

Year 5&6: South America



Essential Learning:

By the end of this topic, you will have learned:

Enquiry Drivers:

How do South American people adapt to their environment?

- About the location and the countries of South America
- The different biomes and climate zones of South America
- How the physical geography of a place influences the lives of its inhabitants with a focus on the Amazon River, Amazon Rainforest and the Andes mountain range
- What life is like in Brazil, including the indigenous people of the Amazon Rainforest & the effects of deforestation

Process & Changes

Understand the reasons for different processes and resulting changes in a range of locations.

Human Geography

Recognise, understand and explain patterns in human geography.

Physical Geography

Understand how the physical geography of a place influences the lives of its inhabitants.

Geographical Vocabulary

Know and understand more technical vocabulary
E.G. biome, climate zone.

Locations and Environments

Compare and contrast diverse locations and environments.

Similarities and Differences

Understand why different places employ different strategies for solving similar problems.

Prior Learning:

Children will have learnt the continents in KS1
Children will have learnt that Peru is a country in South America in KS1
Children will have learnt about rivers in LKS2 (UK and Nile)

Curriculum enrichment:

'Brazilian Carnival' – Latin American Music and dance afternoon/day
Food tasting and making
Visit to Grizedale Forest

Outdoor learning:

Key Vocabulary: South America, Southern Hemisphere, equator, continent, country, border, physical feature, human feature, biome, climate zone, Amazon, Andes, settlement, trade, economy, tourism, indigenous

Unit Focus: Geography

NC: Pupils should be able 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.

Pupils should describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains...

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.

Children should:

- 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
- Understand geographical similarities and differences through the study of human and physical geography of a region
- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes
- Identify a range of geographical processes that cause change in the physical and human world in different places
- Observe and explain how human patterns are influenced by both human and physical features
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key Questions

Where is South America? Can you name the countries of South America? What are some of the capital & major cities in South America?

What is a biome? What biomes are there in South America? What is the climate like in South America?

What is the difference between a human feature and a physical feature? How does the physical features of a place influence the lives of the people who live there – EG the Andes or the Amazon?

What is world trade? What are the biggest exports of South America?

What is deforestation? What are the effects of deforestation on the people who live in the Amazon Rainforest?

What are the similarities and differences between the UK and a region of South America's human geography?

What are the similarities and between the UK and a region of South America's physical geography?

Sources of evidence

What different sources of evidence and resources can you use to answer these questions? Evidence may include: the use of direct observation, maps, atlases, photographs, digital resources and other materials.

Resources

<https://www.bbc.co.uk/bitesize/articles/zvvmjvh>

<https://www.kids-world-travel-guide.com/south-america-facts.html>

Science	Music
<p>NC Living things and their habitats</p> <ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics. and animals. <p>Scientific Enquiry</p> <ul style="list-style-type: none"> - Select and plan the most appropriate type of scientific enquiry to answer specific questions - Make predictions based on scientific knowledge and understanding - Carry out a range of scientific investigations - Recognise and control variables where appropriate during investigations - Take measurements using a range of scientific equipment with accuracy and precision - Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT - Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions - Present reports of findings in written form, displays and presentations - Use test results to make predictions and set up further comparative and fair tests 	<p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations <p>Listen to/watch ‘A Hymn to the Rainforest’</p> <p>Compose a rainforest soundscape using a staff for notation placing ‘sounds’ according to their pitch</p> <p>Perform as a class – ending with a link to deforestation</p> <p>NC Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop an understanding of the history of music <p>(As part of the learning hook) South American countries and their styles of music</p> <p>Argentina – ‘Tango’</p> <p>Columbia – ‘Salsa’</p> <p>Brazil – ‘Bossa Nova’</p> <p>Peru – ‘Follorico’</p> <p>Listen to examples of each kind of music. Discuss preferences.</p> <p>Wan Boto- https://www.youtube.com/watch?v=Lo4ToYFSap4-</p> <p>‘Wan Boto’ is a traditional song from Suriname in South America. Keep the steady beat or pulse on knees, the floor or anything else that could be a drum. Then join in with the drumming patterns.</p>
Computing/ICT	History
<p>Privacy and security – Project Evolve</p> <p>NC:</p> <ul style="list-style-type: none"> ▪ Be discerning in evaluating digital content. 	

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
 - Understand the opportunities computer networks offer for communication and collaboration.

Pupils should be taught to: -

- explain what a strong password is and demonstrate how to create one.
- explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
- explain what app permissions are and give some examples.

Click on the link to follow the lessons for Privacy and security:-

<https://projectevolve.co.uk/toolkit/resources/years/5/privacy-and-security/>

Webpage design

NC:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
 - Use search technologies effectively.

