

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.

South America - The Amazon

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - Amazon Basin

Enquiry Theme:

Where is the Amazon?

Learning Objective:

To locate The Amazon on a map and consider the significance of its location.

Success Criteria:

I can find the Amazon river and rainforest on maps and globes and trace the river's course.

Reading Resources

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

Key Words

Amazon Basin	Peru
Bolivia	tributary
Brazil	Tropic of Capricorn
Ecuador	Venezuela
equatorial	

Lesson Resources

PowerPoint: South America and The Amazon

Knowledge Organiser: South America and The Amazon

Online Page: See Main Teaching Points

Film: See Main Teaching Points

Online Map: Interactive OddPod Map

KS2 Activities: World Rivers

Map Resource: Locating countries in South America

Other: 1. Globe (preferably inflatable) 2. World atlas 3. small post-it notes

Main Teaching Points

Children use maps, atlases and globes to locate the Amazon River and rainforest. They start to relate this locational knowledge to prior knowledge about climate zones, rivers, rainforests and the Americas.

Online Pages: Explore the world - Places - South America

Online Pages: Explore the world - Physical features - Rivers - World rivers - Amazon

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

South America and The Amazon PowerPoint - Slides 2 to 6

Pupil Activities

Whole class activity

Read through the **Knowledge Organiser** for this topic as a class. The Amazon rainforest is the largest area of rainforest in the world. Can we find it on a map? (slide 3)

(For those following Pathway 2. Recap: what do we know about the location of the world's rainforests? How does their closeness to the Equator affect them? How is the climate in these places different from that in other climate zones?)

Pass a globe between table groups, asking each group a question which they must use the globe to answer. Explain that the Amazon Basin is mostly within the area of South America between the Equator and the Tropic of Capricorn. Children could use small post-it notes to mark the appropriate places in the globe.

- Can we find the Tropic of Capricorn on the globe?
- Can we find where the Tropic of Capricorn crosses South America?
- Can we find the Equator?
- Can we find where the Equator crosses South America?
- Tracking the Equator with a finger, can we find the place where the River Amazon flows into the Atlantic Ocean?

Lesson continues on next sheet

National Curriculum links

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

South America - The Amazon

All resources can be found at: oddizzi.com - teachers - topic planning - Amazon Basin

Enquiry Theme:

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Learning Objective:

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Success Criteria:

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Reading Resources

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

Key Words

Amazon Basin	Peru
Bolivia	tributary
Brazil	Tropic of Capricorn
Ecuador	Venezuela
equatorial	

Continued

Ask the children to find the River Amazon in an atlas or on an online map. Children will need to look at this map, while drawing on the blank map with country outlines: **Locating countries in South America** (ideally enlarged to A3 size: one per group). Children use clues from Slide 5 to trace the river from its mouth eastwards, penciling in the rough course of the river and its main tributaries onto the blank map.

Discussion points:

- Which countries do the river and its tributaries pass through? (River - Brazil, Peru; main tributaries - Bolivia, Colombia, Ecuador, Venezuela; minor tributaries - French Guiana, Guyana, Suriname)
- How far west does the river go? (Peru)
- Why can't it go any further west at this point? (The Andes are there)
- Which direction does the water flow? (downhill, especially from the Andes, where it flows eastwards across the continent)

(For those following Pathway 2. Recap: can we remember the main features of a river - source, upper course, etc.?)

Looking at images of the Amazon at different stages (Slide 6), what do we notice about how the River Amazon looks at different points along its journey? How is this similar to or different from other rivers we have studied?

Atlas activity

See above.

Practical activity

Children work in groups, using blu-tack and string to recreate the route of the River Amazon and its main tributaries.

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 Amazon Basin grew on an island?

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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Identify the position and significance of latitude, longitude and the Equator.

Enquiry Theme:

Why does the Amazon matter?

Learning Objective:

To describe the importance of the Amazon Basin and Rainforest.

Success Criteria:

I can explain why the Amazon is so important.

Reading Resources

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

Key Words

access	food chain
biodiverse	humidity
biome	river basin
ecosystem	

Lesson Resources

PowerPoint: South America and The Amazon

Online Pages: See Main Teaching Points

KS2 Activity: Explanation text

Other: Post-it notes

Main Teaching Points

Children use online pages and slides to appraise key information about the significance of the Amazon.

