

Y2 Study a small area of a contrasting non-European country

Yanomami people of the rainforest

Learning Module

Key Stage 1



Information for schools outside our Curriculum Partnership

All work in this learning module, including design and knowledge notes carry copyright and intellectual rights.

1. The content has been written and informed by:
 - the principles of instruction.
 - cognitive load theory.
 - retrieval and spaced practice.
 - sequence and curriculum connection.
 - dual-coding.
2. The knowledge organisers are written for children, not adults.
3. The quizzes are designed to be used cumulatively and not as a start and end test. We embrace the teach, test, retrieve model.
4. Sentence case is not used in the knowledge notes as we want children to read and rephrase the content – not merely copy it.
5. Knowledge notes are designed to reduce the split-attention affect and can be placed on a double- or single-page layout. They also can be placed appropriately to support left or right-handed children. They can last more than one lesson.
6. This is a **lite version** and not all images in the resource section are displayed as we have a licence for schools within the curriculum partnership.
7. Previous and future learning modules complement the content in this pack. We don't view learning as an event, we prefer to see it as a cumulative and coherent sequence.

I hope you take inspiration from the content as well as this Learning Module. Use them to teach children about diversity and the different ways people live. We also raise the issue about injustices the Yanomami people suffer through exploitation and lack of rights. Recently, July 15th 2021, gold miners have led attacks on Yanomami people to claim land.



INTRODUCE

Y2 Study a small area of a contrasting
non-European country

Yanomami people of the rainforest

Curriculum navigation

Share the big ideas that you will be studying.

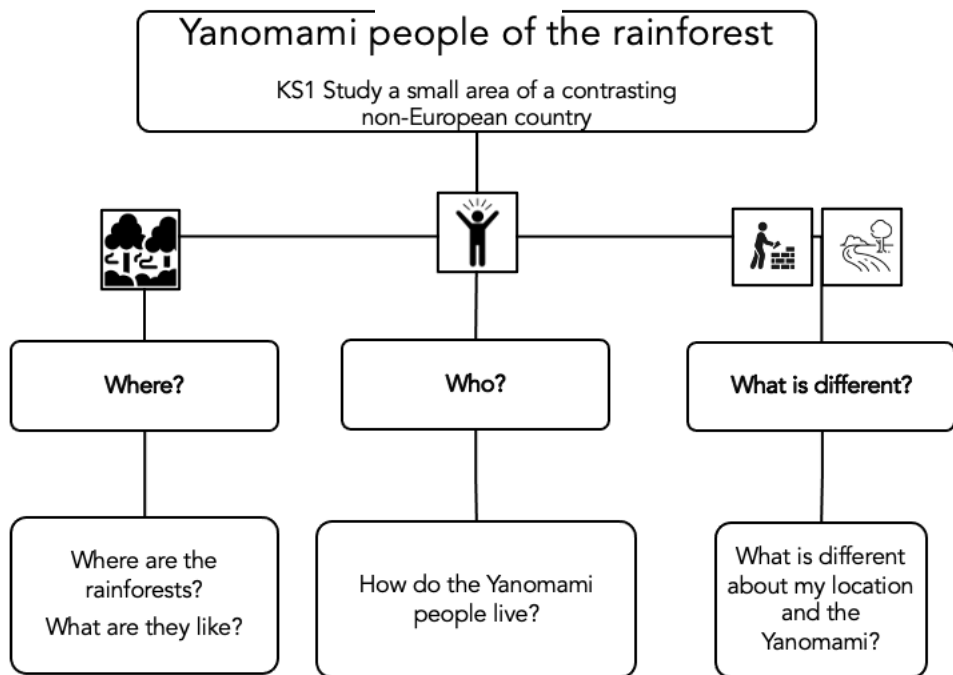
GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

PLACE

The study of what a location is like by looking at the human and physical features.

