



**What I already know.**

- Where Europe is
- That Europe is a continent
- That the closer to the North Pole you are, the colder it is.
- Viking originally came from areas of Scandinavia.
- The countries which make up Scandinavia.
- The climate in Scandinavia compared to the climate in the UK.

**Knowledge**

- What do we know already about the Amazon Basin region and what do we want to find out?
- Where in the world is the Amazon Basin and in which countries is it located?
- What is the physical geography like? (*climate, soils, vegetation, rivers, biome*).
- What is the human geography like? (*settlement size and character, farming types, extractive industries, transport links, natural resources, environmental impact*).
- How is the rainforest in the Amazon Basin changing? Why is the rainforest changing?
- What happened, or is still happening, to cause these changes? Do the changes have positive or negative effects?
- How does this region of South America compare and contrast with regions we have studied before e.g. in the UK, Europe and/or North America?

**Year 5– Summer 1 Term – A Region of South America (Geography)**  
**Intention: In Geography, I will ...**

**Skills**

- Locate the world’s countries, using maps to focus on South America.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Describe and understand key aspects of:
  - **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - **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.
- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude/longitude in a globe or atlas.
- Use the scale bar on maps.
- Read and compare map scales.
- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely to change in the future?
- Make predictions and test simple hypotheses about people and places.
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use more precise geographical language relating to the physical and human processes detailed in the Programme of Study e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news

**Vocabulary**

Amazon Basin	Environmental Impact
Climate	Rainforest
Vegetation	South America
Biome	
Settlements	