



SECURING LANDS, SUSTAINING LIVES

# TEACHERS PACK

FOR KEY STAGES 1 AND 2



**This pack contains curriculum links and lesson/ activity ideas for teaching about the rainforest, it particularly focuses on the work of the Rainforest Foundation, the lives of people who live in the forest and charity fundraising.**

**The main focus for the planning is Key Stage Two, however it can be adapted to meet the needs of a Key Stage One class. To use this resource to its full potential, make sure you have a copy of the Rainforest Activity booklet too.**

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www.rainforestfoundationuk.org**



# KEY STAGE 2

**Curriculum Geography links (all other National Curriculum links are detailed in the plan)**

## GEOGRAPHICAL ENQUIRY AND SKILLS

- 1a. Ask geographical questions.  
*(for example, 'What is this landscape like?', 'What do I think about it?')*
- 1b. Analyse evidence and draw conclusions.  
*(for example, by comparing population data for two localities)*
- 1c. Identify and explain different views that people, including themselves, hold about topical geographical issues.  
*(for example, views about plans to build an hotel in an overseas locality)*
- 1d. Communicate in ways appropriate to the task and audience.  
*(for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school)*
- 2a. To use appropriate geographical vocabulary.  
*(for example, temperature, transport, industry)*
- 2b. To use atlases and globes, and maps and plans at a range of scales.  
*(for example, using contents, keys, grids)*
- 2c. To use secondary sources of information, including aerial photographs.  
*(for example, stories, information texts, the internet, satellite images, photographs, videos)*

## KNOWLEDGE AND UNDERSTANDING OF PLACES

- 3a. To identify and describe what places are like.  
*(for example, in terms of weather, jobs)*
- 3b. The location of places and environments they study and other significant places and environments.  
*(for example, places and environments in the news)*
- 3c. To describe where places are.  
*(for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are)*
- 3d. To explain why places are like they are.  
*(for example, in terms of weather conditions, local resources, historical development)*
- 3e. To identify how and why places change.  
*(for example, through the closure of shops or building of new houses, through conservation projects) and how they may change in the future (for example, through an increase in traffic or an influx of tourists)*
- 3f. To describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.  
*(for example, comparing a village with a part of a city in the same country)*
- 3g. To recognise how places fit within a wider geographical context  
*(for example, as part of a bigger region or country) and are interdependent.  
(for example, through the supply of goods, movements of people)*



## KNOWLEDGE AND UNDERSTANDING OF PATTERNS AND PROCESSES

- 4a. Recognise some physical and human processes (*for example, river erosion, a factory closure*) and explain how these can cause changes in places and environments.

## KNOWLEDGE AND UNDERSTANDING OF ENVIRONMENTAL CHANGE AND SUSTAINABLE DEVELOPMENT

- 5a. Recognise how people can improve the environment for example, by reclaiming derelict land) or damage it (*for example, by polluting a river*), and how decisions about places and environments affect the future quality of people's lives.
- 5b. Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement (*for example, taking part in a local conservation project*).



CURRICULUM ELEMENTS TOUCHED UPON	VOCABULARY QUESTION EXAMPLES	MAIN TEACHING	ACTIVITY
<p><b>GEOGRAPHY</b></p> <p>1a. Ask geographical questions. <i>(for example, 'What is this landscape like?', 'What do I think about it?')</i></p> <p>2d. Use secondary sources of information <i>(for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts)</i> to identify and describe what places are like. <i>(for example, in terms of weather, jobs)</i></p> <p><b>HOW THIS LINKS TO DRAMA CURRICULUM</b></p> <p>Create, adapt and sustain different roles, individually and in groups.</p>	<p><b>GATHER/ORGANISE INFORMATION</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Rainforest Mammals Cold blooded Warm blooded</p> <p><b>QUESTION TYPES:</b></p> <p>How many...? Who was it that...? Can you name the...?</p>	<p>Introduce what a rainforest is through the use of video and sounds.</p> <p>Generate a list of all the things that they saw and heard.</p> <p>Get pupils to talk to their partners about all the things they know about the forest, add these to the class list.</p>	<p>Take pupils outside/to the hall in mixed ability groups they can imagine that they are in the rainforest. They are to create different stills of what they see e.g. they can pretend to be rainforest mammals, rainforest birds, insects etc. (what about people living in the rainforest, what would they be doing?)</p> <p><b>MINI-PLENARY:</b></p> <p>Groups show the stills reflecting on what was seen in the forest.</p> <p><b>PLENARY:</b></p> <p>In mixed ability groups pupils make notes about what they know about the rainforest/ what they think they know about the rainforest/what they wonder about the rainforest.</p>
<p><b>GEOGRAPHY</b></p> <p>2d. Use secondary sources of information. <i>(for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts)</i> to explain why places are like they are <i>(for example, in terms of weather conditions, local resources, historical development?)</i></p>	<p><b>IDENTIFY INFORMATION</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Fact/Opinion Rainforest Mammals Baku Tribe</p> <p><b>QUESTION TYPES:</b></p> <p>How many...? Who was it that...? Can you name the...? Can you tell why...? Find the meaning of...?</p>	<p>Using the pupils pack model, read some of the information and convert it into a post it notes fact chart.</p>	<p>Pupils are given a section of information from the pupils activity book to create a rainforest fact chart, using post-it notes.</p> <p>AND/OR</p> <p>Pupils create a rainforest in a bottle.</p> <p><b>PLENARY:</b></p> <p>Pupils choose 2/3 top facts to add to the class fact chart.</p> <p>Generate a success criteria for the unit – what do we want to learn / find out / create.</p>

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<p><b>GEOGRAPHY</b></p> <p>1a. Ask geographical questions. <i>(for example, 'What is this landscape like?', 'What do I think about it?')</i></p> <p>2a. To use appropriate geographical vocabulary. <i>(for example, temperature, transport, industry)</i></p> <p><b>HOW THIS LINKS TO ENGLISH CURRICULUM</b></p> <p>Scan texts to find information.</p>	<p><b>IDENTIFY INFORMATION</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Baku Tribe Jengi Ritual Question Types Question words (5 ws) Open/Closed</p> <p><b>QUESTION TYPES:</b></p> <p>How many...? Who was it that...? Can you name the...? Describe what happened at...? Find the meaning of...? What is...? Which is true or false...?</p>	<p>Show pupils 2/3 quiz questions that you have created.</p> <p>Model using the information on the fact chart to create the end of your quiz.</p>	<p>Pupils use a range of different questions to create their quiz based on the information they have found: True or False, Open questions, Closed Questions with options etc.</p> <p>Pupils design and decorate their quiz working in 2's and 3's.</p> <p><b>PLENARY:</b></p> <p>Swap the groups around so that they can complete each other's quizzes.</p>
<p><b>HOW THIS LINKS TO ART CURRICULUM</b></p> <p>Record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes.</p>	<p><b>GENERATE IDEAS</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Mongulu Rainforest Cold/warm blooded animals Hunter-Gatherer</p> <p><b>QUESTION TYPES:</b></p> <p>Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...?</p>	<p>Read/recap the information about Boukou and his life in the forest.</p> <p>Pupils are to close their eyes and imagine that they are visiting Boukou in the forest. What can you see?</p> <p>Generate a class list of all the things they notice in the rainforest when they are visiting Boukou.</p>	<p>Pupils create a representation of Boukou's Mongulu (home) in the rainforest either through pastel art, paint, crayon, junk modelling etc.</p> <p><b>PLENARY:</b></p> <p>Pupils evaluate their design.</p>





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<p><b>GEOGRAPHY</b></p> <p>3f. To describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world. <i>(for example, comparing a village with a part of a city in the same country)</i></p> <p><b>HOW THIS LINKS TO MATHS CURRICULUM</b></p> <p>Read the time from analogue and digital 12- and 24-hour clocks; use units of time - seconds, minutes, hours, days, weeks - and know the relationship between them.</p> <p><b>HOW THIS LINKS TO DRAMA CURRICULUM</b></p> <p>Use dramatic techniques to explore characters and issues <i>(for example, hot seating, flashback)</i></p>	<p><b>GENERATE IDEAS</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Timeline 24 hours Hunting School Weaving Cooking</p> <p><b>QUESTION TYPES:</b></p> <p>What do you think could have happened next...? Who do you think...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...?</p>	<p>Show pupils how to make a timeline of your day/activities after school.</p> <p>Pupils use whiteboards to show a timeline of their day.</p>	<p>Using the information from the pupils booklet pupils create a timeline of Boukou's day.</p> <p>OR</p> <p>Pupils imagine that they are visiting Boukou in the rainforest. They write a postcard home to their family detailing their visit.</p> <p><b>EXTENSION/PLENARY:</b></p> <p>Talk partners – how is Boukou's life similar/different to yours? Hot Seat a pupil as Boukou.</p>
<p><b>GEOGRAPHY</b></p> <p>4a. Recognise some physical and human processes <i>(for example, river erosion, a factory closure)</i> and explain how these can cause changes in places and environments.</p> <p>5a. Recognise how people can improve the environment <i>(for example, by reclaiming derelict land)</i> or damage it <i>(for example, by polluting a river)</i>, and how decisions about places and environments affect the future quality of people's lives.</p>	<p><b>DECIDE</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Industrial Logging Commercial Hunting National Park Permanent Camps Discrimination</p> <p><b>QUESTION TYPES:</b></p> <p>What do you see as other possible outcomes...? What are some of the problems of...? Can you distinguish between...? What was the problem with...?</p>	<p>Generate a list of all the activities that the Baku people do to survive.</p> <p>Read the information about the challenges facing the Baku people.</p>	<p>Pupils create a zig-zag book about the lives and challenges facing the Baku people – using their facts, internet research and given information.</p> <p><b>PLENARY:</b></p> <p>How could you help the Baku people?</p>

