

Nurture, Believe, Achieve, Succeed

Year 8 & 9 Year Two

Geography

Unit 13 – Rainforests of Brazil

Year 8/9 Formal

Objectives:

- To understand the location of Brazil and the continent of South America
- To understand the characteristic features of the Brazilian Rainforest
- To identify the weather of the rainforest
- To understand the way of life of Indigenous people and the threats of deforestation
- To compare Brazil with England and note similarities and differences
- To identify the wildlife native to a Rainforest

Skills	Knowledge	Suggested learning activities (including trips, activities)	Links to accreditation (KS4 and KS5 if appropriate)
• Read and extract information from a range of written sources and maps / globes • Use world maps, Google Earth, atlases and globes to identify the continent of South America, Brazil, the Rainforests / Amazon • Compare the life of Rainforest tribespeople and life in the UK • Record observations in a variety of ways • Answer questions about sources and what they tell us with more detail • Use eight-point compass directions and locational and directional language	• Describe and understand key aspects of: physical geography, including: climate zones, rivers, land masses, rainforests, Equator, Oceans • Know specific geographical terminology related to the rainforests • Know that Brazil is in South America and where it is in relation to the UK • Know that rainforests are found near to the Equator • Know that the Brazilian Rainforest covers a vast	• WOW moment – make classroom into Rainforest. Play sounds on whiteboard, hang greenery, mist students with water • Use Google Earth, revise where UK is and name continents. Identify Equator as imaginary line around the Earth separating Northern and Southern Hemispheres. Locate South America and Brazil. Use A4 world map to colour Brazil and UK and record the direction of travel from the UK to Brazil. Use cut out outline of UK to demonstrate the scale of the Brazilian Rainforest in relation to the UK • Look at flight time to Brazil • Listen to Brazil national anthem and look at the flag • Visit the Jungle Experience (Manor Heath) to gain experience of what a Rainforest looks and feels like. Photograph plant, animal and insect life in the centre.	N/A

[for example, near and far; left and right], to describe the location of features and routes on a map • Use co-ordinates to identify natural and man-made features on a map of the rainforests • Using ICT to carry out independent research • Work with increasing independence	area of land many times bigger than the UK • Know that the River Amazon runs through the rainforest and is the biggest river in the world • Know how the climate of the rainforest is conducive to the abundance of flora and fauna that exist there • Know the different layers of the rainforest and the different life these layers sustain • Know about the diversity of insect and animal life in the rainforest and how they are adapted for life in the rainforest • Know that the rainforest is home to indigenous tribes who live as hunter-gatherers • Know and understand why the rainforest is under threat as parts of it are cut down • Know why the preservation of the rainforest is important for everyone Key Terms: Continent, South America, Atlantic Ocean, Brazil, Equator, Points of Compass, Rainforest, Temperature, Humidity, Rainfall, Damp, Moist, Ferns, Tropical Plants, Food-chain, Insects,	• Use photographs of visit to develop specific vocabulary, humid, moist, etc. Record simple descriptions to caption photographs, emphasis on how we felt/experienced the mini-climate as well as the large-scale plant growth, variety of leaf shapes and sizes, carnivorous plants, amphibious life and huge butterflies. • Use photographs of plants at Jungle Adventure to contrast with plants in school grounds, discuss why plants in the Rainforest are significantly bigger - wet/warm climate • Look at forest layers to gain understanding of the key fact that the forest is home to many different animals that inhabit and are adapted to different layers of the forest. • Use diagram and images of a range of animals/birds/insects/reptiles to place in the correct layer of the Rainforest. Discuss why animals are suited to different layers, eg, why a Jaguar couldn't live in the Emergent Layer • Make fact file of chosen Rainforest animal, put together to make a class book • Compile a comparison chart to show the contrasting temperature and rainfall between Brazilian Rainforest and UK, measure the contrasting amounts of water that falls in the Rainforest in a day/week/year to UK • Make rain gauge and put outside to collect rain water • Make a rainforest in a shoe box – could be done over two weeks • Watch YouTube clips on the life of indigenous tribes in the Brazilian Rainforest. Make a comparison sheet between the life of a tribesman and our life	
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	Carnivores, Amphibians, Omnivores, Herbivores, Forest Floor, Undergrowth, Canopy, Emergent Layer, Understorey, Chlorophyll.	in the UK, include, clothing, food, homes, lifestyle, entertainment • Introduce term, Hunter-Gatherer, make typical weapons, blowpipe, bows and arrows, spear. Experiment with using weapons on the MUGA • Discuss and research deforestation • research and list the products that are made from wood from the Rainforest.	
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Year 8/9 Semi-Formal

