

UKS2 - Unit – Geographical Land Use: Hill Forts

Name and locate counties and cities of the **United Kingdom**, geographical regions and their identifying human and physical characteristics, **key topographical features (including hills, mountains, coasts and rivers)**, and **land-use patterns**; and understand how some of these aspects have changed over time

Knowledge Progression

- To name and locate counties and cities of the UK, geographical regions, and their key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.
- Name and locate counties and cities of the United Kingdom.
- To undertake practical map reading, understanding the remains of hill forts including their location and significance.
- To become familiar with sketch maps and plans
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.
- Explore types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.
- Describe and understand key aspects of: **Physical** geography, including: rivers, mountains and the water cycle.
- Describe and understand key aspects of: **Human** geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.

Skill Progression

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. Use a wider range of OS symbols including 1:50K symbols.
- Know that different scale OS maps use some different symbols.
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Use wider range of labels and measuring tools on digital maps.
- Start to explain satellite imagery.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Use a wider range of OS symbols including 1:50K symbols.
- Know that different scale OS maps use some different symbols.
- Use models and maps to discuss land shape i.e. contours and slopes.
- Read and compare map scales.
- Draw measured plans.
- Follow routes on maps describing what can be seen.
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.

Key Learning

- 4 countries of UK – England, Wales, Scotland, Northern Ireland. (Ireland can be mentioned however must explicitly teach that UK is just 4 countries)
- 4 seas surrounding UK – Southern Sea (Celtic), Irish Sea, English Channel, North Sea.
- Major cities such as London, Cardiff, Edinburgh, Belfast, Manchester, Birmingham, Leeds.
- To be able to name at least five of the largest counties in England and indeed the UK: Counties such as Yorkshire (largest), Lincolnshire (2nd), Greater Manchester, Lancashire, Cumbria.
- To know that Westhoughton is positioned in north-west of England and that its closest town is Bolton.
- Physical features are naturally occurring, (Mountain / Hill ranges -The Pennines, Peak District, Yorkshire Dales, Lake District, Lake Windermere, Rivington Reservoirs, Scottish Loch Lomond, Awe)
- Human Features are: (Population: 67 million, Capitals: London, Edinburgh, Cardiff, Belfast. Language: English, Welsh, Irish (minimal)).
- To know that topographical features include contour lines and their use on an OS map.
- To learn that keys are important to OS maps and visually show how to locate geographical features such as rivers, mountains and hill formations.
- To be able to map read and use compass direction to navigate an OS map effectively.

- To be able to explain the difference between an OS map and a sketch map, giving a sketch maps feature and practical uses.
- To be able to give reasons as to why settlement use was given a specific purpose and why land was used in such a way.
- To be able to describe key aspects of **physical** and **human** geography such as hill fort location and types of settlement use, economic activity surrounding these areas and the trade links created from this.

Vocabulary

Stone Age, Bronze Age, Iron Age, Tribe, Dwelling, Round House, Long House, Community, Neolithic, Mesolithic, Hill Fort, Sketch map, OS Map, Contour lines, Topography, Grid reference.

Misconceptions

- Hill forts are still standing
- Hill forts have standing walls and are very much like medieval castles.
- Maps are all 3D visually.
- Hill Forts are still used today.

Prior Knowledge

Y4

Wartime Westhoughton

- Evacuation to Westhoughton – Train lines
- OS mapping of local area
- Local area – change over time in Westhoughton.

Y5

South America

- Comparing people and places.
- Locate South America, concentrating on its key physical and human characteristics, and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of an area of the UK (North-West)

Future Learning

Y5

Volcanoes

- Continents/ Oceans of the world
- Volcanoes and their locations
- ‘Ring of Fire’ and its impact upon the Earth – Tectonic plates
- Impact upon human/ physical geography of location

Y6

KS3 curriculum – children moving on to Secondary Education

- Comparisons with areas of Russia, Africa and Middle East
- Polar regions and hot deserts
- Understand key geographical similarities and differences of a region in Africa / Asia
- physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; change in climate from the Ice Age to the present; and glaciation, hydrology
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

Possible Activities/Evidence

- Compare and contrast a region surrounding a hill fort on a modern day OS map of Britain through to ancient OS Map.
- Use aerial photos of forts such as Old Oswestry, Maiden Castle, Traprain Law – Examine all three and look at similarities/differences in formation of land.
- Scale reconstruction of the hill fort they studied including features of physical geography like watercourses.
- Mapping using contour lines and scale models of hill fort area.

