Broadway Junior School

Subject: Geography Topic: South America / Brazil (Rio de Janeiro, South-East Brazil) Year: 3 Term: Autumn 2

NC Purpose of Study
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Intent	Implementation	Impact
At Broadway, we aim for a high quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.	In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Broadway we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to follow maps, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.	The impact and measure of this is to ensure that children at Broadway are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

Key Vocabulary
Amazon River The Andes Brasilia Ecuador Manaus (Brazil) Paraguay Rio de Janeiro Uruguay Venezuela architecture export favela plantation poverty

Knowledge	Skills
By the end of Year 3, children should know: - The location of South America and its key features. - The countries and capital cities of South America. - The location and human/physical features of Rio de Janeiro and South-East Brazil. - How time zones differ between South America and the UK. - How settlement, trade, tourism and culture shape South-East Brazil.	By the end of Year 3, children should be able to - Use globes and atlases to identify South American countries and capitals. - Interpret maps and aerial views of Rio and South-East Brazil. - Compare Brazilian landscapes with their home area and other studied places. - Use vocabulary related to South America's human and physical geography. Mapwork progression - Locate South America and its features on a world map. - Locate countries and capitals of South America. - Investigate time zones and differences with the UK. - Use aerial footage of Rio de Janeiro to study and compare its landscape.

Learning Objectives/End Points					
Children should be able to locate and describe South America, its countries and capitals	Understand how physical geography influence life there	Understand how human and geography influence life there	To understand how people live and work in South-East Brazil.	To compare Brazil with our local area.	To understand time zones and apply geographical knowledge about Brazil.

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Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Geographer • Cartographer and map maker • Environmental scientist • Conservationist • Meteorologist • Travel and tourism worker • Tour guide • Pilot • International trade and export worker • Farmer and agricultural worker • Architect • Civil engineer • Urban planner • Photographer • Journalist or travel writer • Import and export manager Transferable skills such as Curiosity and enquiry, Observation and attention to detail, Questioning and investigative thinking, Critical thinking and reasoning from evidence, Problem-solving, Communication and discussion, Teamwork and collaboration Spatial awareness, map reading, interpreting information and using geographical tools.	**Learning from Career and Labour Market Information** • Children will develop an awareness of industries and employment opportunities linked to South America and Brazil, including agriculture, tourism, trade, transport and environmental work. • They will also begin to consider how geography influences employment opportunities in the North East and their local area. **Addressing the Needs of Each Pupil** • Children will be encouraged to develop their own interests and aspirations and recognise that there are many different pathways into future careers. A range of careers and role models will be introduced to challenge stereotypes and broaden aspirations. **Linking Curriculum Learning to Careers** • Children will explore how geographical knowledge and skills are used by professionals such as geographers, environmental scientists, cartographers, travel writers, pilots, engineers, farmers, architects and tourism workers. **Encounters with Employers and Employees** • Where possible, children can learn from visitors, videos or case studies featuring people working in geography-related careers and industries. **Experiences of Workplaces** • Children will explore workplaces around the world, including farms and plantations, tourist destinations, cities, ports and environmental research locations.