

These six-lesson schemes of work provide a framework to teach a unit of KS2 geography. See the notes in red under each heading below for further details on how these schemes are structured. To give you flexibility with your lessons, additional resources are listed under: Reading Resources, Enquiry Activities, Vocabulary Game, Assessment/End of Topic Review and Making Connections Across Subjects. These can be used in addition to the Lesson Resources if you have more time or more than six lessons in your unit.

## Enquiry Theme:

An overarching enquiry question to form the basis of your lesson.

## Learning Objective:

The lesson's objective.

## Success Criteria:

What the children should achieve by the end of the lesson.

## Reading Resources

Any guided reading texts, fact files or word mats related to the lesson will be referenced here. They can be used in addition to the lesson resources or as support during the lesson.

## Key Words

A group of suggested words that can be displayed during the lesson to support learning.

## Lesson Resources

Here you will find a list of all of the resources you need for each lesson. Before the lesson begins, you will need to open the relevant PowerPoint presentation (oddizzi.com - teachers - topic planning). Paper-based resources will need to be printed for pupils to use. Physical resources will also be listed here, such as atlases and apparatus. All topics begin with a Knowledge Organiser which can be found in the resource pack.

## Main Teaching Points

An overview of the lesson is highlighted.

PowerPoint slide numbers for each lesson are clearly identified.

Online pages/films to support the PowerPoint are referenced.

## Pupil Activities

### Whole class activity

This provides a chronological commentary for the activities the children will carry out during the lesson using the lesson resources.

### Atlas activity

An activity that involves the use of an atlas to explore the lesson objective.

### Practical activity

This provides the option of an activity that is more hands-on.

### Enquiry activities

Open and closed enquiry questions can be used as a dialogue throughout the lesson, as a focus point to drive learning forward or as a plenary.

The What If questions can also be used verbally, as a whole class activity or as an individual written extension activity during a lesson.

### Vocabulary game

There are two vocabulary games in each unit, in lessons three and six. They are to be played as a whole class, in teams of two.

### Assessment/End of topic review

An assessment paper that can be used to individually track learning or as a whole-class end-of-topic review.

### Making connections across subjects

Suggested additional activities for the lesson that link to other subjects, such as English or Maths.

## National Curriculum links

- National Curriculum statements that relate to the lesson will be displayed here.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

### Enquiry Theme:

Where is South America and what is it like?

### Learning Objective:

Children are able to locate South America on a world map and identify some of its key features.

### Success Criteria:

I can find South America on a map and say what it is like.

### Reading Resources

To use in English lessons, guided reading sessions, small group work, or as homework tasks.

**Word Mat:** Human Geography

**Word Mat:** Physical Geography

### Key Words

Cerro Aconcagua São Paulo

Lake Titicaca Southern Hemisphere

La Paz Ushuaia

### Lesson Resources

**PowerPoint:** South America and Rio

**Knowledge Organiser:** South America and Rio

**Online Page:** See Main Teaching Points

**Film:** See Main Teaching Points

**Online Map:** Interactive OddPod Map

**KS2 Activities:** 1. South America Scavenger Hunt 2. South America: A fact-finding challenge

### Main Teaching Points

In this lesson, children locate South America and some of its key features on a world map.

*Online Pages:* Explore the world - Places - South America

*Film:* Explore the world - Places - South America - Welcome to South America

*South America and South-East Brazil PowerPoint - Slides 2 to 9*

### Pupil Activities

#### Whole class activity

Read through the **Knowledge Organiser** for this topic as a class. Children locate South America on a world map and explain how its location may affect its climate. For schools following Pathway 2, this will serve to recap points about latitude and climate from the North America topic in the previous term. (Slides 4 and 5)

Children carry out a scavenger hunt on the online South America continent overview pages, in order to identify and categorise some well-known human and physical features of South America. They note these on worksheet **South America Scavenger Hunt**.

Children use the online pages and other print and online information sources to complete **South America: A fact-finding challenge** (this could be a homework task). (Slides 6 to 8).

#### Enquiry activities

- Where could you find penguins in South America?
- What interesting places can people visit in South America?
- Why are most big South American cities near the coast?
- Why do children in some countries learn that South and North America are one big continent, not two?

