



| Brazil: South America | | | | | | | | | | | | | | | | |
|--|---|---|-------|---------------|---------|----------|---------------|-------|------------|--|----------|--|-----------|--|---|---|
| Progression | End of Unit Assessment Outcomes | | | | | | | | | | | | | | | |
| <p>Geography Prior and Future Learning: Y1/2 Year A- What's Our Place in the World? Y1/2 Year A- Why Were Castles Built In Britain? Y1/2 Year B-What's The Difference Between Towns and Cities? Y3/4 Year A- How Have The Pennines Affected Land Use? Y3/4 Year B- How Does The Geography Of The Mediterranean Affect Economic Activity? Y5/6 Year B- How Do The Biomes of Brazil Impact It's Trade and Economic Position?</p> | <p><u>Year 5</u> Name and locate the country of Brazil, the equator, tropic of Capricorn and Cancer and northern and southern hemispheres</p> <p>Explain their understanding of the Prime/Greenwich Meridian and longitude and latitude'</p> | <p><u>Year 6</u> Name and locate the country of Brazil, the equator, tropic of Capricorn and Cancer and northern and southern hemispheres</p> <p>Explain their understanding of the Prime/Greenwich Meridian and longitude and latitude'</p> | | | | | | | | | | | | | | |
| Key Vocabulary for the Unit | | | | | | | | | | | | | | | | |
| <p>Subject Specific Vocabulary:</p> <table border="0"> <tr> <td>climate zone</td> <td>environmental impact</td> </tr> <tr> <td>biome</td> <td>deforestation</td> </tr> <tr> <td>equator</td> <td>economy,</td> </tr> <tr> <td>tropics of...</td> <td>trade</td> </tr> <tr> <td>hemisphere</td> <td></td> </tr> <tr> <td>latitude</td> <td></td> </tr> <tr> <td>longitude</td> <td></td> </tr> </table> | climate zone | environmental impact | biome | deforestation | equator | economy, | tropics of... | trade | hemisphere | | latitude | | longitude | | <p>To describe climate zones and some of the biomes of Brazil</p> <p>To know and describe the environmental impact of deforestation</p> | <p>To describe the importance of the biomes of Brazil</p> <p>Explain the economic impact of deforestation</p> |
| climate zone | environmental impact | | | | | | | | | | | | | | | |
| biome | deforestation | | | | | | | | | | | | | | | |
| equator | economy, | | | | | | | | | | | | | | | |
| tropics of... | trade | | | | | | | | | | | | | | | |
| hemisphere | | | | | | | | | | | | | | | | |
| latitude | | | | | | | | | | | | | | | | |
| longitude | | | | | | | | | | | | | | | | |
| End of Unit Assessment Vehicle | | | | | | | | | | | | | | | | |
| Guided Reading-style questions. | | | | | | | | | | | | | | | | |
| Geography Disciplinary Knowledge | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Use maps, atlases, globes, ordinance surveys and digital/computer mapping to identify locations and geographical features. 2. Critically analyse similarities and differences of human and physical geography using wider knowledge to make generalisations. 3. During fieldwork, observe, record, measure and present key physical and human characteristics of a location. | | | | | | | | | | | | | | | | |