PLACE



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

The big idea

Y2 Study a small area of a contrasting non-European country

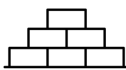
Yanomami people of the rainforest

Yanomami people of the rainforest

Place knowledge

Understand 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

Previous learning: curriculum narrative



Y1 Continents and oceans of the world



Y1 UK countries, capital cities and seas








Y1 Hot and cold climates, including the equator



Y2 Local fieldwork study





SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER

 Place and Space	 Scale & Connection (Relationship and interdependence)	 Physical and human geography	 Environment and sustainability	 Culture and diversity (Uniqueness)
Where is the Amazon Rainforest? What is the rainforest like? Where do the Yanomami people live? What is unique about the Amazon rainforest? Why is the Amazon Rainforest very important to us?	How does the Amazon rainforest connect countries in South America? How many times would the UK fit into the Amazon Rainforest? Why is the Amazon Rainforest very important to the world?	What physical features can you see in the Amazon Rainforest? What human features can you see in the Amazon Rainforest? How do the Yanomami live in the rainforest? How is this different to the way we live?	What significant things are affecting the Amazon Rainforest? What significant things are affecting the Yanomami people? Why should we worry about the damage caused to the rainforests?	How does the way the Yanomami people live help the rainforests? How do miners and loggers affect the rainforest and the lives of the Yanomami people? What is unique about the Yanomami?

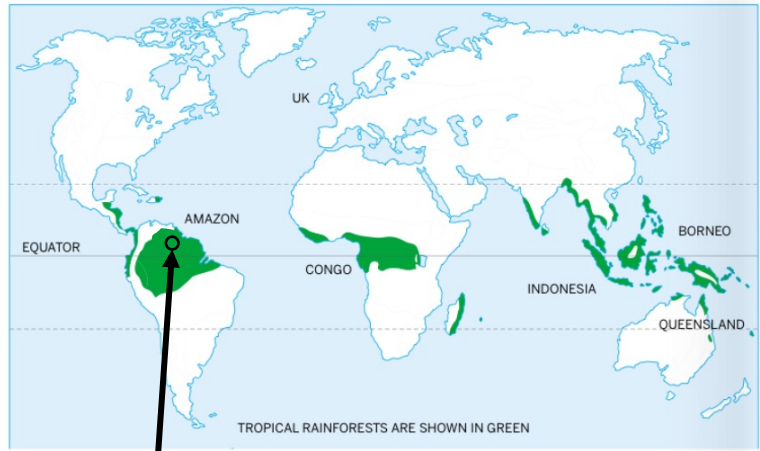


Misconceptions – learning traps pupils can fall into

 Not true	Teach this 
Yanomami people are not intelligent because they live in a rainforest.	To survive and live in a rainforest, using simple ways of living, needs great knowledge and understanding. Yanomami Shaman know and use over 500 different plants to help build, hunt and make medicines from.
Yanomami people are safe in the rainforest.	Sadly, deforestation and gold mining threaten the way of life of these Stone Age tribes. Miners and loggers bring new diseases to the Yanomami people as well as taking their land away from them.
Yanomami people lived in the past.	Although the Yanomami only use Stone Age tools, they live and survive today in the rainforests of Brazil and Venezuela.




Knowledge Organiser



Yanomami
 live in remote rainforests
 |
 northern Brazil
 southern Venezuela
 |
 indigenous people
 |
 Stone Age way of life



People
 an **isolated** tribe in the Amazon rainforest
 |
 first met people from outside the rainforest about 80 years ago

Vocabulary
 **Stone Age**
 |
 not discovered how to use metal



Houses
 large circular houses called **yanos**
 |
 families live in the yanos
 |
 each family has their own hearth to cook food and to sleep nearby to keep warm at night

 **indigenous**
 |
 original or first people of a country

 **isolated**
 |
 difficult to get to



Way of life
 live in the rainforest and use the environment to help them **thrive** and survive without the technology we have
 |
 No leaders or chiefs - believe in equal decisions
 Men hunt for food and women grow crops
 |
 live **sustainably** and look after the land

 **thrive**
 |
 successful and healthy

 **sustainable**
 |
 not damage the environment you live in

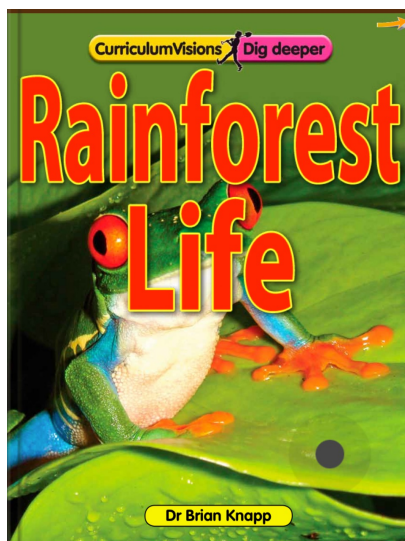
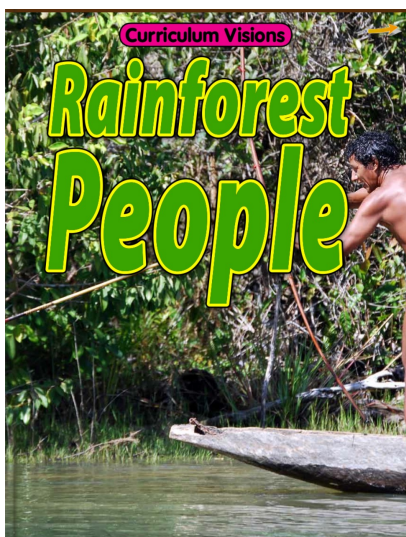


Yanomami people of the rainforest

Suggested Sequence	Learning question	Cumulative Questions from the quiz		
<p>ESSENTIAL</p> <p>1</p>	Where are the rainforests? What are they like?	1 - 4		
<p>ESSENTIAL</p> <p>2</p>	How do the Yanomami people live?		5 - 10	
<p>ESSENTIAL</p> <p>3</p>	What is different about my location and the Yanomami?			11 - 12



Recommended reads: Curriculum Visions resources and video books



Teacher information

<https://www.nationalgeographic.com/culture/article/Brazil-uncontacted-indigenous-tribe-Yanomami-photos>

<https://www.survivalinternational.org/tribes/yanomami>



Click on the link below to import this quiz to your Socrative account
<https://b.socrative.com/teacher/#import-quiz/59960442>

Cumulative quiz

It's most effective if you use these questions through cumulative quizzing

Lesson by lesson

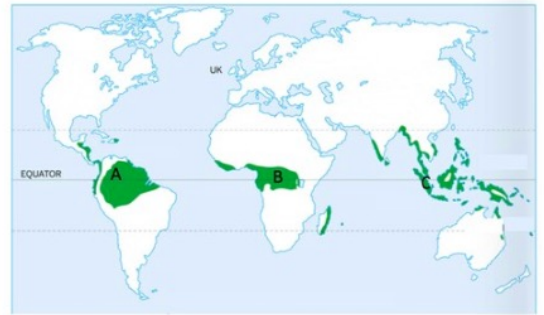
Teach | Test | Teach | Test | Teach | Test | Test

KS1 Yanomami people of the rainforest

1. Where do the Yanomami live?

1 POINT

- A A
- B B
- C C
- D I'm not sure.