Online Pages: Explore the world - Physical features - Biomes - Rainforests - World rainforests - Amazon

South America and The Amazon PowerPoint - Slides 8 to 16

Pupil Activities**Whole class activity**

Based on their prior understanding, children sort out true and false statements about The Amazon. These are then fact-checked, with the correct answers noted on a board/IWB. (Slide 9)

Children use Slide 10 to name some of the animal species found in The Amazon. Using the online pages and other print or online sources, they find out the names of other animals that live in The Amazon. The names of these animals are added to the information board/IWB.

(For those following Pathway 2. Recap: what are rivers used for?)

Why do we think the Amazon River is so important? Children list a few thoughts and then check the ideas against Slides 11 and 12. Add these details to the information board/IWB.

Why are the rainforest's trees so important - and not only to people and animals that live in the forest itself? Compare ideas against Slide 13 and add to the information board/IWB.

(For those following Pathway 2, this is a chance to recap on the structure and characteristics of rainforests.)

The rainforest is a home to people. Each child draws a stick-person image of themselves on a post-it note. Working in small groups, they select one of the images from Slide 14 and place their post-its on the image, to 'put themselves in the picture.' If they were standing in this picture, looking out from it, what would they see, hear, smell, feel, taste? What might they be saying or thinking? They discuss their ideas with others in the group.

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:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
 - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.

Enquiry Theme:

Why does the Amazon matter?

Learning Objective:

To describe the importance of the Amazon Basin and Rainforest.

Success Criteria:

I can explain why the Amazon is so important.

Reading Resources

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

Key Words

access	food chain
biodiverse	humidity
biome	river basin
ecosystem	

Continued

Plenary

Working as four groups, children create Awards for the Amazon. These should each take the form of a medal with an image on it, presented with a short citation (an explanation of why it has been awarded). The awards are:

- Group 1. For services to animals;
- Group 2. The Very Important River (V.I.R.) award;
- Group 3. For an outstanding contribution to trees and nature;
- Group 4. The Ideal Human Home award.

Enquiry activities

- How is the River Amazon used by people?
- Why is the Amazon rainforest important to the people who live there?
- Why do some people call the Amazon 'the lungs of the world'?
- Why does it matter that places are biodiverse?

What if...the Amazon rainforest was the size of your garden?

Making connections across subjects

English: Extended writing opportunity. Write a letter of citation for a lifetime achievement award for the Amazon rainforest.

Quiz

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

National Curriculum links

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 - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
 - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - Amazon Basin

Enquiry Theme:

Why does the Amazon need to be protected?

Learning Objective:

To understand some of the threats to the Amazon and why they matter.

Success Criteria:

I understand some of the ways in which the Amazon is under threat and why that is important.

Reading Resources

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

Guided Reading: Save the Amazon! (LKS2 version, although some Year 4 pupils may be ready to use the UKS2 text).

Key Words

biodiversity	photosynthesis
charity	poverty
deforestation	

Making connections across subjects

English: Children complete questions 1 to 3 on the guided reading sheet (Save the Amazon! - Inspector Izzi has a new job and needs a hand), analysing some of the formal elements in the guided reading text.

Quiz

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

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:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
 - human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water.

Lesson Resources

PowerPoint: South America and The Amazon

Online Pages: See Main Teaching Points

Main Teaching Points

Children read the text **Guided Reading: Save the Amazon!** and answer the questions about it.

Online Pages: Explore the world - Physical features - Biomes - Rainforests - World rainforests - Amazon rainforest
South America and The Amazon PowerPoint - Slides 17-23

Pupil Activities

Whole class activity

Children read the text **Guided Reading: Save the Amazon!**

Brief whole-class discussion: why does the Amazon need protecting?

Working individually, children answer questions 1-6, based on what they have read. Drawing on what they have learned in the previous lesson, children draw three animals found in the Amazon rainforest (question C). They outline some reasons why the Amazon rainforest should be protected (question D).

Working in pairs or small groups, children then prepare information for a report based on the facts in the guided reading (Questions 1 to 5, Inspector Odd needs your help). The group creates a PSA (public service announcement) to raise awareness about what is happening to the Amazon. The goal of the PSA is to let people know what is happening, so as to try to stop it.