- Sketch map of local area dn school building.
- Sketch mapping of hill fort site and surrounding economic actioivity past and present using ancient OS map.
- Possible activity of Orienteering outdoors – use this to help look at scale and grid references.

UKS2 Unit – The Water Cycle
Describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Knowledge Progression
-To describe and understand key aspects of physical geography, including rivers and the water cycle.. -To understand the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. -To understand the nature of a river and how it changes on its journey from source to sea -To understand the key features of rivers, the geographical vocabulary and the water cycle -To understand the words; precipitation, evaporation and condensation and the part they play in the water cycle and to know why rivers are fresh water while the sea is salty. -To understand what happens as a river reaches the coast, including: estuaries, deltas, mudflats and salt marshes -To learn the names of a least 10 major world rivers and the continents they flow through and to begin to know some facts about major world rivers
Skill Progression
-Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. -Choose the most appropriate map/globe for a specific purpose. -Follow routes on maps describing what can be seen. -Relate different maps to each other and to aerial photos. -Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. -Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. -Make predictions and test simple hypotheses about people and places. -Use more precise geographical language relating to the physical and human processes detailed -Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. -Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. -Start to explain satellite imagery. -Follow routes on maps describing what can be seen.
Key Learning
-To be able to use maps to locate and label the continents -To locate the top 5 major rivers of the world: The Amazon (South America), The Nile (North Africa), The Yangtze (China, South Asia), Yellow River (China, South Asia), Parana (Brazil, South America), Congo, (Africa). Children should be able to name key facts about rivers and their importance to human geography – River Nile for example. -To learn that rivers have specific parts and are named in order from source to mouth. -To know the 8 main compass directions for their key stage – KS2 – North, North-East, East, South East, South, South-West, West, North-West. -To be able to map read and use compass direction to navigate the journey of rivers effectively using a variety of maps. -To be able to give reasons as to why rivers have certain parts and how these are formed, such as oxbow lakes. -To know that physical features are naturally occurring, (Mountain / Hill ranges, river systems) -To know that human features of geography relate here directly to human interaction with rivers, such as damming and diversion of river systems (ie: flood prevention). -To be able to describe key aspects of physical and human geography such as river sources and how this affects settlements around the world. This should also link with the study of economic activity deriving from the area around the river's position.
Vocabulary
Stream, Evaporation, Condensation, Precipitation, Transpiration, Infiltration, Runoff, Groundwater, Hydrosphere, Surface, Lake, Oxbow, Meander, Vapor, Ocean, Atmosphere, Process, Flow, Direction, Climate, Tributary, Waterfall, Marsh, Flood Plain, Delta, Estuary, Mouth
Misconceptions
-All water is rain.

- All sunlight makes rain disappear.
- Rain appears naturally.
- Water is infinite.

Prior Knowledge

Hill Forts Topic at UKS2 (Autumn 2)

- Compass directions
- Relief and topographical features.
- Sketch maps

Future Learning

Y5

Volcanoes

- Mapping of location
- Formation and their impact on human geography
- Physical geography and the features of a volcano.

Y6

KS3 curriculum – children moving on to Secondary Education

- Comparisons with areas of Russia, Africa and Middle East
- Polar regions and hot deserts
- Understand key geographical similarities and differences of a region in Africa / Asia
- physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; change in climate from the Ice Age to the present; and glaciation, hydrology
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Possible Activities/Evidence

- Relief and topographical study of a local river –
- River formation and its 'make-up'.
- Evaporation experiments – water cycle in a bag
- Spreadsheets and data from river 'flow' (Local Study)
- Information leaflet/ text on local river sources and nature reserves.
- Fact-file of major rivers
- Comparisons of rivers around the world.
- Mapping of major rivers – top 5 onto world map and plot direction through countries