What if...the southernmost part of South America was joined to Antarctica ... and the westernmost part of Alaska to Siberia?

#### Quiz

*Play individually, as a class or at home.*

South America and Brazil

### National Curriculum links

- Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Identify the position and significance of the Equator.

## Enquiry Theme:

What time is it in different parts of South America?

## Learning Objective:

To locate South American countries and capitals, in order to compare the time difference between them and the UK.

## Success Criteria:

I can find South American cities on a map and compare the time difference between them and the UK.

## Reading Resources

To use in English lessons, guided reading sessions, small group work, or as homework tasks.

## Key Words

Brasilia	time zone
latitude	tropical
longitude	

## Quiz

Play individually, as a class or at home.  
South America and Brazil

What if...there was only one time zone for the whole world?

## National Curriculum links

- Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).

## Lesson Resources

**PowerPoint:** South America and Rio

**Online Pages:** Interactive OddPod map

**Map Resources:** 1. Locating countries in South America 2. Time zones around the world (enlarged to A3 size and/or in colour if possible)

**KS2 Activity:** Time zones: my day, your day

## Main Teaching Points

Children use maps to locate and identify countries in South America and their capital cities. They then use a time zones map to calculate the time differences between some of these places and other locations around the world.

*South America and South-East PowerPoint - Slides 10 to 15*

## Pupil Activities

### Whole class activity

Children use **map resource 1** to identify some of the countries of South America. They note the names against the appropriate numbers on the linked worksheet. Using the PowerPoint slides, they take a brief look at some of their flags and capital cities.

Working in pairs or small groups, the children use **map resource 2** to work out the times at various places around the world at different times of the day.

Teacher's note: ensure that children are aware that the different time zones don't divide up along simple, vertical lines (like the lines of longitude).

As a plenary activity, children explain in their own words why places around the world have different time zones.

### Atlas activity

Children use the index and map references in a world atlas to find South American countries. Using the **time zones: my day, your day** sheet, children work out what other children would be doing at the same time on a typical day. They then split into three groups and role-play the three different time zones.

### Enquiry activities

- What piece of land separates South America from Central/North America?
- Why does Brazil have two different time zones?
- Why do the UK clocks go one hour forward in spring?
- How can French Guiana, in South America, also be part of France?

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

### Enquiry Theme:

How does Brazil compare with my country?

### Learning Objective:

To compare key facts about Brazil with facts about your country.

### Success Criteria:

I know some ways in which Brazil is similar to, or different from, my own country.

### Reading Resources

To use in English lessons, guided reading sessions, small group work, or as homework tasks.

### Key Words

Brasilia                      population  
Northern Hemisphere  
Southern Hemisphere

### Lesson Resources

**PowerPoint:** South America and Rio

**Online Pages:** See Main Teaching Points

**KS2 Activities:** 1. Brazil: True or False 2. Comparing key facts: Brazil vs your country

### Main Teaching Points

Pupils compare key information about Brazil with their own country.

*Online Pages: Explore the world - Places - South America - Brazil*

*Online Pages: Explore the world - country close up - Brazil*

*Online Pages: Explore the world - country close up - Brazil - photo gallery*

*South America and South-East Brazil PowerPoint - Slides 16 to 25*

### Pupil Activities

#### Whole class activity

Ask the children, 'What do we already know about Brazil?'

Using information from the **Brazil online pages**, children build up a fact-file for key aspects of Brazil and their own country (e.g. population, capital city, area, longest river). How are the facts and images about Brazil similar to or different from the facts and images of the area where they live? They record their ideas on **KS2 Activity: Comparing key facts: Brazil vs your country**. (slides 18-24)

This activity includes comparing the climate in London and in Manaus, Brazil (slides 20-24). Discussion point: how might the contrasting climates affect everyday life differently in the two places? It is important to emphasise that the climate of Manaus is not necessarily typical of the whole of Brazil (note, for example, the yellow-shaded area in eastern Brazil on the map on slide 20). Children compare their ideas about Brazil from the start of the lesson and amend them or add to them as necessary. (They can fact-check some them against the sheet **Brazil: true or false?**)

#### Atlas activity

Children use online and atlas information maps (e.g. population, land use, rainfall, temperature) to supplement their investigations.