2. What countries do the Yanomami live in?

(CHOOSE 2)

2 POINTS

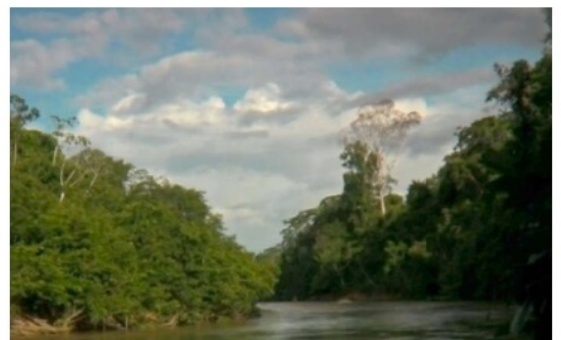
- A Brazil.
- B Argentina.
- C Venezuela.
- D Peru.
- E I'm not sure.



3. What is the name of the place the Yanomami live?

1 POINT

- A Congo Rainforest.
- B Amazon Rainforest.
- C New Guinea Rainforest.
- D I'm not sure.



4. What animals live in the Amazon Rainforest?
(CHOOSE 3)

3 POINTS

- A Elephants.
- B Jaguars.
- C Lions.
- D Spider monkeys.
- E Pink river dolphins.

5. What is this called?

1 POINT

- A A hut.
- B A yanos.
- C A garden.
- D I'm not sure.



6. Yanomami people buy food from the shops.

1 POINT

- T True
- F False

7. How do the Yanomami people move around their location?

1 POINT

- A Cars and buses.
- B Walking and paddling in canoes.
- C I'm not sure.

8. The Yanomami people are safe in the rainforest.

1 POINT

- T True
- F False

9. The Yanomami people believe all things have spirits.

1 POINT

- T True
- F False

10. What threats do the the Yanomami face?

(CHOOSE 3)

3 POINTS

- (A) Wanting a different way of life.
- (B) Trees being cut down - deforestation.
- (C) Gold mining - destruction of the rainforest.
- (D) Being tempted to live in towns and cities.
- (E) Disease from outsiders, such as measles.

11. Choose the physical **(natural)** features of a place.

(CHOOSE 2)

2 POINTS

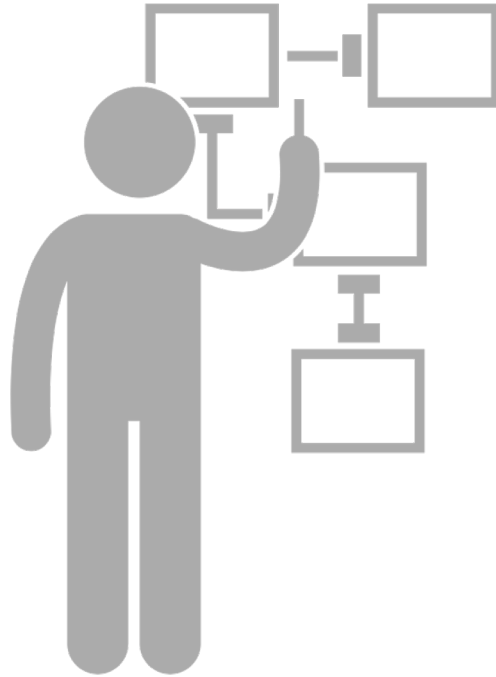
- (A) Rainforests.
- (B) Yanos.
- (C) Shops and houses.
- (D) Rivers.

12. Choose the human **(built)** features of a place.

(CHOOSE 2)

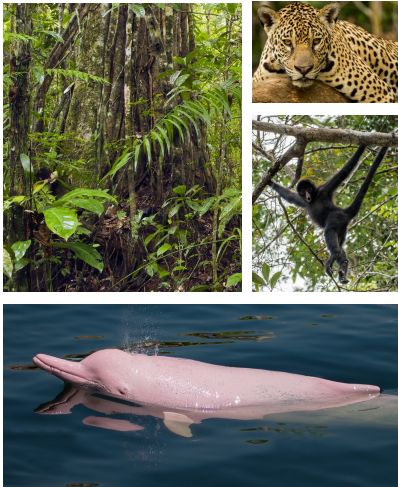
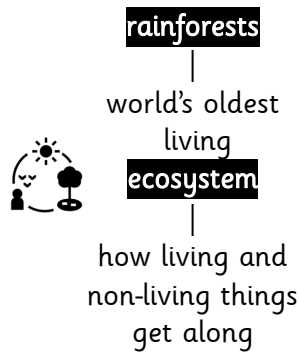
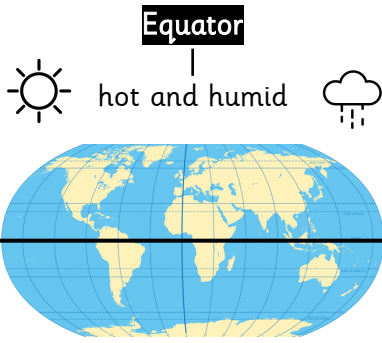
2 POINTS

