

South America: Focus on Brazil

Lesson one: Where is Brazil? An identification of the human and physical features

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
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.	Understand geographical similarities and differences through the study of human and physical geography of Brazil.	<ul style="list-style-type: none"> How many continents are there in the world? How many of these can you name? Where is South America? How many countries can you locate and name in South America? What is a physical feature? What is a human feature? What is the name of the capital city of Brazil? What is the longest river and highest mountain in Brazil? Which countries border Brazil? Can you identify and locate any of the geographical regions in Brazil? 	<p>STARTER:</p> <ul style="list-style-type: none"> Show pupils soundscape and images (lesson one PPT) and QU: where do you think this is? Why? Pupils to discuss their ideas in mixed ability table groups. Can you locate Brazil on a world map? Pupils to be given two minutes with an atlas to locate Brazil before reporting back to the class. What do you already know? What would you like to find out? Pupils to answer these questions on post it notes which can be added to a working wall in the classroom. <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> Market place activity (groups of 4 - 6). <p>PLENARY:</p> <p>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.</p>	<p>Downloads:</p> <ul style="list-style-type: none"> Lesson Plan PDF MSWORD Where in the world am I? (PPT) Human and Physical features (PPT) Geographical Regions Information PDF MSWORD Map of Regions PDF MSWORD Market Place Task Cards PDF MSWORD Blank Map of South America PDF MSWORD Blank Map of Geographical Regions PDF MSWORD Assessment Quiz PDF MSWORD Assessment Quiz Answers PDF MSWORD <p>Assessment opportunities</p> <p>Assessment quiz in the plenary.</p> <p>Discussion and communication throughout the lesson, for example: pupil response to teacher questioning.</p>
Human and Physical Geography	Geographical Skills and Fieldwork			
Describe and understand the key aspects of physical geography, including: biomes and vegetation belts, rivers and mountains.	Use maps, atlases, globes and digital/computer mapping to locate Brazil and surrounding countries and oceans; describe features studied.			

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Lesson two: The Brazilian climate

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Locate the different environmental regions of Brazil and key physical characteristics.	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.	<ul style="list-style-type: none"> •What does the geographical term 'climate' mean? •What does the geographical term 'weather' mean? •What is the difference between climate and weather? •Why did the England football team not want to play in Manaus, Brazil? •Where is Manaus located? What geographical region is Manaus in? <p>•Pupils will have the opportunity to develop and create their own climate graph, using data from real sources.</p>	<p>STARTER:</p> <ul style="list-style-type: none"> • 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. <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> • 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. <p>PLENARY:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. 	<p>Downloads:</p> <ul style="list-style-type: none"> • Lesson Plan PDF MSWORD • Brazilian Climate (PPT) • Climate data PDF MSWORD • Climate Data Answer Sheet PDF MSWORD • UK Climate Graph 2014 (JPEG) <p>Additional resources:</p> <ul style="list-style-type: none"> • Graph paper, ruler, red and blue coloured pencils • Computer access (optional) • Globe
Human and Physical Geography	Geographical Skills and Fieldwork			Assessment opportunities
Describe and understand key aspects of: physical geography, including: climate zones.	Use climate data to create climate graphs for a range of environmental regions in Brazil. Using the climate data and graphs, compare Brazil's climate with the UK. Optional: use ICT to create climate Graphs.	<ul style="list-style-type: none"> •Pupils will begin to analyse and evaluate climate data. •Pupils will begin to draw conclusions and make comparisons between climate data. 		Formative assessment: teacher to use the pupils' climate graphs to form an assessment of their knowledge and understanding of the topic.

Web link: <http://www.bbc.co.uk/sport/0/football/25420450> (BBC Sport clip - Roy Hodgson)

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Lesson three: Urbanisation: the great tug of war (push/pull)

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Locate the major cities and environmental regions of Brazil. Concentrate on key physical and human characteristics as they relate to urbanisation.	Understand geographical similarities and differences through the study of urban and rural areas in Brazil. Compare urbanisation in Brazil to urbanisation in the UK.	<ul style="list-style-type: none"> What is meant by the geographical term: urban? What is meant by the geographical term: rural? Where is Brasilia? Is it in the north or south of Brazil? Where is The Caatinga? Is it in the north or south of Brazil? What is meant by the geographical term: push factor? What is meant by the geographical term: pull factor? 	<p>STARTER:</p> <ul style="list-style-type: none"> 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. <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> 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. <p>PLENARY:</p> <ul style="list-style-type: none"> 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. 	<p>Downloads:</p> <ul style="list-style-type: none"> Lesson Plan PDF MSWORD Push/Pull factor statement cards PDF MSWORD Urbanisation (PPT) Images of Brazil PDF MSWORD Writing frame PDF MSWORD Peer assessment form PDF MSWORD
Human and Physical Geography	Geographical Skills and Fieldwork	<ul style="list-style-type: none"> What are the main push/pull factors in Brazil? Why is the majority of the Brazilian population located in the cities? 		Assessment opportunities
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.	Use maps and digital/computer mapping to locate urban and rural areas and describe features.			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.

