

## Skills I will develop:

Map skill

Fieldwork

I can talk about likes and dislikes in relation to the environment.

I use the right geographical words to describe features and characteristics.

I can plan a visit to a specified place and work out how far away it is and how I might get there.

I know that people can affect the environment in good and bad ways.

## Words I need to know:

360 degrees

Axis

Earth

Physical

Human

Borders

Deforestation

Actions

Impact

# South America

Year: 3 Term: Summer 2 Subject: GEOGRAPHY

## Rights Respecting Article

Article 10: If you live in a different country than your parents do, you have the right to be together in the same place.

## Important knowledge I need to learn:

The location of North and South America on a map and globe, in relation to: the six other continents; the Prime/Greenwich Meridian (line of longitude); and the Eastern and Western Hemispheres.

The significance of time zones, including day and night.

The location of the countries, major cities, environmental regions and other key features of South America, on a map. (See 'Geographical Features and Characteristics'.)

The human and physical characteristics of South America. (See 'Geographical Features and Characteristics'.)

The positive and negative impact of humans on our environment, with focus on the Amazon Rainforest.



## GEOGRAPHICAL FEATURES and CHARACTERISTICS

	Human	Physical	
Features	Countries : Brazil, Chile, Ecuador, Suriname (and their capitals)	Oceans: Pacific, Atlantic	Mountain range: Andes
		Seas: Caribbe an	Mountain: Aconcagua
Characteristics	Landmarks : Christ the Redeemer, Machu Picchu	Rivers: Amazon	Desert: Atacama
	Population : Brazil, Colombia	Climate: northern vs. southern South America	
	Language: Spanish, Portuguese	Seasons: Northern vs. Southern Hemispheres	
	Religion: Christian	Plant and animal life	

## This topic links to my past learning about:

- The U.K. and continents (Year 1)
- Europe (Year 3)

## I will learn independently by:

- Giving my opinion on matters relating to the environment

# OUR GROWTH MINDSET

At **Blakesley Hall Primary School...**

- **We** remember that intelligence is something that we can grow.
- **We** recognise that effort is more important than results.
- **We** learn new things as often as we can.
- **We** are not scared of making mistakes or of failure because we can learn from them.
- **We** take risks in order to improve our learning.
- **We don't say 'I can't do this' – we say 'I can't do this YET!'**

*The highlighted growth mindset statement and value must be referred to as part of this unit of learning.*

## Why is this relevant to me?

What are the similarities and differences between Birmingham/the U.K. and other cities/countries/regions of South America?

How do our actions in the U.K. impact on the lives of others in South America? How do our actions impact on the world's environment? What could we do to lessen our negative impact/have a positive impact?

Do you know anyone that lives in a different country? What time zone do they live in? Is it easy or difficult to arrange a time to speak with them?

# OUR VALUES

**Caring  
Friendship**

That we look after each other and our environment.  
That we get along with the people in our group, class and community.

**Patience**

Giving each other time to respond/understand giving a person/ situation time to become clearer.

**Hope  
Freedom**

That we maintain a positive outlook on life.  
That we are not constrained by events or others to be the best that we can be.

**Peace**

That we live and work in a community free from conflict.

**Love**

That we care for each other and our world, the embodiment of all 22 values.

**Perseverance  
Appreciation**

That we don't give up when things are difficult.  
That we value and understand the work and views of others.

**Humility**

That we are not arrogant or boastful about our achievements.

**Quality**

That we always strive to produce our best work and give of our best behaviour.

**Happiness  
Respect**

Having a smile for one another  
Treating others as you would like to be treated, being considerate of people, property, the environment and yourself.

**Empathy**

**We understand how someone else is feeling, we can put ourselves "in their shoes".**

**Trust**

Means keeping promises, that others can depend on you to do the right thing.

**Unity**

That we have a shared goal/dream/idea of how we want our school to be.

**Co-operation  
Responsibility**

**Working together to achieve a common goal.**

Being dependable and accountable for your actions, doing your best and not blaming others for your mistakes

**Thoughtfulness**

Caring about how others feel, being kind to people in need and putting other people's needs before your own.

**Tolerance  
Courage**

Respecting and accepting differences.  
Being brave enough to "have a go" even when you are in a situation which worries/scares you.

**Honesty**

That we tell the truth and do not cheat or steal.