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<p><b>GEOGRAPHY</b></p> <p>5b. Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement. <i>(for example, taking part in a local conservation project)</i></p> <p><b>HOW THIS LINKS TO ICT CURRICULUM</b></p> <p>To talk about what information they need and how they can find and use it. <i>(for example, searching the internet or a CD-ROM, using printed material, asking people)</i></p> <p>How to share and exchange information in a variety of forms, including e-mail. <i>(for example, displays, posters, animations, musical compositions)</i></p>	<p><b>IMPLEMENT</b></p> <p><b>USEFUL VOCABULARY:</b> Fundraising Script Facts/Opinion Sharing Information</p> <p><b>QUESTION TYPES:</b> Why not compose a song about...? Can you see a possible solution to...? What would happen if...? How many ways can you...? Can you develop a proposal which would...?</p>	<p>Make a list of all the different ways that money could be raised to help the people of the rainforest.</p> <p>Look at the 'How Can I Help?' Section of the Children's booklet.</p>	<p>Pupils design a script and create a TV show about the rainforest and fundraising ideas. They share what they know and how others can help.</p> <p><b>PLENARY:</b> Watch the TV shows – which were the most informative/interesting? Why?</p> <p><i>*At this point you may decide to fundraise with the class.* (Implement)</i></p>





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<p><b>GEOGRAPHY</b></p> <p>1d. Communicate in ways appropriate to the task and audience (for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school).</p> <p>2a. To use appropriate geographical vocabulary <i>(for example, temperature, transport, industry)</i></p> <p><b>HOW THIS LINKS TO LITERACY CURRICULUM</b></p> <p>How written standard English varies in degrees of formality. <i>(for example, differences between a letter to a friend about a school trip and a report for display)</i></p> <p>To persuade, focusing on how arguments and evidence are built up and language used to convince the reader.</p>	<p><b>EVALUATION/ COMMUNICATION</b></p> <p><b>USEFUL VOCABULARY:</b></p> <p>Letter Convince / Persuade Communicate Share</p> <p><b>QUESTION TYPES:</b></p> <p>Is there a better solution to...? Judge the value of...? Can you defend your position about...? Do you think... is a good or a bad thing? What changes to... would you recommend? Do you believe...? Are you a... person? How would you feel if...? How effective are...? What do you think about...?</p>	<p>Generate a list of ideas of how they can help protect and look after the rainforest, animals and people.</p> <p>Model writing a formal letter.</p>	<p>Pupils write a letter to the headteacher advising changes needed to help the children in rainforest have a sustainable future, e.g. about the school using recycled paper etc.</p>



# HOW CAN I HELP?

## SPREAD THE WORD!

Show the rest of your school what your class has learned about the rainforests by making a display! Encourage children to draw pictures and write about the people and animals who live in the rainforest.

## BECOME A SCHOOL OF FAME!

We regularly receive inspiring photos, stories and artworks from schools across the country.

The School of Fame area of our website is where we share your works of art and fundraising successes. Hopefully encouraging others to do more of the same!

## RAISING MONEY TO PROTECT THE RAINFOREST, PEOPLE AND ANIMALS

Here are some activities that other school children have done to raise money. Collect the money raised and either send a cheque or make a credit card donation over the phone or online (020 7485 0193 or [www.rainforestfoundationuk.org](http://www.rainforestfoundationuk.org)).

## HOLD A SPONSORED EVENT

Help your class or school to organize a sponsored run, walk, swim, bike ride, jog, hop, three-legged race, book read, skip, football match, dance, silence - in fact, you can do a sponsored anything!

We can send you sponsorship forms if you need any.

## GO GREEN AND HAVE A NON UNIFORM DAY

A non uniform day is a great way to raise money. Why not have a rainforest theme where everyone wears green and makes a donation to save the rainforest. World Environment day on the 5th June is a good day!



## HAVE A CAKE SALE

Encourage pupils to bake with friends and family and the donated cakes can be sold to raise money.

## HOLD A RAINFOREST EVENT

Organise a play, dance routine, talent or fashion show or an art exhibition for your class paintings and ask people to make a donation to come and see your art and performances!

## DO AN ODD JOB FOR THE RAINFOREST FOUNDATION

Encourage children to do a chore such as a carwash, litter collection, or odd jobs in the garden. The money raised will help protect rainforest people and their homes all over the world.

## RECYCLE OLD MOBILE PHONES OR PRINTER CARTRIDGES (AND RAISE FUNDS FOR THE RAINFOREST)

Ask us for some recycling envelopes or a container to collect your phones and cartridges in. Not only does this reduce the amount of waste going to but we also get paid for every item we recycle!





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