UKS2: Unit – Violent Volcanoes

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Knowledge Progression

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, in relation to volcanoes.
- Identify the layers of the Earth and how volcanoes are formed
- Describe key aspects of the geography of volcanoes, their location and description of these features.
- Understand where volcanoes are located in the world.
- Study the features of tectonic plates and the features of extinct, active and dormant volcanoes.
- Understand the structure of a volcano
- Study the different traits of the various types of volcanoes.
- Discuss what happens when a volcano erupts
- Describe and understand key aspects of Human geography, including: types of settlement and land use, economic activity around volcanoes and the populace surrounding these land masses.
- Understand the effects of living close to active volcanoes

Skill Progression

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Link features on maps to photos and aerial views.
- Identify and describe geographical features, processes (changes), and patterns.
- Use maps at more than one scale.
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Make links between features observed in the environment to those on maps and aerial photos.
- Link features on maps to photos and aerial views.
- Use presentation/multimedia software to record and explain geographical features and processes.
- Express opinions and personal views about what they like and don't like about specific geographical features
- Use presentation/multimedia software to record and explain geographical features and processes.
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations
- Use geographical language relating to the physical processes detailed.
- Make a simple scaled drawing
- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- View a range of satellite images
- Identify and describe geographical features, processes (changes), and patterns.

Key Learning

Children will be able to use maps to locate and label the world's most powerful and significant volcanoes Children should be able to name key facts about the volcanoes that have affected and still affect the world's population – such as Vesuvius, Etna and Krakatoa. Children should be able to name key facts around size, density and recent eruptions of the world's main volcanoes and the impact of these eruptions. Children should be able to locate on a world map where at least 10 of the world's most famous volcanoes are located and the significance of the locations (such as the 'Ring of Fire' in relation to the Earth's Tectonic Plates). Children should therefore be taught about latitude and Longitude with relation to a world's map. They will know that latitude is the North-South position of a point and longitude is the measurement of East-West of a point. Children will learn that the Prime Greenwich Meridian is the line of 0 degrees longitude, the starting point for measuring distance both east and west around the Earth. Children will also understand that there are different time-zones across the world, and that the UK uses Greenwich Mean Time.

Children should be taught to identify the different types of volcano and the differences in these characteristics. Children will know that there are two broad types of volcano, a stratovolcano and a shield volcano, although there are lots of different volcanic features that can form from erupted magma (such as cinder cones or lava domes) as well processes that shape volcanoes.

Vocabulary

Region, border, tropic of Capricorn / Cancer, latitude, longitude, Prime / Greenwich Meridian, topography,

Volcano themed vocabulary for use within this topic;

Fault, Mantle ,Ash, Cloud, Active Dormant Caldera, Cinder, Composite, Compound , Cone, Crater, Eruption, Extinct, Fault, Lava, Magma, Pressure, Pyroclastic flow, Shield volcanoes, Vent, Mid-ocean ridge

Misconceptions

- No humans live near to or reside near a Volcano.
- Volcanoes don't erupt anymore.
- All Volcanoes are extremely dangerous (This is not the case, in fact most of the volcanoes on earth are located within miles of a human populace)
- All volcanoes are on land. (Many are located on the sea or Ocean floor).

Prior Knowledge

The Rainforest in LKS2

- Human and physical features of South America and a region within (Brazil).
- What human and physical features are.
- Features of Rainforests and the animals living therein.
- Deforestation and study of Climate Change that is caused by this process.

The Water Cycle in UKS2 – Y5

- Key aspects of the Water Cycle and why they are important on life on Earth
- Study of local and major rivers and Oceans throughout the world
- Local enrichment regarding local rivers and their importance.