Enquiry activities

- Why is the Amazon rainforest shrinking?
- Why does deforestation in the Amazon matter to people outside South America?
- What are people doing to prevent deforestation?
- In what other ways might human activities be harming the planet?

What if ... people just allowed nature to run wild?

Vocabulary game

Working in two teams, children list place names around the Amazon. They use online and print sources to find out where these places got their names from. How many place names can each group find? How many explanations for these place names can they find? (e.g. Brazil is named after a type of wood; the Amazon is named after female warriors from Ancient Greece, because women often fought alongside men against Spanish invaders; Ecuador means 'Equator' in Spanish, because that is where the country is located; Colombia is named after Christopher Columbus [Cristobal Colon]).

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - Amazon Basin

Enquiry Theme:

What is it like in a rainforest city?

Learning Objective:

To understand some of the main human and physical features of Manaus.

Success Criteria:

I can describe some of the main features of Manaus.

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

capital	trade
equatorial	urban
settlement	volume
state	

Lesson Resources

PowerPoint: South America and The Amazon

Online Pages: See Main Teaching Points

KS2 Activities: Photos of Manaus

Main Teaching Points

Children use online pages and a range of images to explore life in Manaus.

Online Pages: Explore the world - Weather and climate - climate - tropical - Manaus

South America and The Amazon PowerPoint - Slide 24 to 31

Pupil Activities

Whole class activity

(For those following Pathway 2, this is a good opportunity to recap on what children learned about climate zones and the climate of Brazil in Year 3.)

Children read the information and graphs about the climate in Manaus from the Online pages. They discuss:

- What would it be like to live in a city where it is 25 to 30°C all year round, day and night, but very wet?
- How would it be different from living where they are?
- How might it affect what people wear and do?

Manaus is located near the confluence of the River Amazon and a major tributary, the Rio Negro. It is where the last bridge crosses the river. The text tells us, "You may remember that the River Amazon is the world's largest river by volume – and you can guess why!" Based on what we know about the climate and the course of the river, what are our guesses?

Children read the rest of the information on the online pages. They split into five groups, each group working with one image of Manaus from the page. They have to look at the image carefully and note:

- one human and one physical feature on the image;
- one similarity or one difference to where they live;
- something in the foreground;
- something in the background;
- a question for the rest of the class.

Each group shares its image and its question with the class. What ideas do the other children have about the question? If they do not have an answer for it, how might they find one out (or is it the sort of question where there is no one simple answer?)

The whole class creates a display on life in a rainforest city, including captions based on their questions and the things that they noticed.

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:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.

Lesson continues on next sheet

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - Amazon Basin

Enquiry Theme:

What is it like in a rainforest city?

Learning Objective:

To understand some of the main human and physical features of Manaus.

Success Criteria:

I can describe some of the main features of Manaus.

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

capital	trade
equatorial	urban
settlement	volume
state	

Continued

Atlas activity

Use an atlas to locate Manaus at the confluence of the Rivers Amazon and Negro. Why might this be a suitable place to build a city?

Enquiry activities

- How do people travel to Manaus and trade with it?
- How might the location of Manaus affect life in the city?
- What do people use and do in a city like Manaus that is similar to where I live?
- Why build a big city in the Amazon rainforest?

What if...the climate in Manaus became cool and dry?

Making connections across subjects

Science: Grow a rubber plant in the classroom. What conditions does it need to grow well: water, sunlight, temperature? Could you grow it outdoors?

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:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.

All resources can be found at: [oddizzi.com](https://www.oddizzi.com) - teachers - topic planning - Amazon Basin

Enquiry Theme:

How does the Amazon Basin compare with other places we have studied?

Learning Objective:

To compare the Amazon Basin with South-East Brazil and the children's home area.

Success Criteria:

I can compare the Amazon Basin with other places I have studied.

Reading Resources

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

Key Words

agriculture	rural
latitude	trade
longitude	urban
manufacturing	

Extension activity

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

Lesson Resources

PowerPoint: South America and The Amazon

Online Page: See Main Teaching Points

KS2 Activities: 1. Table of comparisons 2. Word Ban - South America and The Amazon

Main Teaching Points

Children use online pages and the full slide set to compare the Amazon Basin with South East Brazil and the children's home area.

