Crofton Junior School - Geography Knowledge Organiser – South America: Population (Year 5)

|  |  |
| --- | --- |
| **Unit of Work** | Geography – South America: Population |
| **Text Driver the Unit of Work Links to** | Charlie and the Chocolate Factory (text driver taught at the time but not linked) |
| **Geographical Location** | **Tropic of Cancer**  **Equator**  **Tropic of Capricorn**  **Guyana**  **Venezuela**  **Colombia**  **Ecuador**  **Peru**  **Brazil**  **Uruguay**  **Argentina**  **Chile**  **Bolivia**  **England**  **Italy**  **Egypt**  **Crofton (Wakefield)**  **Blackpool**  **Suriname**  **French Guiana**  **Flamborough**  **Paraguay** |
| **Overview of the Unit of Work** | Pupils will learn about the continent South America. They will label the countries within the continent along with notable human features (Machu Picchu, Sacred Valley of the Incas, La Mano, Statue of Christ the Redeemer and Puento de la Mujer) and physical features (Amazon Rainforest, Perito Moreno Glacier, Iguazu Falls, Andes Mountains and Chilean Fjords). They will explore Brazil, as a case study, in greater depth by using a wide range of geographical sources, including maps, aerial maps, Google Earth and atlases, to identify the land use with a particular focus on the human and physical features. Pupils will map the following key features: Amazon Rainforest, Amazon River, Mount Bandeira, Guiana Highlands and the major cities: Brasilia, Sao Paulo, Rio de Janerio, Salvador, Fortalexa, Belo Horizonte and Manaus. Pupils will analyse density maps to learn about the population of Brazil. They will use the information to compare and contrast the population of coastal cities to the population of the Amazon rainforest by referring to their knowledge of human and physical features to make generalisations about the distribution of people. Furthermore, pupils will learn about population growth - the change in population over time – and the impact of this on Brazil by exploring life in a favela: a type of slum in Brazil that has experienced historical government neglect. |
| **Prior Learning** | Year 3 - Drawing upon their previous skills of using a globe, an atlas and maps to identify places in the world, children will be able to locate South America and its countries.  Year 5 - Pupils will draw upon their knowledge of settlement and population from their study of the Mayan civilisation, in order to further develop their knowledge of population in South America. |
| **Sticky Knowledge** | Pupils will learn:  1. South America is a continent made up of 12 countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, French Guiana and Venezuela.  2.Its largest country is Brazil, which covers more than half the continent's landmass.  3.There are a wide range of human and physical features that make up South America including Machu Picchu, Andes Mountains, Statue of Christ the Redeemer and the Amazon Rainforest.  4. The Amazon Rainforest covers 8 South American countries.  5. Approximately 46% of Brazil’s total area comprises of the Amazon rainforest. To the north, it is boarded by the Guiana Highlands, the Andes Mountains are to the west and the Brazilian central plateau is to the south. Brazil is the most forested and most biodiverse country in the world.  6. The approximate population of South America exceeds 435,000,000 people – this is everchanging.  7.Brazil is the most populous South American country with more than half of the continent’s population – approximately 218,000,000 people.  8. The distribution of population in Brazil is very uneven: Brazil’s population is concentrated in coastal cities such as Rio de Janeiro and Sao Paulo and there are very few people who live in the Amazon rainforest – this mainly comprises of indigenous tribes who are self sufficient.  9. That population growth (the increase in the number of inhabitants) is a key issue in Brazil since approximately 100,000,000 babies are born every year. Rapidly increasing population can result in overpopulation: this is when there are more people than space available resulting in overcrowding, increased demand for necessities such as food and water and increased pressure for healthcare and housing.  10. A favela is a Brazilian shanty town/slum where approximately 6% of the population live. The constantly increasing population has resulted in the growth of many large favelas.  11. Life in a favela can pose several challenges. **Rochina in Rio de Janeiro is a favela which is home to over 100,000 people on one single hillside. Although the buildings have been improved, many are built by the people who live in them and lack some basic amenities such as toilets.  There are no refuse collection facilities, schools are over crowded and drug crime is rife.** |
| **End of Unit Outcome** | By the end of the unit of work, the children will apply their knowledge of the human and physical features of Brazil and population density to explain, by annotating a map, how the human and physical features impact the population density and issues that have arisen due to this. |
| **Key Vocabulary** | **Tier 2:**  **compare**: note the similarity or dissimilarity between  **contrast**: difference  **similarities**: a similar feature or aspect  **differences**: ways in which people or things are dissimilar  **Tier 3:**  **sparsely:** with only a small number of people  **plateau:** an area of fairly level high ground  **indigenous:** native to a country  **populous:** with a large population  **population:** the number of people living within a geographic area  **density:** the degree of compactness within a specific area  **overpopulation:** when the number of people exceeds the space available  **Favela:** a Brazilian shack or shanty town/slum |
| **Post Learning** | International Tourism (Year 6) – Pupils will draw upon their knowledge of human and physical features to identify the human and physical features of Greece that appeal to international tourists. |