

## Year 2- South America



<b>Term:</b>	Spring 2
<b>Concepts:</b>	People and Places
<b>Subject focus:</b>	Geography and Art
<b>Non-Fiction:</b>	Non-Chronological Report
<b>Fiction:</b>	Narrative recount

Concepts	
Geography	Art
People and Places	Inspiration/Creativity/Critique
<p>Children will already understand what a continent is so within this topic, they can begin to make comparisons between the different continents of South America, Africa and the polar regions. They will also revisit the names and locations of the other continents in the world, which will be studied in more depth in KS2.</p> <p>This topic begins with an understanding of South America in a wider sense, moving onto a geographical study of Brazil. The children will learn about the people and places within the country, similarly to previous topics, developing their understanding of the human and physical geography of the land. As with all their topics, there will be the opportunity to discuss and learn about geographical similarities and differences with the UK and London. They will be able to recall, and build upon, previous knowledge from topics such as <i>Journeys Around London</i> and <i>Ourselves</i>, when discussing their own locality. This unit prepares them for future learning where they will study the Amazon Rainforest in greater detail in Year 4. This topic also prepares them to make comparison between North and South America when they look at the northern continent in Year 5</p> <p>The study of this continent is also an opportunity for children within the class, who are from a South American background, to share their own experiences and learn more about where they descend from.</p> <p>Within the study of art, children learn about the Brazilian artist Romero Britto. Symbolism and sharing messages through art is a concept that the children will delve into as they seek inspiration from his work. This is a theme that continues through the curriculum, later learning about the work of Nathan Bowen and Tudor portraits, and how this modern and historical take on art can be used to share meaning. Building upon the children's previous knowledge of colour and form, and the work of Henri Matisse and Esther Mahlangu, children will consider how they can use a colour and bold images within their own works of art.</p>	

## Geography

### National Curriculum

#### Geography

- I can use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied in this key stage
- I can use simple compass directions (N, S, E, W) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map
- I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- I can name and locate the world's seven continents and five oceans
- I can name, locate and identify characteristics of the four countries and capital cities of the UK
- I can name, locate and identify characteristics of the sea surrounding the UK
- I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- I can use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country

#### Art

- I can try out different activities and make sensible choices about what to do next
- I can select particular techniques to create a chosen product and develop some care and control over materials and their use
- I can give reasons for preferences when looking at art/craft or design work
- I know that different artistic works are made by craftspeople from different cultures and times
- I can represent things observed, remembered or imagined using colour/tools

#### Computing

- I can recognise common uses of information technology beyond school
  - I can use technology purposefully to create, organise, store, manipulate and retrieve digital content
  - I can use technology purposefully to create digital content comparing the benefits of different programs
- E-Safety**
- I can use technology safely and keep person information private

### Year 2 Geography South America

#### Foundation subject Knowledge and skills

- |                            |   |
|----------------------------|---|
| <b>Where in the world?</b> | <ul style="list-style-type: none"><li>• Identify the UK in a world atlas</li><li>• Know the four counties in the UK and their capital cities</li><li>• Use a map to find the Equator and the North and South Poles</li><li>• Know how to find South America in an atlas and know its location in relation to the equator and poles</li><li>• Know that South America is a continent and it is made up of 13 countries (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela)</li></ul> |
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	<ul style="list-style-type: none"> <li>• Know that Brazil is much hotter than the UK because it is near the Equator</li> <li>• Know that South America is a continent and the UK is in the continent of Europe</li> <li>• Know the names of the seven continents</li> <li>• Use simple compass directions to explain the location of the seven continents in relation to each other on an atlas</li> <li>• Know the oceans which boarder the UK</li> <li>• Know the oceans which boarder South America</li> <li>• Use a map to identify and locate the major cities of the UK and 3 countries in South America</li> <li>• Know the countries that UK and counties in South America</li> <li>• Use aerial photographs and satellite images to identify human and physical features of UK and South America</li> </ul>
<b>Physical features</b>	<ul style="list-style-type: none"> <li>• Know what physical features are</li> <li>• Know the main physical features of UK include River Thames, the New Forest and Eas a' Chual Aluinn (waterfall)</li> <li>• Know the main physical features of Brazil are the Amazon Rain Forest, the Amazon River and Iguacu Falls</li> <li>• Use a map to identify the natural resources in the UK and Brazil</li> <li>• Know some of the crops grown in the UK and Brazil</li> <li>• Know some of the wildlife found in UK and Brazil</li> <li>• Know about seasonal changes in the UK</li> <li>• Know about the seasonal changes in Brazil</li> </ul>
<b>Human geography</b>	<ul style="list-style-type: none"> <li>• Know about the human features of London</li> <li>• Know that human features include bridges, houses, buildings and roads</li> <li>• Know the names of some of the bridges in London</li> <li>• Know the names of some of the buildings in London e.g. Houses of Parliament, Shard, Tower of London</li> <li>• Know when these buildings were built and their purposes and compare</li> <li>• Know that the houses they live in are human features</li> <li>• Know that in Brazil some people live in Favela houses and what these are made from</li> <li>• Know the population of London</li> <li>• Know the population of the UK</li> <li>• Know the population of three counties in South America (Brazil, Bolivia, Uruguay)</li> <li>• Know some of the human features of Brazil, including the Statue of Christ the Redeemer, Brasilia and Hercilio Luz Bridge</li> </ul>
<b>Comparison with UK</b>	<ul style="list-style-type: none"> <li>• Compare the human and physical features of UK and Brazil</li> <li>• Compare the population of the UK Brazil</li> <li>• Compare the significant places (physical and human features) of the UK and Brazil e.g. Angel of the North with Christ the Redeemer, farming, houses</li> <li>• Know and compare the weather and climate of the UK and Brazil</li> <li>• Compare the settlements and land use in London and Brazil and know how these have changed over time</li> </ul>

## Art

### Year 2

#### Art: Painting

##### Year 2

- Know that Romeo Britto is a Brazilian artist
- Know that he uses vibrant, bold colourful patterns to reflect his view of the world
- Know that he creates work to symbolise hope and happiness
- Know that he started painting on scraps of paper or cardboard
- Know that his work is inspired by the work of Matisse and Picasso
- Know that he also makes sculptures, one of which was in Hyde Park in London
- Know that he has donated his work to help support more than 250 charities
- Look at examples of Britto's art and understand what media is used
- Children plan and create their own art inspired by Britto which symbolise hope and happiness
- Use paint to create a piece of art inspired by Britto's work
- Evaluate their own and other's work

#### Writing Outcomes

##### Non-Fiction

Non-Chronological report about Brazil

##### Fiction

Stories from other cultures- write version of known South American Tale