

Lesson/key questions	Learning objectives	Teaching and learning activities	Assessment opportunities	Resources
Lesson 1: Where is Brazil? Where is Brazil in the world? What are the main types of landscape found in Brazil? What do we know about Brazil?	To know that Brazil is part of the South American continent To learn about the location and size of Brazil To learn about the diverse nature of Brazil's environment and people	Pupils locate countries, Equator, tropics, polar regions and South America on a world map Pupils compare the climatic variations in a large country (Brazil) and a small country (UK). They look at the weather differences between the two countries for that day Pupils learn about the different locations and environments within Brazil	Can pupils describe with some accuracy the size of Brazil in comparison with other places? Can they identify a variety of landscapes in Brazil?	Activity sheets 1, 2 and 3 Further information sheet weblinks Knowledge box 1 Atlases or globes Folders or books for pupils to collate all their Rainforest Researcher work in
Lesson 2: Who lives in Brazil? Where in Brazil do people live? How do settlements differ here? What are people's lives like in Brazil?	To recognise that settlements are different all over Brazil To understand that lifestyles vary in different locations To recognise that there are both similarities and differences in the way people live in Brazil	Pupils locate the main rivers and cities of Brazil in an atlas Pupils answer quiz questions about Brazil Pupils use Google Earth to investigate a large city in Brazil Pupils learn about life in a Brazilian favela	Can the pupils identify a variety of ways in which people live in Brazil? Do they understand that modern cities are a part of the settlement pattern in Brazil as in most other places in the world?	Activity sheet 4 Further information sheet weblinks Knowledge box 2 Atlases Rainforest Researcher folders or books
Lesson 3: What is the rainforest like? What is the rainforest like? What are the layers of the forest? What do we need to explore a rainforest?	To appreciate what a rainforest is like To identify key features of a rainforest To use geographical vocabulary to describe the rainforest	Pupils use their senses to imagine what it is like in a rainforest Pupils explore the structure of the rainforest and speculate on what might live in each layer Pupils plan what they would need to take with them for a trip to the rainforest	Can pupils describe what the rainforest is like and how it differs from where they live?	Activity sheets 5 and 6 Further information sheet weblinks Atlases Rainforest Researcher folders or books
Lesson 4: How does the rainforest feed us? Which food products do we get from rainforests? What type of climate do they grow in? How is the climate of the Brazilian rainforest different from the UK? How are products exported around the world?	To identify food products from the rainforest To graph and interrogate the climate statistics for the UK and Manaus To recognise the importance of world trade	Pupils recall the climatic differences between the UK and Brazil and learn about the difference between equatorial rainforest regions and temperate regions Pupils categorise a variety of produce as grown in equatorial rainforest regions or temperate regions Pupils examine specific products and their country of origin and plot these on an annotated world map. They write about the pattern they can see in the locations Pupils are introduced to the notion of global trade	Do pupils know which products we get from the rainforest? Can pupils identify countries around the world that export tropical foods? Can they explain why countries need to trade with each other?	Activity sheet 7 Knowledge box 3 PowerPoint 1 Atlases Blank paper Internet access Library books Rainforest Researcher folders or books
Lesson 5: Why do Brazil nuts need a friend? How are Brazil nuts grown and harvested?	To recognise that the Brazil nut has a complex life cycle To understand the relationship between agoutis	Pupils explore the stages of the life cycle of a Brazil nut Pupils watch clips of the agouti in action, cracking open the Brazil nut pods	Ask pupils to explain their storyboards to a peer, asking them to check for clarity and accuracy	Activity sheets 8 and 9 Further information sheet weblinks PowerPoint 2

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What part does the agouti play in the life cycle of the Brazil nut? Why are Brazil nuts important to Brazil?	and the life cycle of the Brazil nut	Pupils suggest the implications of changes at various stages of the Brazil nut life cycle Pupils sequence the story of the Brazil nut as a storyboard Pupils to create a rap to accompany the Nut song lyrics, make up their own percussion version, or act out or mime the story		Rainforest Researcher folders or book
Lesson 6: How can people survive in the rainforest? How would you survive if you were stranded in the rainforest? What skills would you need to draw upon? What knowledge would you need to keep yourself safe?	To use prior knowledge to help to make decisions To work together as a group and arrive at a consensus To recognise how different environments influence what we do and how we react to situations	Pupils recall what a tropical rainforest might be like Pupils rank the priority for their actions in the event of a crash landing in the rainforest Pupils decide what resources they could make use of Pupils design a rainforest shelter	Ask pupils to write an account of their ordeal in the rainforest and explain how they coped with all the difficulties and dangers facing them	Activity sheets 10, 11 and 12 Further information sheet weblink Large sheets of paper Rainforest Researcher folders or books
Lesson 7: How might life change for the Caboclo people? What is it like to be a Caboclo? How do the lives of other people compare with our own lives? How and why might things change in the Amazon rainforest?	To recognise that settlements and lifestyles differ all over Brazil To recognise that there are both similarities and differences in the way people live in the same country To understand how and why some people are facing significant challenges to their way of life	Pupils discuss the term 'sustainable' Pupils answer questions about a selection of photographs then write captions for some of the images and pose their own questions Pupils record and discuss aspects of the lives of the Caboclo people and their own lives Pupils think of ways in which the Caboclo people's lives might be changed in the future	Can pupils identify a variety of ways in which people live in Brazil? Can they predict how the lives of the Caboclo people might change if the forest is cut down?	Activity sheets 13 and 14 Further information sheet weblink PowerPoint 3 Atlases Rainforest Researcher folders or books
Lesson 8: A sustainable future for the rainforest? What are the benefits of clearing the rainforest? What are the benefits of leaving the rainforest alone? How are decisions about sustainable living made? Why is global trade important to a country?	To use prior knowledge to help make decisions To work together as a group and arrive at a consensus To recognise how environments influence what we do To recognise some of the impacts of global markets on local people	Pupils recall the lives of the Caboclo people Pupils form a balanced viewpoint on the issue of rainforest clearance Pupils plan and create a PowerPoint presentation for a news item on the issue of rainforest clearance, using both text and images. A designated 'newscaster' then fronts their presentation The pupils conclude with a hot-seating activity to debate if the rainforest should be cleared for cattle ranching or if there should be a sustainable option Pupils are awarded their Rainforest Researcher certificates	Were the pupils able to identify the principal arguments for different viewpoints? What do they consider the future will hold for the Caboclo people?	Activity sheets 15 and 16 PowerPoint 4 Computer access (to create PowerPoints) Rainforest Researcher folders or books