Web links: <http://www.bbc.co.uk/education/clips/zkvw2hv> <http://www.bbc.co.uk/education/clips/z7cmhyc> (push/pull factors)

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Lesson four: A city of two halves

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Locate the continent South America and country Brazil using maps. Concentrate on key physical and human characteristics of the city Rio de Janeiro.	Understand geographical similarities and differences through the study of human and physical geography of a region of South America.	<ul style="list-style-type: none"> •What do you think the statement: 'a city of two halves' means? •Where is Rio de Janeiro located? •What is the 'poverty line'? •Why do around 16 million Brazilians live below the poverty line? •What are the similarities and differences between the rich and poor in Rio de Janeiro? •How do the lives of people in Brazil compare to lives of people in the UK? 	<p>STARTER:</p> <ul style="list-style-type: none"> • Pupils to complete the picture of Rio. Compare pupils' work before revealing the real picture. • Is this what the pupils expected? <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> • 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 Rochinha favela to those living in Barra da Tijuca. <p>LA: to write a birthday list for children living in the different areas and compare them.</p> <p>Core: To write a diary entry in role as one of the children discussing their life.</p> <p>MA (extension): Supported by the teacher, pupils discuss the positive and negative aspects of living in different parts of the city. (Use the teacher information page to lead the discussion).</p> <p>PLENARY:</p> <ul style="list-style-type: none"> • 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? 	<p>Downloads:</p> <ul style="list-style-type: none"> • Lesson Plan PDF MSWORD • A City of Two Halves (PPT) • Barra di Tijuca information page PDF MSWORD • Rio image (word)
Human and Physical Geography	Geographical Skills and Fieldwork	<ul style="list-style-type: none"> •To develop a knowledge and understanding of push/pull factors. •To develop a knowledge and understanding of the similarities and differences between rich and poor. •To compare the lives of the rich and poor in Brazil. 		Assessment opportunities
Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources.	Use information on the Rochinha favela and Barra da Tijuca to create a Venn diagram highlighting similarities and differences between these two areas of Rio de Janeiro.			<p>Assessment of written work produced within the lesson.</p> <p>Use of teacher questioning and pupil response throughout the lesson.</p>

Web link: <http://www.bbc.co.uk/education/clips/zgp4d2p> (life in Rochinha favela- BBC Bitesize)

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Lesson five: The indigenous people of the Amazon rainforest

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
Locate the Amazon rainforest using maps and focus key physical and human characteristics.	Understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest.	<ul style="list-style-type: none"> •What does the term 'indigenous people' mean? •Who are the Awa tribe? •What are lives of the Awa tribe like? What are the threats facing the Awa tribe? 	<p>STARTER:</p> <ul style="list-style-type: none"> • 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? <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> • 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. <p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • Using the information they have collected about the Awa tribes pupils to imagine that they are a member of the tribe. • Pupils to write a diary entry describing what it would have been like to have seen a plane in the sky/ loggers/ cattle ranchers around their home for the first time. <p>PLENARY: ‘ What can be done to help to protect the tribes of the Amazon Rainforest? Pupils to discuss this question.</p>	<p>Downloads:</p> <ul style="list-style-type: none"> • Lesson Plan PDF MSWORD • Fact file: The Awa Tribe PDF MSWORD • Indigenous People of the Rainforest (PPT) • Senses planning board PDF MSWORD
Human and Physical Geography	Geographical Skills and Fieldwork			Assessment opportunities
Human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water.	Research the Amazon rainforest and Awa tribe.	<ul style="list-style-type: none"> •To develop a knowledge and understanding of the indigenous people of Brazil •To understand the similarities and differences between the lives of the indigenous people and other people living in Brazil. •To understand the threats facing the indigenous people of Brazil. 		<p>Assessment of written work produced within the lesson.</p> <p>Use of teacher questioning and pupil response throughout the lesson.</p>

Web links: <http://www.bbc.co.uk/news/magazine-27500689> (Newspaper report about the Awa tribe)
<http://www.survivalinternational.org/awa> (detailed information about the Awa tribe)
<https://www.youtube.com/watch?v=sLErPqqCC54> (video clip of a tribe in the Amazon Rainforest)

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Lesson six: What is life like in Brazil?

Locational Knowledge	Place Knowledge	Key questions and ideas	Teaching and learning activities	Resources
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.	Understand geographical similarities and differences through the study of human and physical geography of Brazil.	<ul style="list-style-type: none"> •How will you attract tourists to your destination? •What are the main human and physical features in your destination? •Why should I visit this destination? •What makes this destination better than elsewhere in the world? <p>•To assess knowledge and understanding of Brazil.</p> <p>•To develop an in-depth understanding of the geographical features of Brazil.</p>	<p>STARTER:</p> <ul style="list-style-type: none"> • 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) <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> • 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): <ol style="list-style-type: none"> 1. A city escape guide 2. Ecotourism brochure 3. Beach resort brochure 4. Rainforest exploration guide <p>PLENARY:</p> <ul style="list-style-type: none"> • 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. <p>Pupils could be encouraged to create presentations and videos to help to sell their destination.</p>	<p>Downloads:</p> <ul style="list-style-type: none"> • Lesson Plan PDF MSWORD • What is life like in Brazil? (PPT) • Success criteria PDF MSWORD • Task cards PDF MSWORD <p>Additional resources:</p> <ul style="list-style-type: none"> • Visit a local travel agent and collect several examples of travel brochures to share with the pupils.
Human and Physical Geography	Geographical Skills and Fieldwork			Assessment opportunities
Human geography, including: types of settlement and land use, economic activity and tourism, and the distribution of natural resources.	Use maps to locate cities, beaches, mountains and the Amazon rainforest in Brazil and describe features studied.			
Physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains				