



# Shadsworth Junior School

## Curriculum



### Year 5 Scheme of Work for Topic

**Term:** Spring Term 1

**Topic:** South America

**Key Skills and Knowledge:**

**Substantive knowledge:** Locational knowledge: name and locate locations, Place knowledge: the connection of location with personal experiences, Human processes: land use and economic activity, Geography skills: Using maps and atlases, researching evidence.

**Concepts:** place, space, scale, human processes, cultural awareness and cultural diversity.

**Locational Knowledge**

To name and locate countries and major cities in South America, concentrating on the environmental regions, key physical and human characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

To identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

**Place Knowledge**

To understand geographical similarities and differences through the study of human and physical geography of a region in South America.

To know that South America is the fourth largest continent.

To know which surrounding waters borders this continent.

To know that Central America connects North and South America.

**Human and Physical Geography**

To describe and understand key aspects of:

South America physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains – Amazon River, Andes, Cape Horn, Atacama Desert, Amazon Rainforest.

South America 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.

To identify some of the physical and human features from aerial photographs and on maps and know the corresponding symbols.

To explore how land use patterns have changed over time in a region in the South America.

**Geographical Skills and Field work**

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

To use the 8 points of a compass, 4- and 6-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.

### Reading and Writing Opportunities (Long and Short Activities)

**Creative Ideas and Hooks**

**Talk like a Geographer**

**Key geographical questions**

Where is this place in the world and which other places near it?

What type of place is it?

What different types of land use can we identify?

How do people use this landscape in different ways?

What types of transport links to other places can we find?

What evidence is there of connections to other places?

Can you work out an accurate itinerary detailing a journey to another part of the world? What is the shortest/longest journey?

What was this place like in the past? How and why is it changing?

Can you recognise the climate of a given country according to its location on the map?

How is it similar or different to other localities that we have studied?

**To ask and discover what it is physically like here by asking and researching:**

What are the key topographical features found in a South America region and how can I compare them to the Northwest region of England?

Why does South America attract tourists and what impact

(positive/negative) does this have on the region, environment and the people that live there?

How is South America different to Europe?

**Write like a Geographer**

Where would I rather live and why?

Write a report about the similarities and differences of a South America state and the northwest of England. Include the following -populations sizes, populations of the largest cities, population densities, popular tourist attractions, highest and lowest temperatures, precipitation, human and physical characteristics, and GDP.

Write a report about the location of The Amazon and its significance.

How and why is it changing? How do I feel about these changes? What will it look like in the future? Why will it look like this? What evidence supports your findings?

**ART/DT/Homework**

Make a 3D model of a well-known landmark/physical or human feature

Sketch a map of a tourist attraction

Plan a detailed journey from England to South America

Create a holiday brochure or poster

### Links to PSHCE, Equality and British Values Work

Use Google Earth to discuss how and why places are connected.

Discuss how different the aerial view of Northwest England compared to an area in South America looks when zooming in and out.

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Sustainability –

How Deforestation is affecting climate change.

Discuss/debate - what is shifting cultivation and what are the advantages and disadvantages?

**Key Vocabulary:**

Aerial photograph, Arctic Circle, atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, oce, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather.

**Resources Available / Visits/Visitors**

Google Earth to zoom in out  
Dollar Street – data on real people in the world

**Misconceptions:**

Understanding that the equator, tropics etc. are not physical lines but imaginary lines around the world.  
Understanding the scale of types of settlements/areas of land e.g., continents – countries, regions – counties.  
Understanding that the size of types of settlements can be inconsistent e.g., towns being larger than cities.

**Useful Websites:**

[www.earth.google.com](http://www.earth.google.com)

**Previous knowledge:**

**Y3/4** - Children will learn about the key geographical characteristics of the UK and Europe with a focus on Italy. Children will explore the types of settlements, key topographical features and how types of land use in areas of Europe have changed over time. Children will use maps and atlases and learn features of maps.