Introduction

This planning pack was produced with teachers from County Durham following a visit to São Paulo. The materials support the teaching of geography at key stage one and two within the context of the 2014 National Curriculum. In KS1, pupils are required to develop an understanding of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. The São Paulo city / home enquiry in this planning can support this area of study.

In KS2, pupils should have the opportunity to understand geographical similarities and differences through the study of the 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. The learning activities based around the São Paulo region support the study of this aspect of the curriculum.

The outline planning suggests how teachers can use the resources to develop pupils’ locational and place knowledge as well as building geographical skills in both key stages. Types of geographical communication are suggested throughout the planning.

Some background information on Brazil is included at the start of this pack for teachers and this country profile may also be useful for KS2 pupils. The two pictorial sources in this opening section could be used for a brief history activity based on the use of sources and some possible questions are suggested.

The main geography learning activities are based around three photograph packs: Where in the world? What can I find in this place? and Destination São Paulo! Teachers will want to select the number and most appropriate materials for their particular pupils.

We hope you find these materials useful and would welcome any feedback.

You can download these resources at www.europedirectnortheastengland.wordpress.com
Country profile - Brazil

Location

Brazil is located on the east-central coast of South America. It is the fifth largest country in the world, and takes up half of the continent. It shares its border with 10 different countries; to the North are Venezuela, Guyana, Suriname and French Guiana, along West edge of the country are Colombia, Peru, Bolivia, Paraguay, Argentina and Uruguay. In fact Chile and Ecuador are the only countries within South America not to share a border with Brazil.

Brazil is mainly located between the Equator and the Tropic of Capricorn.

Landscape

Brazil’s landscape is mainly tropical rainforest where over 2,000 different types of trees grow in the wet, hot conditions. The Amazon rainforest is made up of thousands of species of plants, animals and insects and is thought to be the most diverse ecosystem in the world. The centre of the country is made up of tropical grassland with some trees and shrubs. Northern Brazil is dominated by the Amazon River basin and the forests which surround it. The Amazon is not one river but a network of water ways, the total length is 6,993km making it of one of the longest rivers in the world.

Climate

The climate in Brazil is mostly tropical and subtropical, but temperatures vary because it has lots of different kinds of terrain.

In a rainforest area it is hot and humid throughout the year with an average temperature of 27°C. There is no dry season with rainfall all year round ranging from 80-100 inches.

In Rio de Janeiro in summer it can be over 40°C. Rainfall is still high in this area with an average of 44 inches per year.

São Paulo has a similar climate to Rio with a rainy summer and drier winter, although, on average, it has more rainfall.
FACTFILE

Population:............ 202 million (UN)
Land Size:............. 8514877 sq. km

Brazil is the largest country in South America and is the 5th largest country in the world by size and by population. 13 of its cities have more than 1 million residents.

Around 60% of the Amazon rainforest is located in Brazil

Capital: ............... Brasilia
Currency: ............. Real (BRL)
Languages: .......... Portuguese is official language. 242 languages spoken across the country.
Main exports: ........ Iron ore, soya beans, footwear, coffee, timber, transport equipment.

The country’s biggest export commodity is coffee beans

The Brazilian flag:
- Green for the forests
- Yellow for gold
- Blue for the skies
- White for peace
- Stars – one for each of the Brazilian states
- Its motto – Order and Progress

Main foods eaten:....Barbecued meat, Pao de queijo (cheese and bread), Feijoada (stew with black beans)
Life Expectancy:....... Females 77 years/Males 70 years
History

Archaeologists think that people have lived in the area we call Brazil for 32,000 years.

The first peoples of this area were nomads and farmers with around 1000 tribes of indigenous Indians. We know very little about them as they left us few artefacts or buildings.

European invasion

Brazil was discovered in 1500 by Portuguese explorer Pedro Cabral, who landed in South America on the way to India. When Europeans first reached the coast of Brazil, the country was home to about 30 million indigenous people.

Whole tribes of indigenous Indians were wiped out by the diseases the Europeans brought with them. (Today there are less than 300,000 indigenous peoples remaining).

The Europeans wanted the wood, gold and precious stones of Brazil. Sugar and coffee were planted and African slaves were imported to work on the huge farms.

Nineteenth century Brazil

Brazil gained independence in 1822 from Portugal and Dom Pedro I became the first Emperor.