#### Practical activity

Children make scale models of river length and land area of both countries in newspaper, or on chalk in the playground, and compare them.

**Lesson continues on next sheet**

### National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.



All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

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### Reading Resources

*To use in English lessons, guided reading sessions, small group work, or as homework tasks.*

### Key Words

Brasilia                      population

Northern Hemisphere

Southern Hemisphere

### Pupil Activities

*Continued*

#### Enquiry activities

- In what ways is life for people in Brazil similar to life in the country in which I live?
- How does the Brazilian landscape differ from that of my home country?
- How different is the Brazilian east coast from the country's interior?
- Does all of Brazil have a tropical climate?

What if ... Brazil was as small as Wales?

### Vocabulary game

Brazil bluff. Working as two teams, children choose three words to do with Brazil. One is a made-up word: the other two are real. They write down definitions for their three words. Taking it in turns, each team presents a word and its definition. The other team has to decide whether it is a 'Brazil fact' or a 'Brazil bluff'. The team with the most correct guesses wins.

### Making connections across subjects

**Maths (rounding up and rounding down, division):** children compare the population of Brazil and their home country, using members of the class to represent tens of millions of people. Repeat (in millions) for the population of the largest cities (e.g. London vs São Paulo).

### National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

## Enquiry Theme:

What's special about Rio de Janeiro?

## Learning Objective:

To use photographs and information texts to imagine daily life in Rio de Janeiro.

## Success Criteria:

I can use photographs and information to describe what daily life in Rio is like.

## Reading Resources

To use in English lessons, guided reading sessions, small group work, or as homework tasks.

**Guided Reading:** Ready, Get set, Go....to Rio! (LKS2)

**Word Mat:** Human Geography

**Word Mat:** Physical Geography

## Key Words

culture	region
favela	trade
recreation	

## Lesson Resources

**PowerPoint:** South America and Rio

**Online Pages:** See Main Teaching Points

**Films:** See Main Teaching Points

**KS2 Activities:** 1. Diary entry 2. Brazilian brigadeiro recipe

## Main Teaching Points

Children use film and online sources to find out about life in Rio de Janeiro.

*Online Pages:* Explore the world - Country close up - Brazil - Rio and the south east - Living in Rio and the south east

*Film:* Explore the world - country close up - Brazil - Rio and the south east

*Film:* Explore the world - country close up - Brazil - Oddizzi film

*gallery - Visit a favela in Rio*

*Film:* Explore the world - country close up - Brazil - Oddizzi film *gallery - Christ Redeemer*

*Film:* Explore the world - country close up - Brazil - Oddizzi film *gallery - What are the buildings like in Rio?*

*Film:* Explore the world - country close up - Brazil - Oddizzi film *gallery - Rio's amazing street art*

*Film:* Explore the world - Global knowledge - World food - How to make Brazilian brigadeiros

*Film:* Explore the world - country close up - Brazil - Oddizzi film *gallery - Street food in Rio*

*Film:* Explore the world - country close up - Brazil - Skyworks film *gallery - Rio Sambadrome Carnival Parade*

*South America and South-East Brazil PowerPoint - Slides 26 to 33*

## Pupil Activities

### Whole class activity

Children use a map to locate Rio de Janeiro within Brazil. (Slide 27). They observe aerial footage of Rio from the **film: Experience the landscape of Rio from the air** and discuss what these and slide images tell them about life in Rio (Slide 28). They briefly compare these ideas with the thoughts about Brazil they noted in Lesson 3.

Elevator pitch. Children look at **online page: Living in Rio and the south-east**, including the short film clips, plus slides 29 to 32. They individually note down 5-6 key points about why someone might want to visit Rio. They then pair up with another child and agree who is to go first.

**Lesson continues on next sheet**

## National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

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**Guided Reading:** Ready, Get set,

Go....to Rio! (LKS2)

**Word Mat:** Human Geography

**Word Mat:** Physical Geography

## Key Words

culture	region
favela	trade
recreation	

## Pupil Activities

### Whole class activity

#### Continued

Child A is about to be stuck in a lift with Child B, and their job is to persuade Child B to come and live in Rio. They will only be in the lift together for 45 seconds, so the case must be very short and clear! The teacher counts down to zero and the lift starts to move. Child A has 45 seconds to persuade Child B. Child B then has 30 seconds to offer feedback on what they heard, and which arguments they have found the most persuasive. Child A and Child B then switch around for a second journey in the lift: this time, it is Child B who is talking and Child A who is listening and feeding back.

