



Wow Starter: Where is Brazil?
What do you know about Brazil? Fact collection

Final Event: A Mardi Gras Carnival with the whole school on the school field!

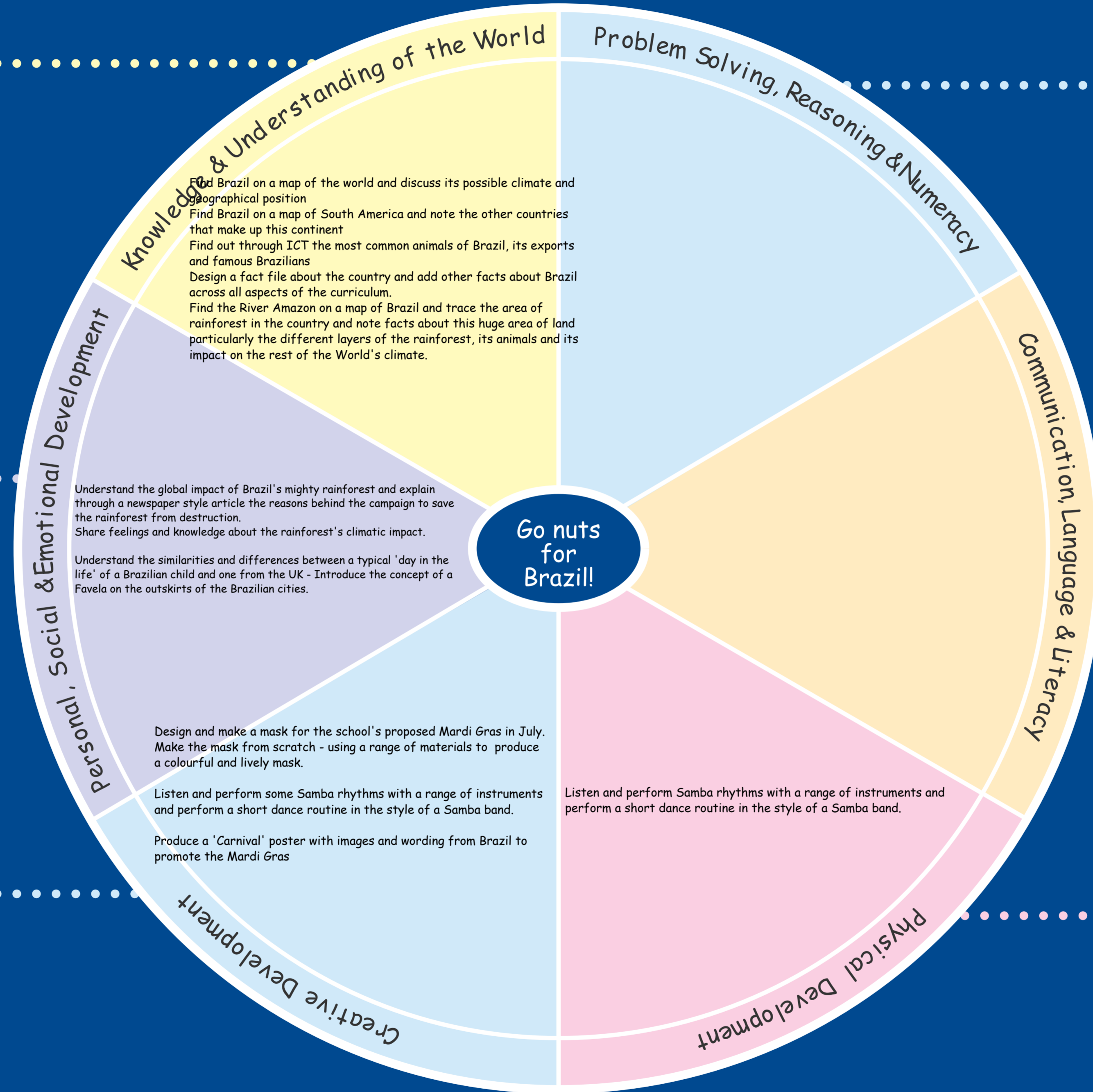
Knowledge and Understanding of the World

Geography

- (ge50) Use appropriate geographical vocabulary in communicating findings.
- (ge52) Use atlases, globes, maps and plans at a range of scales.
- (ge54) Use ICT to help in geographical investigations.
- (ge55) Continue to develop decision making skills.
- (ge56) Identify and describe what places, locally and internationally, are like and discuss similarities and differences between them.
- (ge57) Study and locate different environments, describing how they have developed.

Personal, Social and Emotional Development

Creative Development



Problem Solving, Reasoning & Numeracy

Communication, Language and Literacy

Physical Development

Essentials for Learning & Life

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

Go nuts for Brazil!

Overarching Dimensions

- Healthy Schools
- Global Dimension
- Sustainable Development
- Community Cohesion
- Enterprise

Geography

KS2

Knowledge, skills and understanding

Geographical enquiry and skills

2) In developing geographical skills, pupils should be taught:

- a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
- c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
- d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
- f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
- g. decision-making skills [for example, deciding what measures are needed to improve safety in a local street].

Knowledge and understanding of environmental change and sustainable development

5) Pupils should be taught to:

- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