- (A) Rainforests.
- (B) Yanos.
- (C) Shops and houses.
- (D) Rivers.



Knowledge notes for planning

Where are rainforests?
What are they like?



towering forests
lush plant life
magnificent animals
jaguar
spider monkey
pink river dolphin

**Year 2: Study a small area of a contrasting non-European country
Yanomami people of the rainforest**

Q1 What are rainforests? What are they like?

Explaining

Using slide 21 of the CUSP unit, ask pupils to explain why tropical rainforests are hot.

Matching Estimating

Use slide 21 of the CUSP unit. Ask pupils to rank the continents according to the estimated proportion of rainforest they have relative to each other (1 being the greatest).

Pupils may need access to an atlas to identify the continents. For Australia and Asia, encourage them to visualise the separate areas as one.

Africa	1
Australia and Asia	2
South America	3

Reasoning Annotating

Provide pupils with the images below. Working in pairs, they stick each one on a piece of paper and annotate the image with notes to explain how they think each animal is suited to living in the rainforest based on observation, e.g. the spotted coat of the jaguar camouflages it in the dappled light of the rainforest.



slide 29 slide 30 slide 31

Challenge: pupils identify two animal species that **would not** thrive in a rainforest and explain their reasoning.

Deducing Connecting

Explain that in the rainforest it is hot and it rains on most days. Share this calendar with pupils and tell them that during the months shaded in blue there is less cloud.


Amid says that during the shaded months, plants on the forest floor will grow better. Do you agree or disagree with him? Explain your reasoning.


J	F	M	A	M	J	J	A	S	O	N	D

Challenge: instead of the question above, ask pupils (given the same information) in which months plants will grow best.

Who are the Yanomami and how do they live?'

Yanomami

 indigenous tribe
Amazon rainforest

 a tribe that hasn't advanced past the Stone Age (not discovered how to use metal)

Houses



large circular houses called


yanos

semi-permanent villages (move around)


vine and leaf thatched houses

Food



gather plants

 maize, plantain, nuts, seeds, honey and insects

 hunt monkeys and deer

 catch fish using a poisonous vine called timbo


Transport

 canoe and barefoot 


Belief

all living and non-living things (like stones) have a spirit

Threats

 gold miners

 deforestation

 disease from outsiders

Year 2: Study a small area of a contrasting non-European country Yanomami people of the rainforest

Q2 Who are the Yanomami and how do they live?

Summarising



Ask pupils to verbally summarise who the Yanomami are and where they live in thirty words or less. Their summary must include the words on this mat.

Challenge: reduce the summary to twenty words or less.

indigenous	Amazon	yanos
Stone Age	tribe	circular

Justifying



True or false? The Amazon rainforest provides the Yanomami people with everything they need. Justify your reasoning using information from the Knowledge Note and other sources.

Challenge: if you could ask only one question of a member of the Yanomami tribe, what would you ask them?

Listing

The Yanomami's villages are semi-permanent: the site changes from time to time. Working in a group, list the advantages and disadvantages of moving around in this way. An example of each is included.

