**Brazil – The Road to Rio in the news**

**Class activities - Key Stage 2**

**Overview of the Resource**

Geography in the news is designed to give teachers a topical and entertaining online information and activity source. It will help to support the National Curriculum’s requirement for the flexible inclusion of current global and Welsh issues into pupils’ geography lessons in addition to more formalised schemes of work, and/or may be used to stimulate extended work within schemes or work.

Each edition contains a main theme and 2 linked articles each of which forming the focus for lesson activities. In addition, a Global current events screen can be used on a regular basis as a home page or lesson starter stimulus. The ‘Brainbox’ links may form entertaining wider geography discussion points, for instance, as end-of-lesson activities.

Key Words are highlighted within the resources and have been defined in a glossary. Website links are included at key points in the resources to facilitate further research on selected topics.

Each edition will be archived to allow repeated access and use in the future. They are fully downloadable to allow storage and reuse in classrooms without internet connection.

**Coverage of National Curriculum and Skills Framework for 3 to 19 Year Olds in Wales**

The lesson plan activities state the relevant skills and range from the National Curriculum.

**Skills Framework and Assessment for Learning**

The accompanying lesson plans aim to support the requirement for a skills-focused curriculum. Where appropriate in the lesson plan, suggestions will be shown where thinking skills, communication, ICT and number skills can be applied in the context of geography.

Investigative work lends itself very well to assessment for learning. For example, at the beginning of a study children can establish where they are in their learning and suggest what they want to find out. At the end of a study, children can assess their own achievement and indicate it by using simple techniques such as drawing smiley faces or by showing traffic light symbols in their work. The use of questioning throughout the activities encourages children to reflect on their understanding and help further their learning.

Opportunities to use assessment for learning strategies will be indicated as **AfL.**

**Article 1 – Road to Rio - Part 1.**

| **Key Skills Objectives** | **Subject Objectives and Skills** | **Activities and Resources** |
| --- | --- | --- |
| **Thinking Skills**PlanAsk questionsGather informationDetermining success criteriaDevelopForming opinions and making decisionsReflectReview outcomes and success criteriaEvaluate own learning and thinking.**Number**Gathering informationRecording and interpreting data and presenting findings.**Communications**OracyPresenting information and ideasWider CommuniationsCommunicating information. | **Geography**SkillsInvestigating: – observe and ask questions about a geographical issue - measure, collect and record data through carrying out practical investigations - organise and analyse evidence and draw conclusionsCommunicating:- express their own opinions- communicate findings in a variety of waysRangeCarry out investigations of ‘geography in the news’.Develop their geographical skills, knowledge and understanding through learning about places, environments and issues globally **Geography vocabulary:**LEDC’, development, sustainable, MEDCs,, N.E.C., economic, primary, minerals, rainforest, arable, staple, pastoral, charcoal,  | **Aim:** to gather data about different environments in Brazil**Resources:*** This activity should be undertaken as a class starter ***prior*** to reading the articles
* G.I.S. *e.g.* Google Maps street view

**Activity - Undertake a virtual fieldtrip using a G.I.S.*** To understand the process of a qualitative survey.
* Work in small groups and collect information about different natural and man-made environments in Brazil *e.g.* rainforests, drought areas, giant mines, areas affected by deforestation, factories and docks
* Copy and paste images into PowerPoint slides to show the teacher what they have found.

**AfL:** As children work, the teacher asks each group what they have found and suggests ideas to improve their information gathering method.**Reflect**:* Explain in your own words to your teacher what data you have collected and what it shows about the environment in Brazil

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**Article 2 – Living in Rio**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**PlanAsking questions.Gather informationDevelopForming opinionsDevelop ideasThinking about cause and effect and making inferences.ReflectEvaluate own learning and thinking.**Communications**LiteracyPresenting information and ideas.Wider Communication SkillsCommunicating information | **Geography**SkillsInvestigating: – observe and ask questions about a geographical issue - develop ideas to find answers and draw conclusionsCommunicating:- express their own opinions- communicate findings in a variety of waysRangeCarry out investigations of ‘geography in the news’.Develop their geographical skills, knowledge and understanding through learning about places, environments and issues nationally and globally**Vocabulary:**Planning, sewerage, economic, migration, urbanisation, self help, counterurbanisation, favela, shanty town, C.B.D., gridlock, edge cities, mass transportation | **Aim:** To gather and use information about everyday life in Rio and the new developments and opportunities that have developed there.**Resources:** The on-line articles:* Article 1 ‘Road to Rio – Part 1’.
* Article 2 ‘’Living in Rio’.

**Activity – Compare living in Rio with loving in the new ‘edge city’ of Barra**(This activity may take one or more lessons to complete, or could be used as homework)* Working in small groups (2/3) use the G.I.S. to visit Barra, just outside Rio de Janeiro
* Compare what you see with the pictures of Rio from the last lesson.
* Working individually and using this article and any other information you find, imagine how it would feel to move from a favela in Rio to an ‘edge city’ like Barra. Think about housing, schools, friends, health and safety etc.
* Write a letter or a diary entry about these changes – include some drawings or cut out pictures from the internet.

**AfL:** Teacher to mark work and give feedback**Reflection:** * Read teachers comments and rewrite one or two sentences using the suggestions given for improvement.
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**Article 3 – Curitiba – A sustainable city in the developing world**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**PlanAsking questionsGathering informationDevelopConsidering evidence, information and ideasThinking about cause and effect and making inferences.ReflectEvaluate own learning and thinking**Communications**Written and OralPresenting ideas and informationWriting accurately | **Geography**SkillsGather informationConsider evidenceDevelop ideas to find answers and own draw conclusionsRangeCarry out investigations of ‘geography in the news’.Develop their geographical skills, knowledge and understanding through learning about places, environments and issues locally and nationally**Geography vocabulary:**Sustainable, domestic product, municipal, mass transportation, informal, shanty towns, urban sprawl, trinary, pedestrianisation, ecological  | **Aim:** To bring together the information and concepts from this issue of Geography in the News in order to design a sustainable man-made environment (city or school building)**Resources:** The on-line articles:* Road to Rio – Part 1
* Living in Rio
* Curitiba

**Activity: Design a sustainable city/school**Work in small groups and come up with ideas for a brand new city (or school building if you prefer). Present your ideas in a poster or PowerPoint presentation.Think about: * Ways of saving energy
* Making use of available space
* Moving people around quickly, cheaply and easily
* Making it both sustainable and attractive to live/work in

**AfL:** Peer review - Children can give positive comments on each other’s work.**Reflection:**After giving your presentation and listening to the feedback, think about one more feature you could include in your design. |