America.</p>	<p>How to identify topographical features on a map.</p>	<p>Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.</p>	<ul style="list-style-type: none"> • Show children the topographical map of South America on the slides. Can you see where the mountainous areas of South America are? Invite children to share their ideas. • Go through the information on the slides about the Andes and where in South America they are located. • Why do you think the Andes are formed as a long mountain range instead of having lots of different mountains in different locations? Go through the information on the slides about tectonic plates and how mountains are formed, then explain that some of the mountains in the Andes are active volcanoes. Go through the information about how volcanoes are formed. • Go through the information on the slides about how the Andes are used for farming, mining, hydroelectric power and tourism. • Provide children with the 3D Mountain Template (enlarged to A3) and the Challenge Card. Children to use the questions on the Challenge Card as the basis for creating a 3D information booklet about the Andes. Children could write different facts about the Andes on each side of the mountain and then add flaps or pull-out parts if they are feeling adventurous! • Children to carry out their research, then construct their 3D mountains. Encourage children to write all the information and draw all the pictures on their 3D net before constructing it. • When children have finished, the mountains can be used as part of a display.
<p>To find out about the human geography of South America.</p>	<p>Human geography is how humans and the environment interact. Communities, transport, culture etc</p>	<p>Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South</p>	<ul style="list-style-type: none"> • What is the difference between physical geography and human geography? Invite children to share their ideas, then go through the information on the slides. • If we were going to research the human geography of South America, what questions could we ask? Children to think, pair, share their ideas, then write a list on the slides. If necessary, show children the questions on the slides. • Provide children with the Population Sheet and the South America Map sheet. Give children five minutes in pairs or small groups to match which country they think goes with which



		America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.	population, based on what they already know about South America and how big each of the countries are. When all children think they have got the order correct, check on the slides. Children to get a point for each correct match. Which team scored the most points? Are you surprised by any of the answers? Why?
To find out about trade and industry in South America.	Everything we buy comes from lots of different places around the world.	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	<ul style="list-style-type: none"> • Do you know what trade is? What does the word trade mean in terms of geography? Invite children to share their ideas, then go through the information on the slides. • What products do you think South America produce a lot of that they export to other countries? Why? Children to share ideas. • Go through the information on the slides about South America's biggest exports. Provide children with the Fact Cards and give them some time to look through them. On worksheet 5B, children to then annotate the map with labels and pictures to show what is produced in which countries.