

Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



KEY VOCABULARY:

Urban	In or characteristic of a town or city.
Rural	In or characteristic of the countryside rather than the town
Poverty	the state of being extremely poor.
Equator	a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°
Southern Hemisphere	the part of the earth that lies south of the equator.

As Geographers we will...

Where is Brazil?

What is the Brazilian climate?

Can you compare urban and rural Brazil?

Where is Rio De Janeiro located?

What is it like in the Amazon Rainforest?

What is it like in Brazil?



Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught 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.

Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



<https://www.rgs.org/schools/teaching-resources/brazil/>

Session 1:

Locational Knowledge

Use maps and atlases to locate the continent South America and the country Brazil. Identify the countries bordering Brazil. Concentrate on Brazil's environmental regions, key physical and human features, and major cities

Starter

KWL grid

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of Brazil.

Main Activity

Market place activity (groups of 4 - 6).

Human and Physical Geography

Describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains.

Plenary

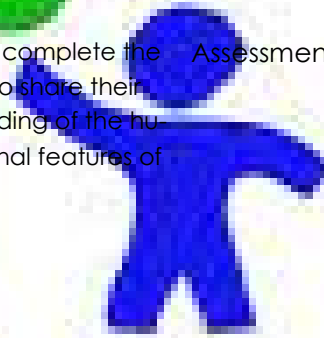
Assessment quiz. Pupils will complete the assessment quiz in pairs to share their knowledge and understanding of the human, physical and locational features of Brazil.

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer mapping to locate Brazil and surrounding countries and oceans; describe features studied

Assessment

Assessment quiz in the plenary.



Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



<https://www.rgs.org/schools/teaching-resources/brazil/>

Session 2:

Locational Knowledge

Locate the different environmental regions of Brazil and key physical characteristics

Place Knowledge

Understand geographical similarities and differences through the study of the climate and environmental regions in Brazil. Compare the climate of Brazil with that of the UK

Human and Physical Geography

Describe and understand key aspects of: physical geography, including: climate zones

Geographical Skills and Fieldwork

Use climate data to create climate graphs for a range of environmental regions in Brazil. Using the climate data and graphs, compare Brazil's cli-

Starter

Pupils watch a clip from the BBC in which the England football coach Roy Hodgson discusses why he didn't want the team to play in Manaus during the 2014 World Cup. Pupil will then have the opportunity to discuss the above question as a class.

Main Activity

Pupils take on the role of geographical investigators. Working in pairs, pupils to use ICT to study weather reports from a variety of locations in Brazil (Manaus, Salvador, Brasilia, Rio and Curitiba).

Teacher to model (using PPT) and show the pupils examples of climate graphs and explain that the pupils will be creating their own climate graph for the different climatic areas of Brazil.

The less able will be supported by the teacher and provided with a frame to draw their graph.

Plenary

A pupil to describe the findings of their graphs by writing a conclusive paragraph explaining what this shows them about the climate of Brazil.

Present pupils with a climate graph of UK and ask pupils to compare the climate of UK to the cities of Brazil.

When is the temperature highest in Brazil?

Is this the same as in the UK?

Why not? Teacher to discuss the Northern and Southern hemisphere with the pupils.

Assessment

Formative assessment: teacher to use the pupils' climate graphs to form an assessment of their knowledge and understanding of the topic.

Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



<https://www.rgs.org/schools/teaching-resources/brazil/>

Session 3:

Locational Knowledge

Locate the major cities and environmental regions of Brazil. Concentrate on key physical and human characteristics as they relate to urbanisation.

Starter

Teacher to set up the classroom with the images from the resources section.

One side of the classroom will represent the urban south (Brasilia) and the other, rural north (The Caatinga).

Pupils begin at the rural end of the classroom and read the push/pull statements out loud. They then make a decision whether this would make them want to stay in the north or move towards the south.

In pairs, pupils to be given a statement which they will choose where to place, either rural or urban.

Pupils discuss their findings with the class before writing their own definition of a push/pull factor.

Place Knowledge

Understand geographical similarities and differences through the study of urban and rural areas in Brazil. Compare urbanisation in Brazil to urbanisation in the UK.

Main Activity

Pupils imagine that they are living in the Caatinga.

They will plan and write a letter to a friend explaining why they want to leave the countryside (push) and move to Brasilia (pull).

The LA pupils will be provided with a writing frame/ use of ICT if available to support their learning.

