



Geography Knowledge Organiser:

Place knowledge study: The rainforests of Brazil



Overview



This topic supports the study of place and locational knowledge of South America. It looks at the contrast between rural and urban lives in Brazil and it examines the rainforest biome considering how our lives here in Europe are linked to it.



Human geography (people)



The lives of the rich and poor in Brazil's cities and countryside

Life in a favela

Why do people move to the cities?

The reasons why the rainforest is being cut down...

Economic reasons (for the money that can be made)

Social reasons (to make room for more people to live and roads for them to travel on)

Global warming: the impact on humans

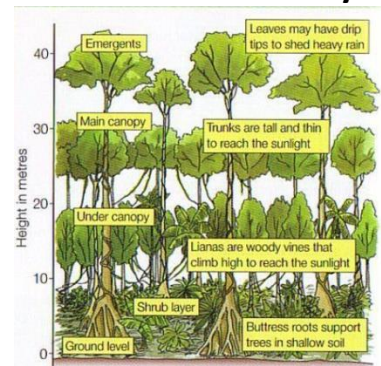


Physical geography (nature)

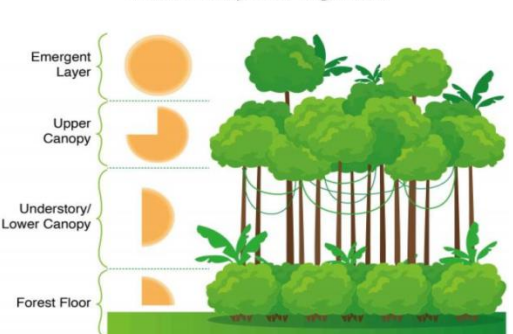


The climate of the rainforest is that it is very hot and very wet. This means that plants grow very quickly and some of them very tall. Plants and animals have adapted to these conditions. This means that although we would find it difficult to live there, they can cope with the heat and wet.

The layers of the rainforest.



Rainforest Layers of Vegetation



Cutting down the forests means that there is more CO₂ in the atmosphere and this leads to more global warming. This means that the climates are slowly changing and sea levels are slowly rising.

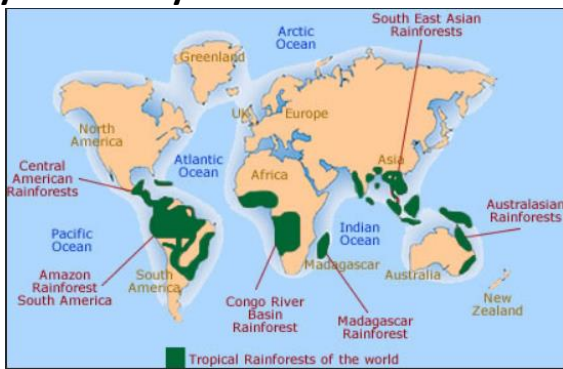


Main skills and or fieldwork



Locational map skills e.g. using an atlas, google earth, compass points, keys and scale

Environmental impact survey and examination of how to carry out surveys and make our own findings



Other key vocabulary



urban/rural

cities/countryside

biome

community of plants and animals that are adapted to a climate

deforestation

cutting down forests

indigenous tribes

groups of people that have always lived always in the rainforest

logging

cutting down trees to use the wood

favela

used to be called shanty towns...these are the places that the poor people live who come to the cities looking for work

migration

moving from one place to another

adaptation

how plants/animals are suited to their environment



Big questions/ideas



Why is the rainforest in danger?
What has it got to do with us?
How can we protect the rainforest?
What has the rainforest got to do with us?
How far should we try to protect the rainforest?
What has eating burgers got to do with the rainforest?

What is our own impact on the environment?

What can we do to reduce our impact on the environment?



Curriculum links and further research



❖ Christian Value...stewardship of natural resources

❖ Art/DT – design a rainforest display/leaflets

❖ English – writing a balanced argument

❖ History – link to study of The Maya

❖ Music- listen to sounds of the Amazon and traditional music

❖ RE – beliefs about nature

❖ Maths – survey analysis

❖ PSICHE – how we treat the environment....what can we learn from this?

Why not use google earth to do your own research into rainforests?

OR <https://www.bbc.co.uk/programmes/p00xppgg>

<https://www.bbc.com/bitesize/clips/z3trkqt>

<https://www.bbc.co.uk/newsround/27982333>

<https://www.bbc.co.uk/newsround/42890093>

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

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:

Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies