

# The Amazon

## GEOGRAPHY KNOWLEDGE ORGANISER

Year 5/6 Autumn 2

### What is life like in the Amazon?

#### What I will learn (sticky knowledge)

Extend my knowledge and understanding beyond my local area to include South America.

Develop the use of geographical knowledge, understanding and skills to enhance my locational and place knowledge.

Locate the world's countries using maps, and concentrate on environmental regions, key physical and human characteristics, countries and major cities.

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

#### Fieldwork

The Amazon is a little too distant for fieldwork; however, this unit does lend itself to opportunities for local area fieldwork. I will investigate my local area, considering its change in my locality, as well as studying any protected areas using the same enquiry process as their study of the Amazon region.

#### Key Vocabulary

<b>continent</b>	any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).
<b>agriculture</b>	the science or practice of farming, including cultivation of the soil for the growing of crops
<b>river</b>	a large natural stream of water flowing in a channel to the sea, a lake, or another river:
<b>longitude</b>	the angular distance of a place east or west of the Greenwich meridian
<b>latitude</b>	the angular distance of a place north or south of the earth's equator
<b>indigenous</b>	originating or occurring naturally in a particular place; native
<b>settlement</b>	a place, typically one which has previously been uninhabited, where people establish a community
<b>shifting cultivation</b>	an area of ground is cleared of vegetation and cultivated for a few years and then abandoned for a new area until its fertility has been naturally restored.
<b>nomadic</b>	living the life of a nomad; wandering



#### What I will learn next

I will extend my locational knowledge and deepen my spatial awareness of the world's **countries**, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on environmental **regions**, including polar and hot deserts, key **physical** and **human** characteristics, countries and major cities.

#### Eight points of a compass



#### What skills will I be using?

This unit has lots of opportunities for both using and creating maps at a range of scales, particularly during Week 1. During this unit, I will begin with world maps, before moving on to maps of South America and Brazil.