



Topic Title: Under the Canopy

Year Group: 3

Academic Year: 2022-2023

Geography Intent:

Children will learn about biomes, ecosystems and tropics: locating rainforests globally, understanding why they occur there and discovering the features of the Amazon rainforest using maps and photographs.

Prior Geographical Learning/Linked Topics: Children will have previously learnt about the world's 7 continents and 5 oceans. Children will also have identified seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		Literacy Links (including texts/media used): The Great Kapok Tree The Jungle Challenge (Bear Grylls) The Secret Sky Garden (VIPERS)	Maths Links: Measurement Time
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> 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 identify the position and significance of latitude, 	<ul style="list-style-type: none"> 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 in North or South America 	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



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)			
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Key Vocabulary:

Canopy, Rainforest, Tropical, Climate, Habitat, Endangered, Environment, Extinct, Forest, Deforestation, Conservation, Ecosystem, Temperature, Leafy, Humid.

Content:

KWL

Children will write a postcard to somebody in the rainforest telling them what they already know and what they want to find out.

Where in the world are the rainforests?

Using a PowerPoint, show children images of different types of forests – which ones do we find in the UK? Which ones are not found in the UK? Focus on the image of a rainforest – have you heard of rainforests before? What do you know about them? Share a globe with the children and help them to identify the equator and then show it on a world map. Identify countries that lie on or are near to the equator. Identify the tropics of Cancer and Capricorn. Explain that these lines are like the equator – they are not really there, they are on maps to identify areas and climatic zones. The area between these lines – point it out on the globe – is known as the tropics. Use the world map and ask some children to come out and point out countries that lie within or cross the tropics. These are countries that may have tropical rainforests as the tropical rainforest areas of the world lie between the tropics – hence the name! Children will then label countries with rainforests on a map.

Specific country:

Children will recap where rainforests are found in the world and working in pairs they will research one country where a rainforest is found. What is the weather like there? How much rainforest is there? What is the capital city of the country called? Brainstorm some more questions as a class of what you might be able to find out. E.g.



Population, religion, famous for, food, etc.

Could use interactive map at <http://www.oddizzi.com/>.

Rainforest Climate:

Chn tell you what they know about global climates – ask a child to identify Arctic circle & Antarctic. Which is which? Arctic is in north, Antarctic in south. Show these areas on a world map as well. What is the weather like here? Very cold, it is dark for 6 months of the year, it snows, freezes, etc. Use a big balloon as the sun and ask a child to hold it on the other side of the room. Demonstrate by tilting the globe how the poles are sometimes very far from the sun and sometimes slightly nearer. This is why they have long dark winters and long light summers. Next identify areas between the Arctic circle & Tropic of Cancer and Antarctic & Tropic of Capricorn. Tell chn these areas are known as temperate climate zones. Find Britain in this climatic zone. Discuss what our weather is like: very changeable: cold in winter, warmer in summer. Identify other countries in this zone. Explain how the closer to the tropics you get, the warmer the weather gets. Ask chn who have been to Spain? What is the weather like there? Then look at the tropical zone. Explain to chn they will be describing what the weather is like there.

Layers of the Rainforest

Show children the image of a rainforest. Draw their attention to the different layers that can be seen. What do you notice about the plants in a rainforest? Are all the plants the same height? Are they all the same shade of green? Do they have the same kinds of leaves?

Why do you think they are all different? Introduce the layers of the rainforest. Talk children through the 4 main layers. What kinds of animals live here? Why? What are the plants like in each layer? Children name the layers of the rainforest and sort facts about each layer.

Life in the Rainforest

Recap knowledge of the rainforest layers by playing a quiz with the chn – using the actions from the previous lesson. Share the facts learnt about animals and plants in each layer. Why do you think different animals live in different layers? (Availability of food, shelter, water) Introduce/recap previous knowledge of the terms habitat and diet to children as the place an animal lives and what it eats.

Where Do I Live? Show children the images of different rainforest animals. Can you suggest where each might live? Why do you think that? Children to choose 1 animal from a specific layer and create a factfile on it – name, animal group, habitat, diet – linking the diet and habitat to the layers of the rainforest.

The Amazon rainforest

Show children images of different types of forests – which ones do we find in the UK? Which ones are not found in the UK?



The Amazon Rainforest: Share the facts about the Amazon Rainforest. Show Youtube video of The Amazon Rainforest.

Sherwood Forest: Share the facts about Sherwood Forest. Show Youtube video of Sherwood Forest. What similarities and differences can children spot? Children will compare the two types of forests – location, size, population/visitors, wildlife etc.

Indigenous people in the Amazon

Children will learn about different tribes in the Amazon rainforest and particularly learn to understand how they use the rainforest to survive – food, water, shelter etc. They will begin to understand the term ‘indigenous’ and compare their lives with those living in the rainforest. They will discuss similarities and differences between the lifestyles.

Protecting the Rainforests:

Ask children ‘why do the rainforests need protecting?’. Why might animals and humans living in the rainforest find it difficult to live there? Discuss the term ‘deforestation’. Do children know what it means? Why might people be cutting down trees? Share images of the deforestation in the Amazon – what impact does this have on the inhabitants? Share a video about protecting the rainforest and what is endangering it currently. Think back to the last lesson about the tribes and discuss the impact deforestation is having on them. Children will begin to write a persuasive letter / poster to encourage people to protect the rainforests.

Investigating how our local woodland is used:

As a class, children will discuss what our local woodland/park are used for and who by. Children will put their ideas into a table – activity, tally, total and comments. Children will then use google maps to route their journey to the local woodland/park and draw their journey, labelling any key landmarks in the area. They will then write a questionnaire, planning what questions they could ask the public about their use of the land.

Trip to the local woodland:

Children will take a trip to the local woodland and investigate how it is used by the public.

Investigating how our local woodland is used – findings:

Children will analyse their data and present their findings in a bar chart.



No Limits
To Learning!

Stunning Start/Marvellous Middle/Fabulous Finish:

To be revealed.

OAA/Trips/Visits/Visitors:

Cotswold Wildlife Park and Gardens.