Plenary: which arguments were the most persuasive? Note them on the board/IWB alongside the ideas about Brazil from lesson 3.

### Enquiry activities

- How does the climate in Rio de Janeiro compare with the UK?
- How does the landscape affect life in Rio de Janeiro?
- Why do so many people choose to live in Rio de Janeiro?
- Why do you sometimes get poor neighbourhoods in successful cities?

What if...Rio de Janeiro was (still) the capital of Brazil?

### Making connections across subjects

**English:** Children watch the **film: Take a tour of Rocinha favela** and look at online images to identify the differences between the favela housing of the poor and the high-rise housing of the rich. Ask the children to imagine they were on the favela tour bus in the film. Can they write a short description of what they saw and heard and the people they met? This might include reflections on richer and poorer neighbourhoods within the UK.

**English:** Children watch the **film: Visit the famous Christ the Redeemer** about Paul's journey up to see the statue of Christ the Redeemer. They write a diary entry about the day.

**Art and Design:** Children watch the **film: Explore the architecture of Rio**. This mix of architecture, historic and modern, is typical of SE Brazil. Children use craft materials to create a Rio cityscape (or skyline). Encourage them to use iconic images of Rio and include bright colours.

**Art and Design:** Children watch the **film: Discover Rio's public art** and look at online images. They design their own piece of public art for a street in Rio. Can they incorporate some iconic sites into their design?

**Design Technology:** Children watch the **films: Street food in Rio** and **How to make Brazilian brigadeiros**. The whole class uses the worksheet Brazilian brigadeiro recipe to cook a Brazilian treat.

**Design Technology:** Children watch the **film: Rio Sambadrome Carnival Parade (Skyworks)** and design a fabulous carnival costume either on a 2D paper figure, a wooden peg or mannequin. Use sequins, glitter, beads, buttons, etc.

## National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

### Enquiry Theme:

How is my life linked to south-east Brazil?

### Learning Objective:

To investigate trade links with south east Brazil.

### Success Criteria:

I can explain how my life is connected, through trade, to south east Brazil.

### Reading Resources

To use in English lessons, guided reading sessions, small group work, or as homework tasks.

### Key Words

export	port
manufacturing	tourism
mining	trade

### Lesson Resources

**PowerPoint:** South America and Rio

**Online Page:** See Main Teaching Points

**Films:** See Main Teaching Points

**KS2 Activity:** 1. How is my life linked to Rio? 2. Word Ban - South America and Rio

### Main Teaching Points

Children use film and online sources to investigate Brazil's main exports.

*Online Pages:* Explore the world - Country close up - Brazil - Economy

*Films:* Explore the world - Country close up - Brazil - Economy - Port of Santos

*Film:* Explore the world - Country close up - Brazil - Skyworks film gallery A coffee plantation

*South America and South-East Brazil PowerPoint - Slides 34 to 38*

### Pupil Activities

#### Whole class activity

Children watch the **film: Port of Santos**, about America's largest port. Discussion points: how many containers of goods are shipped in and out of this place each year? Why is it so busy? How has the port been changed in recent years, and why?

Children use the **worksheet: How is my life linked to Brazil?** to consider some of the Brazilian exports that are used by themselves and their families.

They then consider how changes they might make in their own lives could affect farmers, miners, engineers and other workers in Brazil in the future? For example, what if they decided to print on less paper? Whom would that affect and how? To answer this, It may help them to look at the **'economy'** online pages for Brazil.

As a plenary, children consider links between the class and Brazil. What are their own country's exports? Discuss the interdependence of countries and people around the world.

#### Atlas activity

Children look in atlases for evidence of the main shipping routes between Brazil and their own country.

#### Practical activity

I want to go on holiday to Brazil. Children plan a week's holiday to the South East of Brazil. How will they get there, where will they go and what will they do? They use the five Ws as a guide: who, what, where, when, why?

**Lesson continues on next sheet**

### National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.
- Describe and understand key aspects of human geography, including economic activity [and] trade links.