Future Learning

UKS2

South America

- Understand key geographical similarities and differences of a region in South America to the UK
- Relief and topographical features.
- Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

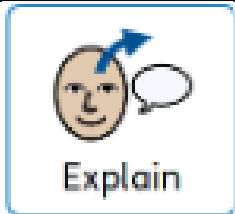
Possible Activities/Evidence

- Mapping of world with time zones activity to identify tropics also.
- Mentos experiment to show eruption of Volcano and why this happens.
- Practical 'Ring of Fire' activity to locate and pin-point this on a world's map – perhaps 'Green Screen' presentations?
- Use visuals from different times of the year to compare volcanoes (Google Maps – Switch 'Terrains')
- Study of a local population living close to a volcano – New Zealand (Whakaari and White Island)
- Use photos, google map or other images etc. to compare images of a range of types of volcano etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each significant volcano.

-Mod-rock volcano – playdoh features of the Earth’s crust/layers. .

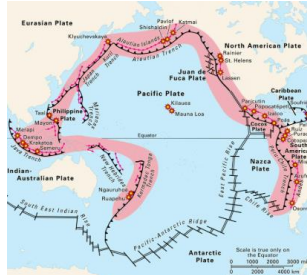
Connected Learning

Lesson 3

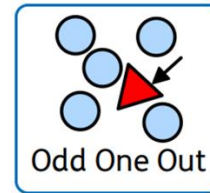


Digging Deeper

What is the ‘Ring Of Fire’ and why do you think it is known as this term amongst geologists?



Lesson 5 (links KS1 learning to KS2)



Digging Deeper

Which of these images is the odd one out? Can you explain why?

Mount Etna, Italy



Mount Tambora, Indonesia



Edinburgh Castle



Anchor Questions – Seesaw Recap Quiz

Upper Key Stage 2 Volcano Knowledge Quiz

1. Mapping Famous Volcanoes

Question: Which of the following volcanoes is part of the Pacific ‘Ring of Fire’?

- A) Mount Vesuvius – Italy
- B) Mount Fuji – Japan ✓
- C) Mauna Loa – Hawaii
- D) Mount Kilimanjaro – Tanzania

Teacher Prompt: Discuss why the ‘Ring of Fire’ has so many volcanoes. What do tectonic plates have to do with it? Why isn’t Mount Vesuvius considered part of it?

2. Famous Eruptions

Question: Which volcano famously destroyed the city of Pompeii in AD 79?

- A) Krakatoa – Indonesia

- B) Mount Etna – Italy
- C) Mount Vesuvius – Italy ✓
- D) Mount St. Helens – USA

Teacher Prompt: Ask children to imagine what life might have been like in Pompeii before and during the eruption. How did the eruption affect the population and environment?

3. Volcano Types

Question: What type of volcano is Mount Etna?

- A) Shield volcano
- B) Stratovolcano ✓
- C) Cinder cone
- D) Lava dome

Teacher Prompt: Encourage students to describe what makes a stratovolcano different from a shield volcano in terms of shape, eruption style, and magma.

4. Misconception Check

Question: Which of these statements about volcanoes is **incorrect**?

- A) Volcanoes only erupt lava. ✓
- B) Volcanoes can erupt ash, gas, and lava.
- C) Eruptions can affect local populations.
- D) Volcanoes form at plate boundaries or hotspots.

Teacher Prompt: Discuss how volcanic eruptions are more than just lava flows. Why is the ash and gas dangerous?

5. Latitude and Longitude

Question: If you are given coordinates of 37°N, 15°E, which volcano might you be locating?

- A) Mount Kilimanjaro – Tanzania
- B) Mount Etna – Italy ✓
- C) Mount Fuji – Japan
- D) Mauna Loa – Hawaii

Teacher Prompt: Review how latitude (North-South) and longitude (East-West) are used to locate points. Why is this skill useful for finding volcanoes?

6. Global Significance

Question: Which eruption caused a huge tsunami and affected the climate globally in 1883?

- A) Mount Vesuvius – Italy
- B) Krakatoa – Indonesia ✓
- C) Mount St. Helens – USA
- D) Mount Etna – Italy

Teacher Prompt: Explore how volcanic eruptions can impact not just the local area but the entire world. What might happen to weather and crops after such eruptions?

7. Shield Volcanoes

Question: Which of the following is a shield volcano?

- A) Mount Fuji – Japan
- B) Mauna Loa – Hawaii ✓
- C) Mount Vesuvius – Italy
- D) Krakatoa – Indonesia

Teacher Prompt: Discuss the differences in eruption style and shape between shield and stratovolcanoes. Why are shield volcanoes often less explosive?

