

YEAR 5/6	CYCLE A	BLOCK 3
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	GA3: South America continent	
	<ul style="list-style-type: none"> interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) extend knowledge and understanding beyond the local area to include the United Kingdom and South America. locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 (including day and night) 	Using globes and atlases, identify the south American continent and oceans surrounding it: consider it in relation to the UK → Identify it's position using locational knowledge: bullet point 4 → identify the countries and major cities in South America → using aerial photographs and GIS maps, identify the physical geography that can be determined → using National Geographic – look at pictures of South America and determine key facts about Human geography – map out and record the rainforests, rivers, mountains and wetlands.
phase 2	GA3: South America - Rainforest / CA1: Databases	
	<ul style="list-style-type: none"> interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) extend knowledge and understanding beyond the local area to include the United Kingdom and South America. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America 	Using maps and GIS, identify Brazil, the Amazon, the Amazon Basin, Pantanal and the Brazilian highlands → Watch a documentary on the rainforests → identify the importance of the rainforest → learn about the layers of a rainforest → research the life of tribal families in the rainforest → learn about the destruction of the: map areas of the rainforest that have been destroyed → Research conservation of the rainforest: create an advertisement campaign for the academy → complete unit 4.1 coding
Phase 3	GA3: South America - Brazil / SA2: Living things and their habitats	
	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, and mountains use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	Create a fact file explaining what climate zones, biomes and vegetation belts are → using maps of South America, identify climate zones, biomes and vegetation belts → Research the creatures of the rainforests considered food resources in the rainforest and how animals adapt to rainforest life
Phase 4	SA2: Living things and their habitats	
	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. use classification systems and keys to identify some animals and plants in the local and rainforest environment. research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	Use stimuli such as pictures and videos to consider animals in the rainforests → classify the animals and consider how they are suited to the rainforest → compared to the local environment → identify a variety of habitats and explore why organisms live in different habitats (start with the rainforest) → classify animals into specific groups according to their characteristics → use a classification key to identify Animals → research scientist Carl Linnaeus, a pioneer of classification: Linnaean System of classification. →

Phase 5	GA3: South America – Exploring Brazil	
	<ul style="list-style-type: none"> human geography, including types of settlement and land use, economic activity including trade links, and the describe and understand key aspects of: distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<p>Recap the location of Brazil → explore life in a Brazilian city (a city of two halves) → investigate the urbanisation of Brazil → research the making of Brasilia → explore Brazilian tourist attractions and the Rio de Janeiro → explore the culture of Brazil → compare the Rio de Janeiro carnival to Notting Hill carnival</p>
Phase 6	DTA1: Cooking – Brazilian Food / AA2: Carnivals	
	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Instill a love of cooking in pupils will also open a door to one of the great expressions of human creativity to create sketch books to record their observations use sketchbooks to review and revisit ideas Know about great designers in history 	<p>Investigate traditional Brazilian food → Sample and make Brazilian favourites such as Pão de queijo and Quindim → investigate headdresses and costumes work in carnival → design, make and evaluate their own headdress.</p>