

KNOWLEDGE OVERVIEW GRID					
	Subject: Geography		Year Group: Year 5 6		
	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
	Natural Resources- Waste/energy (renewable/non-renewable)- Climate Change	Brazil with a focus on the Amazon Basin & Rainforest (Climate Change)	Migration (cross-curricular unit with History) <i>See history knowledge overview for learning sequence.</i> <i>Focus Education: Immigration to Britian</i>		Geographical Fieldwork and skills- regional focus of Leeds and Yorkshire. How has Leeds changed over time (growth, population, industry, connectivity)?
NC Objectives Covered (Taken directly from the National Curriculum) Red= substantive knowledge Blue= disciplinary knowledge	Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and Physical Geography Describe and understand key aspects of: 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 Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Locational knowledge Locate the world’s countries, using maps to focus on 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) Place knowledge Understand geographical similarities and differences between a region of the UK and a region of South America Human and physical geography Describe, understand and explain key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, -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 Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography Describe and understand key aspects of: 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 Geographical fieldwork use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geographical fieldwork Use a range of fieldwork methods to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies and choose appropriate ways to record this data.

Previous Knowledge -What have children learnt previously that will support this next step?	Children will have been taught in year 34 about the distribution of natural resources including water/food. They have had an introduction to climate change.	Children have learnt about the continents of the world in KS1 so should be able to locate the continent of South America. Children in year 5/6 have learnt about the world's natural resources, the need for renewable energy sources and climate change. Children in Year 5 have previously learnt about the region of Yorkshire.			
Misconceptions -What are the common misconceptions in knowledge for this unit?	The earth's resources are infinite. Renewable natural resources are never exhaustible. Population growth is the main threat to the world's natural resources. Sustainability is just concerned with the natural environment.	Children think that the Amazon is either just the river, or just the rainforest and not a region. Children think that the Amazon Basin is just situated in Brazil. The Amazon Basin is just the river and rainforest – there are no cities.			
Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge.	What are the world's natural resources? Can I define sustainability? How do we produce energy? How will we produce energy differently in the future? Why do we need to consider different energy sources? How sustainable is our school? (fieldwork)	Where is the Amazon Basin and what is the climate like? How is the Equatorial rainforest structured? How significant is the River Amazon? Who are the Caboclo people? What are the threats to the rainforest and how can we help to preserve it? Can I compare the Amazon Basin to Yorkshire?			

Knowledge Showcase

- What will children know and be able to do by the end of the unit?
- What will the children produce to demonstrate this knowledge?

The Amazon Basin is a large region in the continent of South America drained by the Amazon River and its tributaries. The Amazon Basin covers an area of about 7,500,000 km2 (2,900,000 sq mi), or roughly 40 percent of the South American continent. The basin includes

parts of Bolivia, Brazil, Venezuela, Peru, Colombia, Ecuador and Guyana. Rainforests cover less than 6% of the Earth’s surface. True equatorial rainforest is found close to the equator all around the globe.

Equatorial Rainforest in The Amazon Basin

Equatorial rainforests are characterised by diversity of vegetation (trees, epiphytes, fungi and lianas) which provide an abundance of

ecological niches for a vast range of animals from bacteria to large vertebrates such as monkeys. Within the equatorial rainforest there is a high degree of organisation which is often masked by the complexity and exuberance of the forest growth. Equatorial rainforest vegetation show a layered structure.

The River Amazon and the water cycle

The Amazon rises in the Andes mountains in Peru and flows some 6,518 kms (estimates vary – this is about the distance from London to Delhi) to enter the Atlantic Ocean through a delta on the north east coast of Brazil. Large tributaries join the main river at confluences such as the Rio Negro and Rio Solimoes (Upper Amazon).

The Caboclos, river dwellers in the Brazilian Amazonia, are descended from the offspring of European and Amerindian mixed marriages.

Settlement of the Amazon Basin

The forest is impenetrable so Caboclos have established isolated settlements and hamlets on the river banks and spend their lives farming

small river bank clearings and fishing. The waterways are the lifeline for the Caboclo people, they are the means of keeping in touch with each other and marketing their produce. Some have moved to find paid employment in cities, and have jobs like taxi drivers, boat makers and domestic staff, but they still help their families maintain their farms.Caboclo agriculture is based on a traditional African model, a variety of shifting cultivation with manioc as the staple crop, supplemented by a mixed farm of

		vegetables, fruit trees, coffee, chickens, sheep and pigs. Indigenous peoples, like the Yanomamo, have traditionally used the rainforests sustainably to meet their needs for food and shelter. There have been increasing threats to the rainforest, as a result of the exploitation of the valuable rainforest resources. These include timber, latex (rubber), clearance for farming especially large scale cattle ranching, and mining of minerals. In some regions oil extraction causes forest degradation. There is a huge demand for fuel wood, in areas where electrical and gas supply is limited. A new but growing threat in Brazil is forest clearance for the development of oil palm plantations. Road building and tourism (accommodation, transport and activities) has locally changed the nature of the forest ecosystems. There are plans to develop hydro-electric dams on the Amazon and its tributaries, but the reservoirs would flood some forest.			
Knowledge Sentences -Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...) (To share with children when it is taught during the unit)	I know that natural resources are the raw materials which are used to produce all of the products we use. I know they are very valuable. I know many natural resources are exhaustible. I know some are renewable. I know that sustainable development needs to meet the needs of the present and future generations. I know that fossil fuels were formed millions of years ago. I know that fossil fuels can produce lots of energy quite cheaply, but supplies are running out. I know that burning fossil fuels produces carbon dioxide into the atmosphere contributing to global warming. I know that global warming leads to climate change.	I know that the Amazon basin is in South America and can locate it on a map. I know that the Amazon basin covers 8 countries – Brazil, Peru, Bolivia, Ecuador, Colombia, Venezuela, Guyana and Suriname. I know that equatorial rainforests are characterised by diversity of vegetation which provide essential food/shelter for a vast range of animals. I know that Equatorial rainforests are made up from a layered structure including the forest floor, understory, canopy and emergent layer. I know that the Amazon River represents around 20% of all the water discharged into the world’s ocean by rivers all over the world. I know that the river is home to many fish, reptiles and mammals. I know many of the species are under threat from overfishing and environmental change. I know that indigenous peoples, like the Yanomamo, have traditionally used the rainforests sustainably to meet their needs for food and shelter. I know that a growing threat in Brazil is forest clearance for the development of oil palm plantations. I know that road building and tourism has locally changed the nature of the forest ecosystems. I know that forest clearance releases more carbon dioxide into the atmosphere, affecting global warming. I know that the loss of the vegetation reduces evaporation and the amount of rainfall released into the rainforest			

Key Vocabulary (To share with children and add to working walls/knowledge mats)		Raw materials Valuable Exhaustible Power and energy Renewable and non-renewable Fossil fuels Sustainable development Greenhouse gases	Climate Region Equatorial rainforest Evaporation, Precipitation, Transpiration, Condensation Eco system Settlement Indigenous people Deforestation Global warming			
What does this look like at Bramhope?	Enrichment Activities (trips, residentials, speakers, SMSC)					
	Physical Resources (artefacts)					
	Cross Curricular learning (Include opportunities for writing and quality texts)	This unit is being taught alongside electricity in science.	Journey to the River Sea (English text) Guided reading non-fiction			
	Local Learning including outdoor learning	How sustainable is our community and our school?				
	Opportunities for cultural Diversity		Learning about indigenous people.			