All resources can be found at: [oddizzi.com](https://oddizzi.com) - teachers - topic planning - South America and Rio

### Enquiry Theme:

How is my life linked to south-east Brazil?

### Learning Objective:

To investigate trade links with south east Brazil.

### Success Criteria:

I can explain how my life is connected, through trade, to south east Brazil.

### Reading Resources

*To use in English lessons, guided reading sessions, small group work, or as homework tasks.*

*Continued*

### Extension activity

Children use the **Word Ban** sheet to describe vocabulary they have acquired throughout the unit to their peers.

### Enquiry activity

- What do we buy in my country that comes from Brazil?
- Why don't we make or grow those things in my own country?
- How does it affect the environment to buy things from Brazil?
- How might the choices I make affect people's lives in Brazil?

What if ... Brazil only produced things for people who lived in that country?

### Making connections across subjects

**English:** Children write a (persuasive) advert for a travel magazine that promotes travel to South East Brazil.

### Key Words

export	port
manufacturing	tourism
mining	trade

### National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.
- Describe and understand key aspects of human geography, including economic activity [and] trade links.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

### Enquiry Theme:

Were the 2016 Olympic Games good for Brazil?

### Learning Objective:

To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.

### Success Criteria:

I can describe the pros and cons of the 2016 Olympic Games for Brazil and explain what I think about them.

### Reading Resources

To use in English lessons, guided reading sessions, small group work, or as homework tasks.

**Guided Reading:** Ready, Get Set, Go...to Rio! (LKS2)

### Key Words

culture	Olympic Games
development	recreation

### Lesson Resources

**PowerPoint:** South America and Rio

**Online Page:** See Main Teaching Points

### Main Teaching Points

This lesson looks at the advantages and disadvantages for Brazil of hosting the 2016 Olympic Games.

*Online Pages: Explore the world - Country close up - Brazil - 2016 Olympic Games*

*South America and South-East Brazil PowerPoint - Slides 39 to 46*

### Pupil Activities

#### Whole class activity

Using the online page and slides 40 to 43 to children investigate aspects of the Olympic Games in Brazil: what the games are, where the sports venues were located and some planning considerations. As a whole class, they discuss some of the advantages and disadvantages to Brazil of hosting the games, and work in pairs or small groups to note their ideas on the pros and cons of hosting the Olympics (Slides 44 and 45).

Individually, they read the **Guided Reading: Ready, Get set, Go... to Rio! (Lower KS2 version)** and complete the questions based on what they have read (questions 6, 7 and 8 are more about English than Geography, so if time is limited, these could be missed out).

Final topic review. Children compare their ideas about Brazil from lesson 3. What do they know about Rio and South East Brazil now that they didn't before? Which of their original ideas are still correct?

#### Enquiry activities

- Who chooses where the Olympic Games take place?
- What do you need to think about if you are organising a big sporting event?
- Why weren't the Olympic Games popular with everyone in Brazil?
- What are the main pros and cons of hosting a big sporting event in a country like Brazil?

What if... the Olympic Games happened in my local area?

**Lesson continues on next sheet**

### National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - South America and Rio

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### Reading Resources

*To use in English lessons, guided reading sessions, small group work, or as homework tasks.*

**Guided Reading:** Ready, Get Set, Go...to Rio! (LKS2)

*Continued*

### Vocabulary game

Synonyms and antonyms. Children look at their lists of pros and cons for the games. Team 1 offers a word connected to a reason for or against hosting the Olympic Games in Rio. Team B has 15 seconds in which to think of a word that means the exact opposite (e.g. overheating/freezing; rich/poor; dirty/clean). Team B then chooses a word to offer Team A. If a team can't come up with an opposite, then the team offering them the word has another go.

### Assessment/End of topic review

Children create a poster, using words and images, to persuade people either to attend the Olympic Games or not to visit Rio for them. This is for summative assessment purposes, and should include:

- information about the location of the games on a simple map;
- images of Rio, with a comment on its climate and some of its main landmarks;
- the main argument for or against attending the games.

(Tip: more able pupils could label different sports being played around Rio on the maps: what gets played on Copacabana Beach, Barra da Tijuca, Guanabara Bay, and in the Maracanã Stadium?)

### Key Words

culture	Olympic Games
development	recreation

### National Curriculum links

- Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.