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| **Session 1 What are the layers in a tropical rainforest?** | | | | | |
| National Curriculum | | | **Geography:** To locate vegetation belts around the world; Locate the world’s countries concentrating on their environmental regions, key physical characteristics. | | |
| Teaching Objectives | | | To develop geographical vocabulary relating to rainforests and understand features of the rainforest. | | |
| National Curriculum | | | **Science:** Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | | |
| Teaching Objectives | | | To explore the features of the rainforest in relation to the different layers. | | |
| Resources  Non-fiction books on the rainforests; Layers of the rainforest presentation; Photo and image for locating layers; Photos for sorting; Layers of the rainforest resource; A4 paper; Glue; Scissors. | | | | Weblinks  <http://www.bbc.co.uk/learningzone/clips/rainforest-structure-layering/3092.html> - Rainforest layer explanation; <http://resources.woodlands-junior.kent.sch.uk/homework/grainforest.html> - Child-friendly facts; <http://www.livingrainforest.org> - Factual info on the rainforests; <http://www.youtube.com/watch?v=beTLIa5EVe4> - Tour of the layers. | |
| Whole class: Recap on the learning from the introduction block – what a rainforest is and the location of the tropical rainforests. Some of the chn may comment on the layers during this feedback. Show the [explanation](http://www.bbc.co.uk/learningzone/clips/rainforest-structure-layering/3092.html) clip and presentation (session resources). Discuss the different layers – emergent layer (trees pushing out above the canopy), the canopy (tall trees), understory layer (everything growing between the forest floor and the canopy) and the forest floor (ground cover plants and decaying vegetation). Ask the chn to discuss why different plants grow in these layers. Link discussion to nutrients, sunlight, water, etc. Discuss how the plants relate to each other, vines growing on other plants to reach the sunlight and how some can push through above the canopy (emergent) to get to the sunlight. Explain that the understory is the densest layer where the plants grow thick, but they do not need too much light to survive. The forest floor is a bed of nutrients from decomposing plants and animals (this is called litter) and after 6 weeks a thin layer called humus develops. Small ground cover also plants grow here.  Activity 1. Chn to use a photo of the rainforest and a cross-sectional diagram to link to the 4 layers – (session resources).  Activity 2: Using photos of rainforests, sort them into the 4 layers – (session resources).  Activity 3: Use knowledge to create diagram of layers of the rainforest – (session resources). | | | | | |
| Hard/ Medium  Part 1: Children to work in pairs to label the photo and diagram with the 4 layers of the rainforest.  Part 2: Sorting task – work as a group to identify the 4 different layers in the rainforest from the photographs.  Part 3: Create own diagram of the layers of the rainforest. Use non-fiction books to add facts about each layer to their diagram. | | | | | Easy (teacher to offer support where needed)  Part 1: As other groups  Part 2: As other groups  Part 3: Label the diagram of the layers of the rainforest. Use non-fiction books to add a fact about each layer to their diagram. |
| Plenary | Show the chn an unlabelled picture of the rainforest. Work together to label each layer and allow chn to share the facts they have about each layer. | | | | |
| Outcomes | | Children will   * Explore the layers of the rainforests * Identify features of each layer of the rainforest * Develop scientific understanding of plants living in certain parts of the rainforest | | | |