Pupils should be taught to: -

- Select, use and combine internet services to create digital 'content' (inc. programs and systems).
- Demonstrate awareness of intended audience in work.
- Independently select the most appropriate ICT tools for intended purpose and audience.
- Routinely evaluate and improve work as part of the design process.
 - Use a range of digital devices to produce digital 'content'.

Useful resources/websites: -

<https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation>

<https://www.ilearn2.co.uk/previewwebdesign-html/>

<p>https://www.tes.com/teaching-resource/creating-a-website-lesson-1-of-6-11736046 https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/creating-media-website-design/google-unit-website-design/</p>	
DT	Art
<p>NC Cooking and nutrition <i>Pupils should be taught to:</i> -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality - know where and how a variety of ingredients are grown, reared, caught and processed. Research, investigate and analyse a range of existing products to design savoury South American dishes that are appealing to consumers.</p> <p>Rio Carnival Brazilian Cheese Bread t-tp-2666390-rio-carnival-brazilian-cheese-bread-recipe_ver_1.pdf (twinkl.co.uk) Salsa t-tp-2671167-carnival-salsa-recipe_ver_1.pdf (twinkl.co.uk)</p>	
PSHE	Cross-curricular Maths
<p><u>Diversity – 7 lessons</u> <u>Value Link – Kindness</u></p> <p>Science Link Y6 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs</p>	<p>Statistics: Weather/temperature graphs for different SA countries – compare temperatures</p> <p style="text-align: center; background-color: #E6E6FA;">RE</p> <p>Christianity (Church)</p>

and other substances can be harmful to the human body; (Non-statutory guidance)

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

[The land of the Red People](#) (Y5)

LO: Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

[Boys will be boys? - challenging gender stereotypes](#) (Y6)

LO: Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.

[What's the risk? \(1\)](#) (Y6)

LO: Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.

[What's the risk? \(2\)](#) (Y6)

LO: Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.

[Behave yourself](#) (Y6)

LO: Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.

[Basic first aid, including Sepsis Awareness](#) (Y5)

How do people decide what to believe?

Coverage:

- The Trinity
- Use of symbols and metaphors
- The Worldwide Church

English Focus 1	English Focus 2
<p>Class Novel: ‘The Explorer’ by Katherine Rundell</p> <p>Guided reading Stage 5 Rainforests Stage 5 Brazil</p> <p>Grammar: Word classes revision, direct speech, inverted commas,</p> <p>‘The Explorer’ Literacy Shed+ Writing Unit (4 weeks) https://www.literacyshedplus.com/en-us/resource/the-explorer-by-katherine-rundell-en-gb</p> <p>Reading Phase Reading the novel and focus extracts, make predictions about character, setting and plot, answer key reading questions justifying answers using evidence from the text, highlight verbs, adjectives and personification.</p> <p>Short Writing Outcome: Setting description of Amazon Rainforest Inferences made about characters from the story</p> <p>Gathering Content Hot seating – the children and the explorer - Short Writing Outcome – write in role as the explorer, giving opinions about each of the children from the story.</p> <p>Writing: Plan and retell the opening of the story from the point of view of a different character (the explorer) using both description and narrative</p> <p>Cross curricular/Independent writing: Rainforest animal fact files/information texts Personification Poetry linked to ‘The Explorer’</p> <p>End of unit: South America – Your Ultimate Travel Guide</p>	<p style="text-align: center;">Persuasion (2 weeks)</p> <p>Possible Texts: Persuasive texts about the effects of deforestation E.G. ‘A Life on our Planet: Deforestation with David Attenborough’ Link to Music and ‘Hymn to the Rainforest’</p> <p>Grammar: Conjunctions – subordinating & coordinating Cohesion across paragraphs – ‘moreover’, ‘furthermore’, ‘in addition’</p> <p>Persuasion – Save the Rainforest</p> <p>Reading Phase Read and analyse persuasive texts – identify and annotate key features including purpose, audience and language. Identify persuasive devices. Identify the main points from texts read that show deforestation is happening at alarming rates and what effect it is having on our planet.</p> <p>Gathering Content Drama – the day in the Life of an Amazonian child ending with diggers moving in to cut down trees near home - Short Writing Outcome: diary Role play different people with different opinions on deforestation (loggers, builders, CEO of logging companies, cattle owners, environmentalists, scientists)</p> <p>Writing: Why we should do more to save the rainforests of the world (model and scaffold paragraphs) Independent: Persuasive letter to Tesco/Booths/Aldi to persuade them to stop selling products that use palm oil – or promote rainforest alliance products</p> <p>Cross curricular/Independent writing: Non-chronological report about a South American country</p>

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