



CENTRAL & SOUTH AMERICA!

45MINS-1HR

- Use world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand and apply the principles of a healthy and varied diet.

LEARNING OBJECTIVES

- PowerPoint presentation for the lesson.
- Butternut squash.



RESOURCES

1. If applicable, recap on the previous lesson and geography points, asking children to share some of the knowledge they learnt and locating the area on a World Map.
2. What place do you think this is?
3. What do you already know about Central and South America?
4. Ask the children to locate the Central and South America on a World Map, use place language to describe the difference between Central and South America.
5. There are seven countries in Central America and 12 in South America. Can the children name or find any in the atlas. (Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama. South America: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela.)
6. Talk to the children about the type of food that Central and South America is known for:

Central and South America had many important civilizations over the centuries. These include the Mayans, the Aztecs, and the Nazca people. These people mostly ate the plants that grew around them: cassava, chilli peppers, pumpkins, tomatoes, beans, sweetcorn and avocado.

These civilizations used their environment so they could grow as many healthy vegetables as possible. Three important vegetables in central and South America were sweetcorn, beans and squash. These 'Three Sisters' were planted together because of the ways in which they help each other.

LESSON OUTLINE

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The sweet corn stalk serves as a climbing pole for the beans. At the same time, the beans help add nitrogen back to the soil which is good for plant health. This of course is very useful to the sweet corn which requires a lot of nitrogen. This butternut squash provides cover over the ground that helps the soil keep the moisture in and stops weeds from growing.

Activity

1. Ask the children to imagine what life would be like with no supermarkets or shops. Where would they get food and clothing? Remind them that this is what life was like long ago. The Native Americans had to rely on and adapt to their environment to supply them with food, clothing, and shelter.
2. Tell them that the three staple crops of some of these civilizations were corn, beans and squash. These were harvested in the summer. The Native Americans recognized that when grown together these crops helped and assisted each other.
3. Ask the children to produce a diagram with each of the three sisters and label it to show how they support other.

Filling in the lesson information on their map

From the information shared in the lesson today, fill in the box on the children's individual world map that relates to Central & South America.

LESSON OUTLINE

- The children can create their own art work to represent the Three Sisters method of planting.
- The children could weave friendship bracelets with three colours to represent the Three Sisters.

EXTENSION ACTIVITIES/HOMEWORK



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AMERICA**