8. Time Zones

Question: If it is noon in London (UK), which statement about time zones is correct?

- A) Tokyo is behind London time
- B) Tokyo is ahead of London time ✓
- C) Tokyo has the same time as London
- D) Time zones are the same everywhere

Teacher Prompt: Explain how longitude determines time zones. Why is Greenwich Mean Time important for global coordination?

9. Size and Impact

Question: Which volcano is the largest in the world by area?

- A) Mount Etna – Italy
- B) Mauna Loa – Hawaii ✓
- C) Mount Vesuvius – Italy
- D) Mount Fuji – Japan

Teacher Prompt: Ask students to think about why the size and shape of a volcano might affect the way it erupts and the area it impacts.

10. Volcano Locations

Question: Which volcano is incorrectly paired with its location?

- A) Mount Kilimanjaro – Tanzania
- B) Mount Fuji – Japan
- C) Mount St. Helens – USA
- D) Mount Vesuvius – Japan ✓

Teacher Prompt: Discuss the importance of knowing exact locations. Why is it a common misconception to think Mount Vesuvius is in Japan?

UKS2: Unit - South America (Brazil)

Understand geographical similarities and differences through the study of 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**

Knowledge Progression

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Identify the position and significance of **latitude, longitude**, Equator, Northern Hemisphere, Southern Hemisphere, **the Tropics of Cancer and Capricorn**, Arctic and -Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- To understand climate zones, biomes and vegetation belts.
- To examine the human and physical features of a region of South America including deforestation and natural resource use.
- To identify the similarities and differences between a South American region and the area in which they live in the UK.

Skill Progression

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Interpret and use thematic maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude/longitude in a globe or atlas.
- Choose the most appropriate map/globe for a specific purpose.
- Create sketch maps using symbols and a key.
- Observe, measure and record human and physical features using a range of methods including **sketch maps**.
- Ask and answer questions that are more causal e.g. why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery.

Key Learning

- Children will be able to use maps to locate and label the countries of South America.
- Children should be able to name key facts about Brazil such as: its capital city is Brasilia; it is the largest country in South America and the fifth largest country in the world; the population is over 200 million; the main spoken language is Portuguese; and the Amazon is its longest river.
- They will know that latitude is the North–South position of a point.
- They will know that longitude is the measurement of East–West of a point.
- Children will learn that the Prime Greenwich Meridian is the line of 0° longitude, the starting point for measuring distance both east and west around the Earth.
- Children will understand that there are different time zones across the world and that Brazil is 3–4 hours behind the UK.
- Children should be able to give reasons why most of Brazil's major cities and population are on the east coast (e.g., historical trade links, ports).
- Children will learn about Brazil's exports such as iron and soya beans.
- Children will learn that Brazil has a mainly tropical climate compared to the UK's temperate climate and what this means.
- Children will learn that a biome is a large, naturally occurring community of flora and fauna occupying a major habitat (e.g., forest or tundra, such as the Amazon Rainforest).
- Children will learn about vegetation belts across Brazil and that a vegetation belt is an area with distinct plant types determined by climate, soil, drainage and elevation.
- The five main vegetation belts are: forest, grassland, tundra (treeless regions where subsoil is permanently frozen), desert and ice sheet.

Vocabulary

Region, border, tropic of Capricorn / Cancer, rainforest, biome, tundra, vegetation belt, climate, culture, economic activity, trade links, distribution, latitude, longitude, Prime / Greenwich Meridian, topography

Misconceptions

- All people in Brazil live in the Amazon.
- Brazil doesn't have rain.
- Brazil is hot for 365 days a year
- Brazil is covered entirely by the Amazon and there are no other places without rainforest in the country.

Prior Knowledge

Rainforest unit covered in LKS2

- Human and physical features of South America and a region within (Brazil).
- What human and physical features are.
- Comparison of towns and regions within the country.
- Bordering countries and land areas.

Comparison with France in LKS2

- Human and physical features of France and a region within the country.
- What human and physical features are.
- Comparison of towns and regions within the country.
- Bordering countries and land areas.