By 1889, the rich coffee farmers had grown tired of the monarchy and the Emperor was removed; Brazil became a Republic.

There were many wars between Brazil and the surrounding countries.

Twentieth Century Brazil

During the 1970s, Brazil was ruled by army generals and people had very little choice or freedom.

In 1990, free elections were held and the country has held several elections since the return of democracy.
The Discovery of Brazil
Cabral (centre-left, pointing) sights the Brazilian mainland for the first time on 22 April 1500. A painting by Aurélio de Figueiredo completed in 1900. Source: Museu National

How did European explorers travel to Brazil?
Can you find any clues about why they went to Brazil or what they were planning to do when they arrived?
How does the painting make you feel about this event?
The artist painted this picture 400 years after the event. Why do you think he painted it?
Coffee workers in Brazil in the 1930s. Source: The Brazil Museum of Coffee

1. Who can you see in the photograph?
2. These people are all workers on coffee farms. Does anything surprise you?
3. What do you think it would be like to be one of these workers?
Key Stage 1 Geography

Geographical skills and communication are developed throughout the activities.

**Locational knowledge**

1. Pupils are given a series of clues from the *Where in the world?* pack and asked to investigate where in the world the country they are going to study is located. Pupils can use a world map to plot their ideas and then highlight the actual destination country.

2. Using a world map and atlas pupils are asked to describe where Brazil is located, including the continent and surrounding countries.

**Place knowledge/ Human and physical features**

1. Pupils will begin the think about what makes a place unique by using their geographical skill of using photographs from the *What can I find in this place?* pack. Pupils are given a series of images and are asked to investigate what they can see. Begin with very general observations to build confidence.

2. Extend geographical understanding by asking pupils to label, apply labels or circle physical and human features.

3. Develop enquiry skills by asking pupils to pose geographical questions about some of the places in the photographs 4A-4H which show a series of human and physical images taken from Brazil. For each image pupils have to think about what type of questions they might ask to find out more information. To support this activity further, teachers may want to provide additional information about each image which can be found in the teacher pack.
4. My place/ your place – what is the same? Comparing a small area of the UK and a small area of non-European country. In small groups, pupils are given a series of images which depict life in São Paulo.

5. *(Destination São Paulo pack).* These are based around school, environment, transport and play. Teachers may want to focus on one category for comparison work. Pupils need to identify similarities/ differences between Sao Paulo and their own local area. Teachers might find it useful to provide some photographs of the local UK area for pupils to use. A basic table is included at the back of these materials.

6. Using these images and any additional research pupils can produce an extended piece of writing appropriate to their year group e.g. a poster or a leaflet to illustrate how life in São Paulo is similar or different to life in their home area.
Key Stage 2 Geography

Geographical skills and communication are developed throughout the activities.

Locational knowledge

1. Pupils will use a series of clues to work out hemisphere, continent, country, and city in the Where in the World? pack. An extension resource, Location Challenge, can be found at the end of this planning for use in consolidation of locational knowledge.

2. Pupils should then write an accurate geographical description of the locations of São Paulo and Rio de Janeiro. Teachers may wish to use the opportunity to revise the location of the home town of the pupils. There are many extensions possible here for example: calculation of distance, use of scale in an atlas and looking at time zones.

3. The class should discuss what this location might mean for the physical geography of Brazil. i.e. tropics, climate, vegetation, hazards.

4. Pupils should use an up to date atlas to annotate a map of Brazil to show the key human and physical landmarks. By Y6 this should include some topographical detail. Pupils should add a key and discuss the scale of the maps used and produced.

Place knowledge/ Human and physical features

Focus: comparing the physical and human geography of a region of the UK and a region of a non-European country. This stepped enquiry focuses on working like a geographer and using different pieces of information to investigate a region of Brazil and compare it to the pupils’ home region. Awareness of new geographical terms and the comparison of similarity and difference are the main objectives.
1. Using the resources in the *Destination São Paulo* pack, set the big picture by looking at the Brazil fact file information. Set up a comparison challenge. What can the pupils find out about the UK to complete a big picture UK chart? Support this with atlas and guided internet searches.