Advantages of moving the village	Disadvantages of moving the village
<ul style="list-style-type: none"> access to fresh resources 	<ul style="list-style-type: none"> disturbs wildlife in the new location

Deciding

Reasoning



1. Which of these three images is the odd one out? Explain your reasoning.



2. Out of the threats to the lifestyle of the Yanomami listed on the Knowledge Note, which do you think is the most significant? Explain your reasoning.

What is different about where I live and the Yanomami?

Physical features



natural

not made by humans



rivers



mountains



rainforests

Human features



**not natural
things that are built
or made**

made by humans



shops



houses



gardens

List and compare physical and human features

physical features



Yanomami

Where I live

Year 2: Study a small area of a contrasting non-European country Yanomami people of the rainforest

Q3 What is different about where I live and the Yanomami?

Comparing



Ask pupils to consider what is the same and what is different about the images below showing a yanos and a typical home in the United Kingdom (alternatively, pupils could bring in a photograph of their own home to compare with the yanos). Pupils choose how to present their comparison (e.g. a Venn diagram, a table, annotated images, etc).



Comparing



After listing the physical and human features of where the Yanomami live and comparing them to where the pupils live (as suggested on the Knowledge Note), decide on:

- the physical feature that is most different / most similar
- the human feature that is most different / most similar.

Explain your reasoning to a partner.

Describing



Presenting

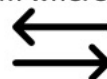


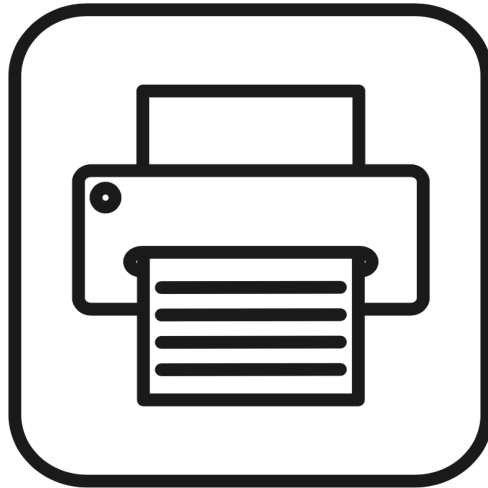
If you were able to spend a week living with the Yanomami, what would you most want to experience about their way of life? What would you miss most about your own way of life? Record a video diary for your parents / carers to describe some of the experiences you are likely to have had with the Yanomami. Summarise the main differences. Use the information from the Knowledge Organiser and Knowledge Notes to support you. Challenge: explain why it would not be a good idea for you or others to visit the Yanomami. Support your ideas with evidence.

Justifying



Imagine you could swap a physical or a human feature from where the Yanomami live with one from where you live. What would you swap? Justify your reasoning.

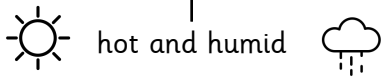




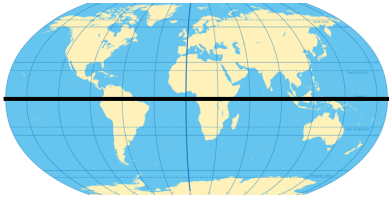
Pages for printing
knowledge notes

Where are rainforests?
What are they like?

Equator



hot and humid



rainforests

world's oldest
living



ecosystem

how living and
non-living things
get along



towering forests
lush plant life

magnificent animals



jaguar



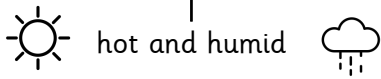
spider monkey



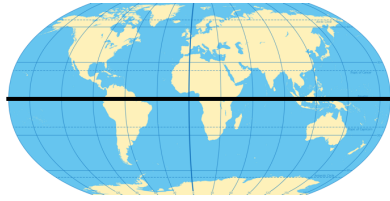
pink river dolphin

Where are rainforests?
What are they like?