Future Learning

Y5

Hillforts within the UK

- Compass directions
- Relief and topographical features.
- Sketch maps

Y6

KS3 curriculum – children moving on to Secondary Education

- Comparisons with areas of Russia, Africa and Middle East
- Polar regions and hot deserts
- Understand key geographical similarities and differences of a region in Africa / Asia
- physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; change in climate from the Ice Age to the present; and glaciation, hydrology
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

Possible Activities/Evidence

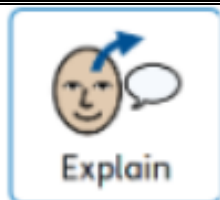
- Sort human and physical features.
- Identify human and physical features from both areas
- Use visuals from different times of the year to compare season (Google Maps – Switch 'Terrains')
- Use photos, google map or other images etc. to compare images of a range of buildings/homes etc. Can children sort these into which area they are from and say why. What differences and similarities are there?
- Create a fact file of each location.

Connected Learning

Digging Deeper:

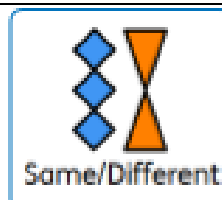
Lesson 1 (links between Year 5 and 6 learning)

& Lesson 5 (links between Year 1 and 2 learning with EYFS learning) - Mapping



Digging Deeper

Explain why the weather and climate of Brazil is hot and humid. Think about its location on Earth when answering...



Digging Deeper

What is the same about each of the images? What is different?



Anchor Questions – Seesaw Recap Quiz

1. Which continent is Brazil in?

- - South America (correct)
- - Africa (plausible misconception)
- - Europe
- - Asia

****Oral follow-up prompt:**** Can you tell me something else you know about South America?

2. What is the capital city of Brazil?

- - Brasilia (correct)
- - Rio de Janeiro (plausible misconception)
- - São Paulo
- - Lisbon

****Oral follow-up prompt:**** Why do you think people might confuse Rio with the capital?

3. What language is mainly spoken in Brazil?

- - Portuguese (correct)
- - Spanish (plausible misconception)

- - English
- - French

****Oral follow-up prompt:**** Can you name another country where Portuguese is spoken?

4. What is the longest river in Brazil?

- - The Amazon River (correct)
- - The Nile (plausible misconception)
- - The Thames
- - The Danube

****Oral follow-up prompt:**** What animals do you think might live near the Amazon River?

5. What does latitude show?

- - North–South position (correct)
- - East–West position (plausible misconception)
- - Temperature
- - Time of day

****Oral follow-up prompt:**** Can you show me with your finger which way latitude lines go?

6. What does longitude measure?

- - East–West position (correct)
- - North–South position (plausible misconception)
- - Rainfall
- - Climate

****Oral follow-up prompt:**** How is longitude different from latitude?

7. What is the Prime Greenwich Meridian?

- - A line of 0° longitude (correct)
- - A line of 0° latitude (plausible misconception)
- - A river in London
- - A mountain in Europe

****Oral follow-up prompt:**** Why do you think we need a starting line for measuring the Earth?

8. How many hours behind the UK is Brazil?

- - 3–4 hours (correct)
- - 1 hour (plausible misconception)
- - 8 hours
- - The same time

****Oral follow-up prompt:**** How might different time zones affect people who travel?

9. Why are many of Brazil's big cities on the east coast?

- - Because of historical trade and ports (correct)
- - Because it is colder there (plausible misconception)
- - Because there are no forests there
- - Because it is closest to Europe

****Oral follow-up prompt:**** Why do you think ports were important in the past?

10. Which of these is one of Brazil's exports?

- - Iron (correct)
- - Bananas (plausible misconception)
- - Chocolate bars
- - Cars

****Oral follow-up prompt:**** What do you think Brazil might need to grow or mine to produce iron or soya beans?

11. What type of climate does Brazil mostly have?

- - Tropical (correct)
- - Temperate (plausible misconception)
- - Freezing
- - Desert

****Oral follow-up prompt:**** How is a tropical climate different from the weather we have here?