Human and Physical Geography

Human geography, including: types of settlement and land use, services, economic activity, and the distribution of natural resources including energy, food, minerals and water. Examining human and physical push and pull factors related to urbanisation.

Plenary

Pupils to peer assess their work using the peer assessment form.

Pupils to compare push/pull factors in Brazil to those in the UK.

Discuss the differences in the wealth of the two countries and focus on the city of London.

Geographical Skills and Fieldwork

Use maps and digital/computer mapping to locate urban and rural areas and describe features

Assessment

Using the peer assessment forms teachers will be able to assess whether pupils have met the objectives and been able to apply their knowledge successfully.

Pupil questioning and response throughout the lesson.

Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



<https://www.rgs.org/schools/teaching-resources/brazil/>

Session 4:

Locational Knowledge

Locate the continent South America and country Brazil using maps. Concentrate on key physical and human characteristics of the city Rio de Janeiro

Starter

Pupils to complete the picture of Rio. Compare pupils' work before revealing the real picture.

Is this what the pupils expected?



Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of South America

Main Activity

Why do over 16 million Brazilians live below the poverty line? How does this affect their lives?

Discuss what is meant by the term poverty line?

Using the video links information pages provided, pupils to create a Venn diagram comparing the lives of children living in the Rocinha favela to those living in Barra da Tijuca.

Human and Physical Geography

Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources

Plenary

Pupils to read their work to the class who will share the findings of the class.

How do the lives of people in Rio compare to the pupils' lives in the UK? Are there any similarities or differences?



Geographical Skills and Fieldwork

Use information on the Rocinha favela and Barra da Tijuca to create a Venn diagram highlighting similarities and differences between these two areas of Rio de Janeiro

Assessment

Assessment of written work produced within the lesson.

Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



<https://www.rgs.org/schools/teaching-resources/brazil/>

Session 5:

Locational Knowledge

Locate the Amazon rainforest using maps and focus key physical and human characteristics

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest

Human and Physical Geography

Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, min-

Geographical Skills and Fieldwork

Research the Amazon rainforest and Awa tribe

Starter

Teacher to begin the lesson by posing the question: Do all people living in Brazil want to migrate to the urbanised areas?

Who lives in the Amazon Rainforest? Pupils to discuss these questions in pairs before reporting back to the class.

Share video footage of the Awa tribe with the class- what do you think the lives of these people is like?

Main Activity

Pupils to collect the information about the Awa tribe and create a short fact file about the lives of the tribe.

Whole class discussion: what factors may be affecting the lives of the Awa tribe? Show pupils images (see PPT)

Discuss the consequences of: cattle ranching, farming, logging, disease and road building on the lives of the Awa tribe.

Plenary

What can be done to help to protect the tribes of the Amazon Rainforest? Pupils to discuss this question.

Assessment

Assessment of written work produced within the lesson.



Year 4

GEOGRAPHICAL CONTEXT: South America Brazil



<https://www.rgs.org/schools/teaching-resources/brazil/>

Session 6:

Locational Knowledge

Locate the continent South America and country Brazil using maps, atlases and globes. Concentrate on the environmental regions, key physical and human characteristics, and major cities of Brazil.

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of Brazil

Human and Physical Geography

Human geography, including: types of settlement and land use, economic activity and tourism, and the distribution of natural resources

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

Geographical Skills and Fieldwork

Use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil and describe features studied

Starter

Teacher to explain that pupils will be taking on the role of the Brazilian tourist guides who have the responsibility of attracting tourists to visit Brazil.

What do you think we would have to create to attract tourists to Brazil?

Show pupils a selection of travel brochures and online adverts: could we form a success criteria for creating a successful brochure/tourist information guide?

Pupils to work in groups to form a success criteria which they can share with the class. Teacher to form a whole class success criteria (see sample success criteria in the resource section)

Main Activity

Pupils to be encouraged to use a range of resources to develop their knowledge and understanding of Brazil and its human and physical features.

Pupils to use: Brazil Fact file on the National Geographic site, ICT (computers/IPads etc.)

Working in mixed ability groups, teacher to present pupils with their task (see task cards for more detail):

- A city escape guide
- Ecotourism brochure
- Beach resort brochure
- Rainforest exploration guide

Plenary

Having created their tourist information guides, explain that the pupils have one final task to complete.

Teacher to explain that pupils will have to sell their destination using persuasive language techniques and styles.

Pupils could be encouraged to create presentations and videos to help to sell their destination

Assessment