

TEACHER NOTES

Geography

Location and Environments

Contextual Summary

During the visit, students will see animals that live in the tropical rainforest and cooler climates. The worksheets focus their attention on climate zones and continents of origin.

This resource is for the on site visit, however, there are suggested concepts and vocabulary to cover beforehand. During the visit, there are some worksheets to complete whilst pupils visit the zoo park focusing on geographical locations. This would be ideal as part of a larger class project.

Activities are designed to appeal to students of all abilities in lower key stage 2 (years 3-4) but could also be used by upper key stage 2 students to re-cap or refresh concepts .

Task Implementation

It is suggested that before the visit students have looked at a world map and can identify the Equator, basic climate zones and the names of the continents (mainly South America, Africa, Asia and Australia).

During the visit students will have to complete worksheets asking them to find animals, then, using the information boards, to name them and match them to an area on their world map.

Ability Levels

There are high and low ability worksheets with extension challenges on the former. Non readers will require adult support for some reading is essential for the task.

Key skills practised in this unit:

- ▶ Observational Skills
- ▶ Reading for information
- ▶ Classification

Relationship to Curriculum

The activities will reinforce previously learnt skills and knowledge and will add to the students' understanding related to Locational Knowledge from the Geography programs of study. Activities also link to the relevant BGE skills in Scotland.



SUBJECT

Geography

UNIT

Location and Environments

OPPORTUNITIES FOR USE

- ✓ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit
- × Peripheral Task



Variable

APPLICABILITY



Key Stage 2L



P3-P4

CURRICULUM / SYLLABUS

- ✓ National Curriculum
- ✓ Curriculum for Excellence

Applies to Resources numbered:



Learning Opportunities

Before the Visit

- ▶ This trip will most likely be part of a project about rainforests and may occur at any point during the study. However, it would help if certain key vocabulary (right) were covered before the visit.

(Vocabulary in bold is for the high ability worksheets.)

- ▶ Students should be aware that the hottest parts of the world are around the equator and that the temperature gradually gets cooler towards the poles. There are some great maps online to demonstrate this.
- ▶ It would also be useful for them to recognise South America, Africa, Asia and Australia on a world map, and to be able to read the names.

During the Visit

- ▶ Students will learn how animals live in different habitats and climates that are governed by their geographical location. They will recognise the features of tropical habitats, identifying species that live there, and will also see how some species live in cooler climates.
- ▶ Completion of the resource sheets indicated below:

Resource ID: **119101** (KS2L lower ability)

119102 (KS2L higher ability)

Post-Visit

- ▶ A wall display could be created replicating the pictures and world map on the worksheets. Students could choose an animal to draw and attach a string to its country of origin.
- ▶ Venn diagrams can be used to help categorise species according to climatic zone and/or continent of origin. There is a Venn diagram on the high ability task sheet. An interesting investigation would be to see which families of animals cross continents and which are much more localised.
- ▶ The concept of migration could be looked at, and how bird species spend summer in Great Britain and migrate to Africa for the winter months. Similarly some birds migrate from North America to Central or South America.
- ▶ The implications of climate change can be discussed. When a region's climate changes, the animals will need to move away to find suitable places to live. What if they are unable to do so? Where in the world is this happening?
- ▶ Threats to habitats particularly the Rainforests and deforestation. Look at before and after satellite photographs showing deforestation. What happens to the animals that lived there? How does this effect numbers?
- ▶ Discuss the importance of breeding programs in zoos.

Key Vocabulary

Rainforest

Equator

Humid

Tropics

**Tropic of Capricorn /
Cancer**

Tropical Rainforest

Equatorial Rainforest

climate

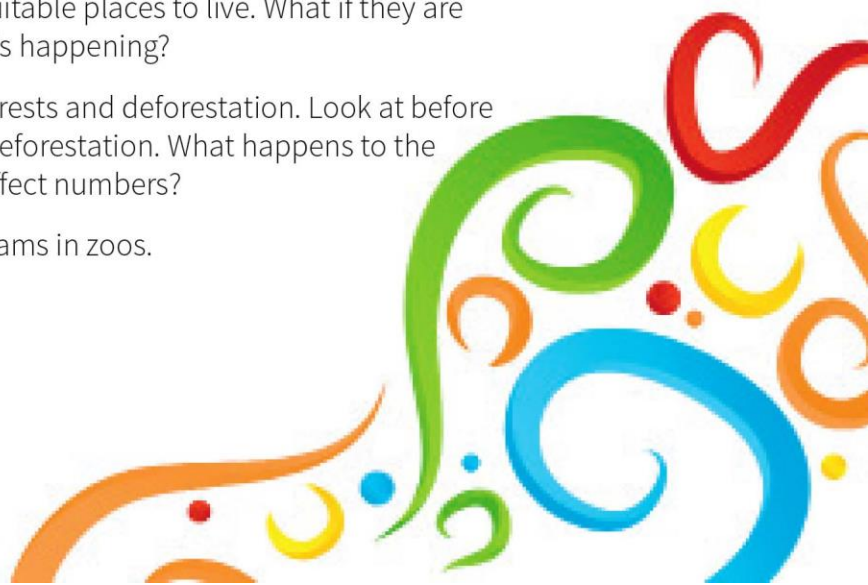
species

zone

endangered

threatened

extinct



Enrichment Opportunities

- ▶ The topic can lead on to further investigations and a discussion of what happens when these habitats are destroyed, although this is not focused on in this resource. There is also an opportunity to use Venn diagrams to categorise the animals by climate and location.

Learning Outcomes

- ✓ Students will have demonstrated various skills and are able to make discoveries mainly through observation and research.
- ✓ There should be discussion about any 'unanswerable' questions.