2. A tale of two cities. What are the similarities between Durham (and your nearest city) and São Paulo? Discuss with pupils the questions they would need to ask to try and answer this question. Discuss the types of things they would need to know and how they might find out. Ensure coverage of physical and human geography. The areas of research might include weather, population, main jobs, life at school, and types of houses, places to play, transport, decision makers, foods, languages spoken, money used, vegetation, rivers, important buildings, a university, healthcare, and life expectancy. The photographs included in the pack can support many of these enquiries. Other sources should be used; some examples are in the São Paulo pack. A research table could be drawn up for pupils to use to record their initial findings.

3. Draw the enquiry together by comparing 3 aspects of life in São Paulo with 3 aspects of life in Durham. This can start as a Venn diagram and then be developed into a longer report style piece of writing or a news cast using the images from the pack and voice overs written by the pupils.
KS1: My place, your place

Spotting differences and things that are similar
Use the photographs to see what you can find.

<table>
<thead>
<tr>
<th></th>
<th>São Paulo</th>
<th>My home area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Places to play</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KS2 Extension resource – location challenge!

Using an atlas to help you:

1. Label all the countries of South America. Can you add the missing islands?
2. Mark and label the Equator and the Tropic of Capricorn
3. Mark and label the Amazon River, and the cities of Brasília, São Paulo and Rio de Janeiro
4. Locate and label – the Atlantic Ocean, Pacific Ocean, South Atlantic Ocean
5. Locate and label the Andes mountain range, Tierra del Fuego and Cape Horn.
Where in the world?

A resource pack to support a locational enquiry in KS1 and KS2 Geography.
KS1 – Where is the plane going to land?
KS2 -Where do you think the destination might be?
KS2 - Hemisphere clue

The plane will land to the West of the Prime Meridian and south of the Equator.

KS1&2 Can you name the continent?
This is a place with Highlands

A place with one of the world’s great rivers
Did you guess the country?

Our exact location – São Paulo

- 23.5505° S, 46.6333° W
How is the location of São Paulo different to the location of your home town or city?
What can I find in this place?
A photo pack resource for KS1 Geography.

Brazil
4A - This image shows a rural area which has some development around the main transport use. Pupils may consider how the land is being used; type of building, vegetation cover or what else can be seen in the background.
4B - An image of a beach which shows a large number of buildings developed along the coastline. The impact of these hotels and tourists maybe something pupils want to think about, alongside who may be visiting the area.

4C - This image shows the river channel and illustrates to pupils that not all rivers in Brazil look like the Amazon. How will the river be used, what about the surrounding vegetation and how does it support the country.
4D - The image of the port shows how areas of the country are by used by major industries. Pupils may want to consider how the industry works, where do the ships which dock here come from, what impact does it have on the area, do many people work there, why is the port in this place?

4E - This is an image of a city in Brazil, and is designed to help pupils to realise that there are built up areas in the country with high rise buildings and skyscrapers.
4F - An image of a town in Brazil, this shows in more detail many of the features of an urban area. Pupils can think about how it is being used, the transport, types of shops and places people are using.

4G - This is an image of a favela on a hill. It shows the housing which is crammed in to any available area with limited facilities. Pupils may want to think about who lives here, what is it like, why is it on a hill?
4H - An image of vegetation, which can be used to think about what the environment is like and how it is being used by people on a daily basis, is it like the countryside of the North East?
Destination
São Paulo!
What is life in São Paulo like?

World's Largest Cities: Population
BUILT-UP URBAN AREAS: 2014 ESTIMATES

- Tokyo-Yokohama
- Jakarta
- Delhi
- Seoul-Incheon
- Manila
- Shanghai
- Karachi
- New York
- Mexico City
- São Paulo
Schooling in São Paulo is free and it is the law that children between the ages of six and 14 to go to school.

Most children attend the school which is closest to their home.

There are so many pupils in the city that schools in São Paulo often run three separate school sessions per day: in the morning, afternoon and evening. Children attend one session per day.

Classes at schools in São Paulo are taught in Portuguese.

São Paulo has a very famous University where people go from all over the world to study medicine.

Thanks to the Academic Section of the Embassy of Brazil, London for their help in the production of this pack.

This pack has been produced following a visit by teachers from County Durham schools to São Paulo as part of the British Council’s Connecting Classrooms programme. For more information about this professional development scheme see:

https://schoolsonline.britishcouncil.org/about-schools-online/about-programmes/connecting-classrooms

Durham County Council’s International Relations team can help support schools with curriculum based international school partnerships. For more information see:

www.europedirectnortheastengland.wordpress.com
or email international@durham.gov.uk
tel 03000268500