



Year group: Year 6
Term: Spring
Subject: South America



Prior learning

EYFS Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They can recognise some similarities and differences between life in this country and life in other countries.

KS1 Chn have knowledge of how goods are transported around the world and have studies Africa in detail – knowing what foods we get from those countries. Chn have knowledge of the UK and the 7 continents and oceans.

KS2 Children have knowledge of a range of European countries. Children have knowledge of where different food come from in Europe and that cities were build on rivers to help trade.

Key vocabulary

Ecosystem, Trade, import, export, goods, globalisation,

Assessment

Create a 'Geographers guide to South America' holiday brochure

Notes and guidance

Children use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America. Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.

Discuss how the rainforest may be linked to us e.g. trade.

Children will start by looking at UK trade and which goods we export/import as a country. They can then investigate trade in South America and begin to make comparisons.

They will understand how **fair trade** works and how we can use this to make informed decisions of which good we purchase.

They will look at how trade has changed throughout history – going back to the Stoneage (y3).

They will learn about global **economy** and the effect multinational companies have had on society.

Substantive Knowledge

- I can name countries in North and South America
- I know the key human and physical features of South America
- I know what life is like in different countries in South America
- I know what fair trade is and why it is important
- I know how to identify fair trade products
- I know where different foods come from
- I know the difference between imports and exports
- I know how trading has changed through history

Disciplinary Knowledge

I know the geography of South America and how we can preserve what is there
I understand how and why trade has changed throughout history

Procedural Knowledge

I can locate the countries of South America on a map
I can identify different biomes and climates in South America
I can identify the different human and physical features of South America
I can map the journey from South America of different foods around the world
I can identify similarities and differences between Brazil, Italy, Greece and UK

Links to other curriculum areas

History – Mayans

PSHE – Fair trade and children rights

Learning Outside the Classroom

Speak to supermarkets/other business about how their decisions on trading goods.

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)