

DO TROPICAL RAINFORESTS MATTER?

Key concepts: Environmental interaction and sustainable development, physical and human processes, place

| KEY QUESTION | AIMS TO UNDERSTAND | LEARNING ACTIVITIES | SKILLS | RESOURCES |
|--|---|--|--|--|
| Where are TRF? | The TRF has a distinct distribution. It is a major world ecosystem or biome. | Organise pupils into pairs with an atlas and a blank world map. One must look at the atlas map showing the distribution of biomes and describe the global pattern of TRF. The other pupil must not see the atlas map and draw the distribution onto the blank map according to the distribution given. Weaker pupils can use information sheet rather than atlas. Together pupils check the pattern and write a detailed description of the pattern using appropriate vocabulary. i.e. uneven/even? Which hemisphere? What latitudes? Coastal/inland? Any distinctive pattern? Continents? Countries? | Description of distribution. Interpretation. Use of atlas maps. | Atlas. Blank world map. Information sheet. |
| What are the characteristics of the TRF? | The TRF has distinct climatic characteristics and these give rise to distinct vegetation and soil types. | Find climate graph for TRF and images and use these to add climatic detail to the description. Log on to website and take a virtual tour of the TRF. Use Google Earth to investigate. Visualisation or mindmovie exercise using literature extract. Pupils provide narration to footage of TRF | Precise use of appropriate vocabulary. Knowledge of place. Graph interpretation Visualisation | Atlas, images Summary sheet with TRF distribution map and climate graph. Rainforest booklet 'Green Mansions' extract by W H Hudson and other 'Andes to Amazon' video, see PC World 2000 video. |
| | Each component of the TRF ecosystem is inextricably linked to and dependent on the other components. Change in one will affect the others. | Use vocabulary and text to annotate line diagram with information about soil, structure, species and adaptation. Present as colourful double page spread. Class feedback plant and animal adaptations on the board i.e. drip tips. Pupils to design own TRF plant or animal and annotate to link adaptations to climate and soil. Display. | Diagram annotation. Design. | TRF line diagram Vocabulary list Geog 2 text Info sheets on adaptation. More Thinking Through Geography 'Making Plants and Animals' sheet |
| | | Build up annotated flow or systems diagram on board to demonstrate the links between vegetation, climate, soil and human activity. Could do this in groups using big paper and chunky pens using prompt sheet. Could 'send out' group of MA with stimulus resources while doing this. Ask them back in and compare diagrams. | | |
| How do people use the TRF? | Humans use the TRF in a variety of ways. The TRF is home to some people and exploited by others. Human activities can adversely affect the TRF and there can be conflict between the users i.e. Yanomami, Mineral | Discuss how the diagram might change if deforestation happened. Read Reid poem 'Men Against Trees' Play the rainforest simulation game Discuss how people might use the TRF. View video and analyse cartoons and text to identify human use of and impacts on the TRF. Could tabulate to show 'use', 'impacts' and sources of information. Could use enquiry sequence 'should people be allowed to destroy the Amazon | Describe and explain relationships. Game playing and discussion | Info sheet on deforestation Reid poem, in file Rainforest Simulation Game World 2000 video Cartoons |