Objectives:

- To understand the location of Brazil and the continent of South America
- To understand the characteristic features of the Brazilian Rainforest
- To identify the weather of the rainforest
- To understand the way of life of Indigenous people and the threats of deforestation
- To compare Brazil with England and note similarities and differences
- To identify the wildlife native to a Rainforest
- Semi-formal students are encouraged to explore and communicate their preferences and findings. Preferences for activities should be made using a total communication approach including visual symbols or AAC.
- The emphasis of the semi-formal curriculum is allowing the students to explore the world around them to increase their conceptual understanding as well as fostering independence, communication and co-operation.

Skills	Knowledge	Suggested learning activities	Links to accreditation (KS4 and KS5 if appropriate)
• Use of PEC's / symbols / CVC words to express ideas / needs • Matching symbols / images / objects • Sort and classify objects, plants, insects in terms of simple features, eg, colour, size, texture, weight • Sort Images of rainforest creatures, sort as water-living, forest floor, canopy dwellers	• Simple key terms – Ocean, Brazil, Rainforest, Rain, wet, hot, Plants, Food, Insects, animals • Know that the climate of the Brazilian Rainforest is hot and wet • Know which animals live in the Rainforest • Know where in the Rainforest the different animals live – emergent	• Use Google Earth to identify seas/oceans/land masses. Identify and place animals that live in the sea and the land, using blue green cloth and models of animals • Visit to Jungle Experience (Manor Heat) to experience the levels of humidity, extensive plant life and diversity, amphibians and insect life. Take photographs of visit. • Use photos of visit to use labels/write simple descriptive sentences / captions about what they saw/felt/smelt/heard	N/A

• Discusses information that can be found in images / photographs of the Brazilian Rainforest • Compare the life of Rainforest tribespeople and life in the UK • Listening & following instructions • Accurately follow directions • Participate in small group, class one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support • Simple problem solving – what materials are best for making a blowpipe, spear, bow and arrow • Sequence simple stories / events • Write simple descriptive captions • Phonics skills, matching initial letter sounds to objects • Develop simple counting, 1:1 correspondence	layer, canopy, understorey, forest floor • Know that people live in the rainforests and the type of life they have – hunter gatherers • Know what plants and animals need to survive.	• Use photos of plants from Jungle Experience to compare/contrast with plants in our immediate environment. Sort and match jungle plants and local plants. Use images to label, use key words to describe differences • Use a selection of exotic fruits/vegetables not grown in UK, compare with UK fruits/vegetables – taste • Explore trees in our school grounds, label parts of a tree, trunk, leaves, branches, roots and compare to Rainforest plant life • , forest floor, understorey, canopy, emergent layer. Use diagram and images of animals to show which creatures live in which part of the rainforest • Use large paper/card, tissue, paint, fabric, images to produce a display size collage of a rainforest scene • Mini-beast hunt in school grounds, match photographs, symbols to real insects. Simple classification of differences, eg. Spider/beetle/fly • Watch footage of indigenous people of the rainforest, use images to show contrast between life for a hunter-gatherer and our life; housing, clothes, obtaining food • Explore making and using a bow/arrows/blowpipe on the MUGA • Use twigs/beads/shells/stones to make a piece of indigenous jewellery • Look at tribal artwork • Watch footage of parts of rainforest being cut down, identify a range of products that use or are made of wood • How do we care for precious environments? Explore looking after our immediate environment by litter picking, tidying up, weeding. • Plant a seed and care for it	
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