Equator



hot and humid



rainforests

world's oldest
living



ecosystem

how living and
non-living things
get along



towering forests
lush plant life

magnificent animals



jaguar



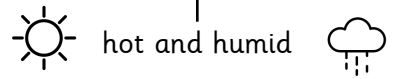
spider monkey



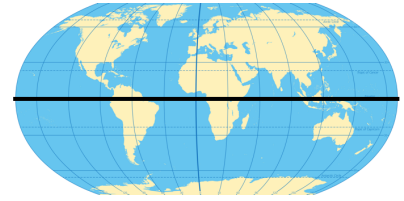
pink river dolphin

Where are rainforests?
What are they like?

Equator



hot and humid



rainforests

world's oldest
living



ecosystem

how living and
non-living things
get along



towering forests
lush plant life

magnificent animals



jaguar



spider monkey



pink river dolphin

Who are the Yanomami and how do they live?

Yanomami
indigenous tribe
Amazon rainforest

a tribe that hasn't advanced past the Stone Age (not discovered how to use metal)

Houses



large circular houses called **yanos** semi-permanent villages (move around) | vine and leaf thatched houses

Food

gather plants | maize, plantain, nuts, seeds, honey and insects | hunt monkeys and deer | catch fish using a poisonous vine called timbo

Transport

canoe and barefoot

Belief

all living and non-living things (like stones) have a spirit

Threats

gold miners | deforestation | disease from outsiders

Who are the Yanomami and how do they live?

Yanomami
indigenous tribe
Amazon rainforest

a tribe that hasn't advanced past the Stone Age (not discovered how to use metal)

Houses



large circular houses called **yanos** semi-permanent villages (move around) | vine and leaf thatched houses

Food

gather plants | maize, plantain, nuts, seeds, honey and insects | hunt monkeys and deer | catch fish using a poisonous vine called timbo

Transport

canoe and barefoot

Belief

all living and non-living things (like stones) have a spirit

Threats

gold miners | deforestation | disease from outsiders

Who are the Yanomami and how do they live?

Yanomami
indigenous tribe
Amazon rainforest

a tribe that hasn't advanced past the Stone Age (not discovered how to use metal)

Houses



large circular houses called **yanos** semi-permanent villages (move around) | vine and leaf thatched houses

Food

gather plants | maize, plantain, nuts, seeds, honey and insects | hunt monkeys and deer | catch fish using a poisonous vine called timbo

Transport

canoe and barefoot

Belief

all living and non-living things (like stones) have a spirit

Threats

gold miners | deforestation | disease from outsiders

What is different about where I live and the Yanomami?

Physical features



natural

not made by humans



rivers



mountains



rainforests

Human features



not natural things that are built or made

made by humans



shops



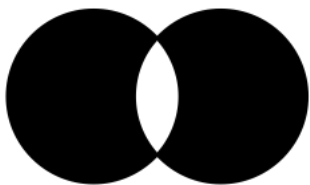
houses



gardens

List and compare physical and human features

physical features



Yanomami

Where I live

What is different about where I live and the Yanomami?

Physical features



natural

not made by humans



rivers



mountains



rainforests

Human features



not natural things that are built or made

made by humans



shops



houses



gardens

List and compare physical and human features

physical features

Yanomami

Where I live

What is different about where I live and the Yanomami?

Physical features



natural

not made by humans



rivers



mountains



rainforests

Human features



not natural things that are built or made

made by humans



shops



houses



gardens

List and compare physical and human features

physical features

Yanomami

Where I live



Teaching and learning resources

(full version has additional
licenced images)

Location of the Yanomami people

Location of the Yanomami people

Location of the Yanomami people

Location of the Yanomami people

Lush rainforest

Dense rainforest

Drenched rainforest

Rainforest of northern Brazil

The mighty jaguar

The sloth

Black spider monkeys

A pink river dolphin in the Amazon River

How the Yanomami live

A clearing with a circular house called a yanno.