Online Pages: Explore the world - Physical features - Biomes - Rainforests - World rainforests - Amazon

Online Pages: Explore the world - Country close up - Brazil - Rio and South East

Online Pages: Explore the world - Weather and climate - climate - tropical - Manaus

South America and The Amazon PowerPoint - Slides 32 to 35

Pupil Activities

Whole class activity

This lesson is designed for schools following Pathway 2, who will have studied Rio and South East Brazil in the previous year. Other schools should look at the Scheme of Work for Rio and South East Brazil and especially consider teaching Lesson 4, What's special about Rio de Janeiro?, beforehand.

Children use Online pages for The Amazon Rainforest, Manaus, South America – Rio and South East Brazil to help complete the table of comparisons.

Atlas activity

Children locate Manaus, Rio and their home area on an atlas and use the scale bar to calculate the shortest distance between each of them. If they were a bird that could fly between all three of them, how far would they travel in total? Using evidence from the atlas, can they name five things they would see on their journey?

Enquiry activity

- What are the main differences between South East Brazil and the Amazon Basin?
- How do these places compare with my home area?
- What are the main things that make places different from each other?
- What kinds of things do all places have in common, wherever they are?

What if ... people and goods could travel instantly between these three places?

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 - Amazon Basin

Enquiry Theme:

What do I know about the Amazon Basin?

Learning Objective:

To share children's knowledge and understanding of the Amazon Basin.

Success Criteria:

I can share my knowledge and understanding of the Amazon Basin.

Reading Resources

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

Key Words

equatorial river basin
tropical

Lesson Resources

PowerPoint: South America and The Amazon

Online Page: See Main Teaching Points

KS2 Activities: 1. App template 2. Inquiry graphic organisers (End Point Assessment Activity)

Main Teaching Points

Children use an inquiry graphic organiser to systematise and help present their knowledge and understanding of the Amazon Basin.

Online Pages: Explore the world - Physical features - Biomes - Rainforests - World rainforests - Amazon

South America and The Amazon PowerPoint - Slides 36 to 40

Pupil Activities

Whole class activity

Working individually, children complete the **Inquiry Graphic Organiser (Part 1)** with details of the topic. The objective is to present knowledge and understanding about the Amazon Basin and the topic is South America – The Amazon. They then note some of the things about this topic that they are interested in.

They brainstorm some enquiry questions and settle on one that they are going to research, which will help them show what they know about the Amazon. They note this on the organiser.

They search the online pages for relevant knowledge, supplementing this with other online or print sources as appropriate and noting ideas on the **Inquiry Graphic Organiser (Part 2)**.

Working individually, they use the **Inquiry Graphic Organiser (Part 3)** to decide on a format for their presentation. They can make use of the App templates or other formats. They may want to discuss their presentation ideas with peers or a teacher before going ahead with creating them.

Children work on their individual presentations and share them with the class.

Teacher's note: each enquiry will need to be broad enough in its focus to show the children's knowledge and understanding of the Amazon Basin. For example, Manaus, the river, human activity, climate or biodiversity should allow them to demonstrate broader knowledge, but a focus on a particular animal or aspect of city life might not. Presentations should use appropriate geographical vocabulary, conveying a distinctive sense of place when describing the Amazon, its location and its features.

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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What do I know about the Amazon Basin?

Learning Objective:

To share children's knowledge and understanding of the Amazon Basin.

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I can share my knowledge and understanding of the Amazon Basin.

Reading Resources

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

Key Words

equatorial river basin
tropical

Continued

Enquiry activities

- What questions do I have about the Amazon Basin?
- What knowledge and information will help me answer those questions?
- How can I draw on my broader knowledge of the Amazon and the world to help explain what I am saying?
- Can I think of some questions that might have to stay unanswered?

What if...the rainforest could ask me a question?

Vocabulary game

In developing their questions, children work in groups to come up with five questions for each of the following headings:

- Cherry-picker questions - ones that we already know the answer to (e.g. what continent is the Amazon in?)
- Enquiry questions - ones that we could find out answers for (e.g. what sort of work do people do in Manaus?)

They then come up with one question for which there might not be a single definite answer (e.g. *Why doesn't everybody just stop cutting down the rainforest?* Or should biodiversity always be the main priority?)

Assessment/End of topic review

See above - this is the main focus of the lesson. (End Point Assessment Activity.)

Quiz

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

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.