

**Year 5   Interconnected Amazon   Medium Term Plan**

<p><b>National Curriculum</b></p> <p>Children should be taught to describe and understand key aspects of:</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p align="center"><b>Knowledge</b></p> <p>Interconnected Amazon</p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1).</p> <p>The journey of soy produced in Bolivia.</p> <p>Primary, secondary, and tertiary industry.</p> <p>International trade. Effects of changes in trade. Trans-national companies.</p> <p>Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p> <p>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> <p>Disciplinary focus: interaction and change</p> <p><i>How does agriculture in the Amazon interact with other parts of the world?</i></p>
<p align="center"><b>Lesson Focus</b></p>	<p align="center"><b>Vocabulary</b></p>
<p>1. What is it like to farm in the Amazon?</p>	<p>Ayore, garabatá, dye, clearing, mass produce</p>
<p>2. The journey of soy</p>	<p>products, subsistence, commercial, scale, profit, wholesalers, primary, raw materials, secondary, manufacturing, tertiary, interconnected</p>
<p>3. Trading connections</p>	<p>demand, supply, adequate, cattle, recent, colonized, trans-national companies, brands</p>
<p>4. Environmental connections</p>	<p>flow diagrams</p>
<p>5. Social connections</p>	<p>globalisation</p>
<p>6. How does our class connect to the Amazon?</p>	<p>geographical enquiry, analyse, findings, interconnection, questionnaire</p>
<p>Synoptic task</p> <p><i>To what extent is the Amazon connected with the rest of the world?</i></p>	