Yanomami people



Davi Kopenawa, Yanomami leader and shaman surrounded by children, Demini, Brazil.
© Fiona Watson/Survival

How Yanomami people travel



A Yanomami boy paddles his canoe back to his village in the Brazilian Amazon.
© Survival

A Yanomami mother and child



Cmacauley, CC BY-SA 3.0 <<https://creativecommons.org/licenses/by-sa/3.0/>>, via Wikimedia Commons

Families work together to collect a special vine

Timbo is a natural poison used to stun fish in the water so they can be caught more easily.



© Fiona Watson/Survival

Yanomami of Demini prepare timbó poison from a vine, used to stun fish, Demini, Brazil.

© Fiona Watson/Survival

A Yanomami village that hasn't had contact with the outside world



Moxihatetema Village, Yanomami Indigenous Territory, Brazil
PHOTOGRAPH BY GUILHERME GNIPPER TREVISAN/HUTUKARA

A Yanomami teenager hunts for food



A Yanomami teenager on the hunt.
PHOTOGRAPH BY MICHAEL NICHOLS, NAT GEO IMAGE COLLECTION

Yanomami care for the environment they live in
|
They don't overuse the land or plants



These Yanomami Indians hunt in the forest, interacting with their environment in ways so subtle they leave no human imprint.

PHOTOGRAPH BY MICHAEL NICHOLS, NAT GEO IMAGE COLLECTION

A young Yanomami woman



PHOTOGRAPH BY MICHAEL NICHOLS, NAT GEO IMAGE COLLECTION

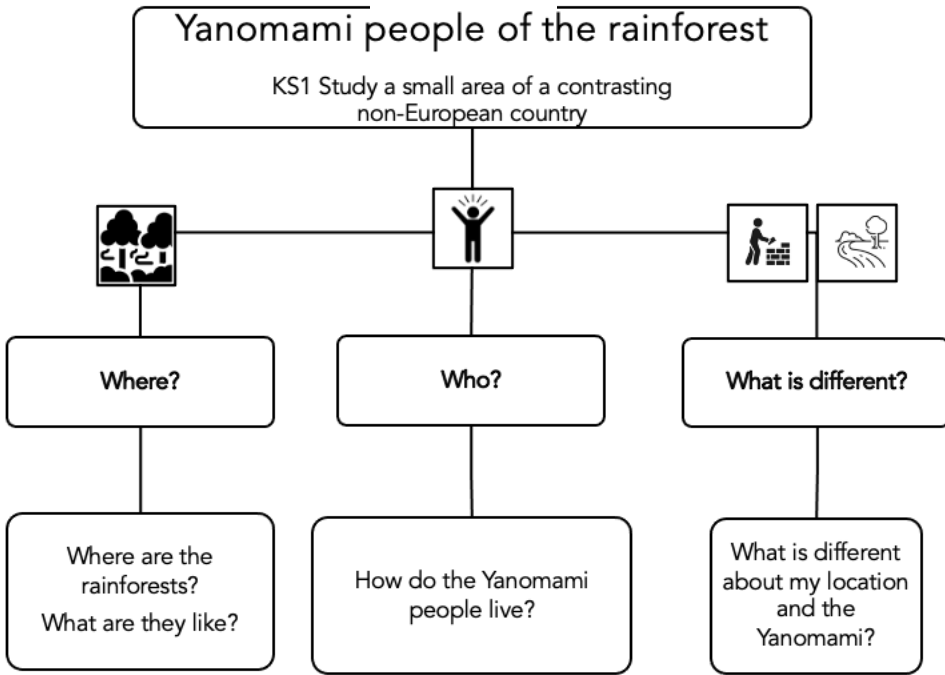
Goldminers destroy the environment and take land from the Yanomami people



Gold miners work illegally on the Yanomami's land, Brazil, 2003.
© Colin Jones/Survival

Deforestation is destroying the
rainforests and the environment the
Yanomami live in

PLACE



PLACE

