

**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

**Experiences and Outcomes:**

I can investigate the climate, physical features and living things of a natural environment different from my own and explain their interrelationship. **SOC 3-10a**

I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone. **SOC 3-12a**

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08**

I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**

**Learning Intentions:**

We are learning about how living things have adapted to the rainforests, tundra or hot deserts.

We are learning about what causes weather in these regions

We are exploring how people live in these areas and the main threats to the area.

We are learning to use our research skills to independently select relevant information and use this to create new texts.

**Success Criteria:**

1. I can explain three ways that living things have adapted to the rainforest, tundra or hot desert climate
2. I can draw an annotated diagram to explain why it rains in tropical areas.
3. I can explain three ways that my chosen area is under threat.
4. I can use my notes to write developed annotations
5. I can use my notes to write the script for a news report/documentary

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

This sits within the teaching and learning of our S1 Empty Lands Unit. Pupils are taught about all three zones, how climate affects the weather, the adaptations plants, animals and people make, and threats to these areas.

Pupils are taught in class about the causes of convectional rainfall. They are then asked to create their own diagram for homework. They are also asked to complete a living graph exercise to assess their ability not only to read the graph but also to interpret what it means for people living in these areas.

The 'design an animal' task was developed into an assessment following positive feedback from pupils; it was a group task but is not individual to make assessment clearer.

Pupils can choose one of the climate zones studied that they are most interested in. They then research the types of adaptations needed. They then create a 'new animal' to survive in the environment. A word bank is used to support pupils, but this does not provide developed responses, merely prompts.

Pupils then design their animal and add developed annotations to explain the inter-relationships

For the second task, pupils again pick a climate zone (we guide them towards tundra and rainforest as the threats are clearer for this age group). For homework they are given a scaffolded research task to identify the main threats facing the area.

They then write a script for a documentary or a news bulletin about the area.

Each group peer assessed each other's script, and the final script for filming is a collation of the groups work. The filming is not the individual pupil evidence but is the final point in the learning.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

- Make an animal with developed annotations
- Write a script for a news report/documentary

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Oral feedback given at all stages to ensure pupils best work is evidenced.

Post it notes used on drafts of animals

Written feedback on research homework

Written feedback in jotter profiles

**Pupil Voice:**

What have you learned? How did you learn? What skills have you developed?

Pupil feedback in jotter flysheet

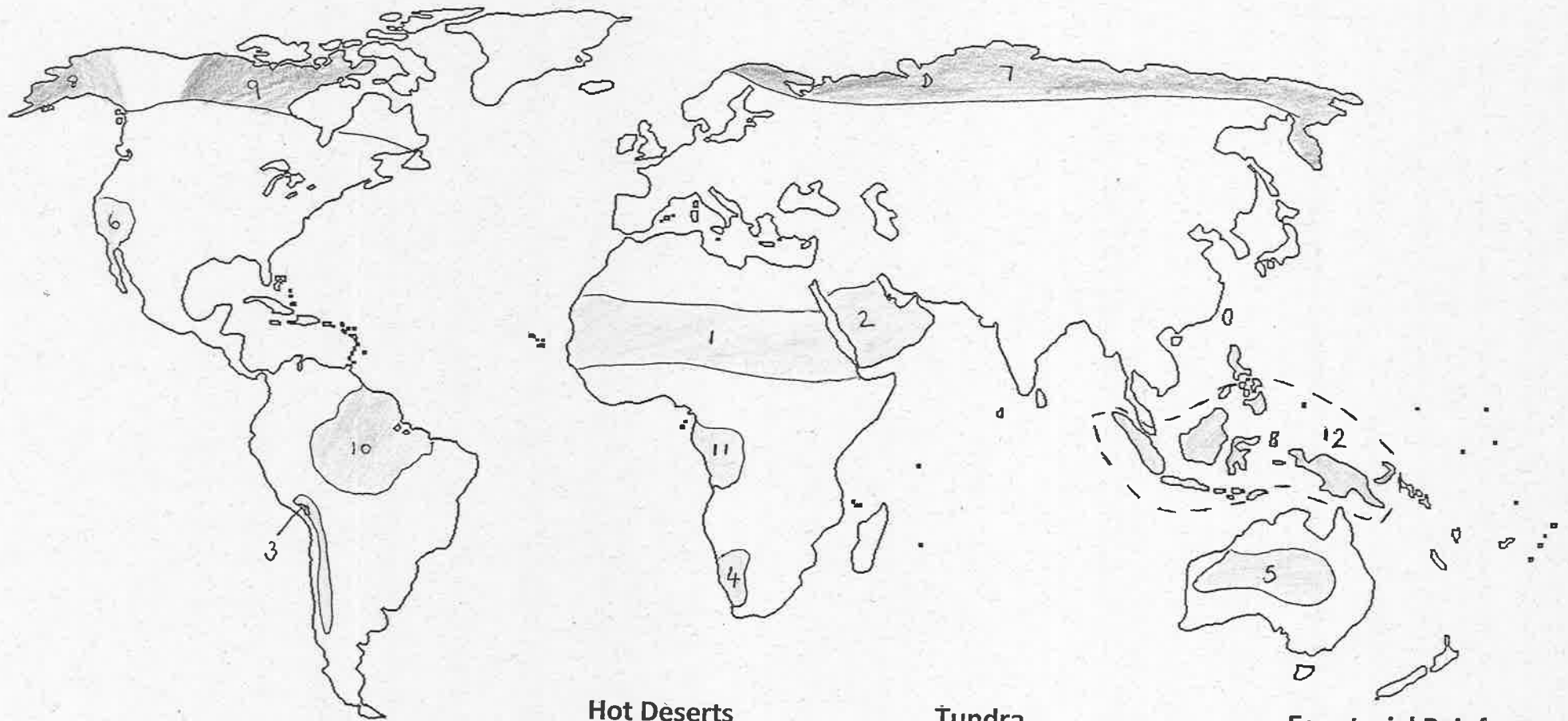
Pupils peer assess their animals

Pupils use post it notes to highlight the best parts of each of their peers' newspaper reports; these are selected to be filmed. Each pupil therefore reads out one part of their report for filming ensuring all are included.

Pupils use post it notes/show me boards/ traffic lights at the end of each lesson

Did the learner successfully attain the outcomes? **YES/NO**

## Empty Lands of the World



### Key

Tundra:	blue
Hot Desert:	yellow
Equatorial Rainforest:	green

### Hot Deserts

1. Sahara
2. Arabian
3. Atacama
4. Kalahari
5. Great Australian
6. Californian

### Tundra

7. Siberia
8. Alaska
9. Canada

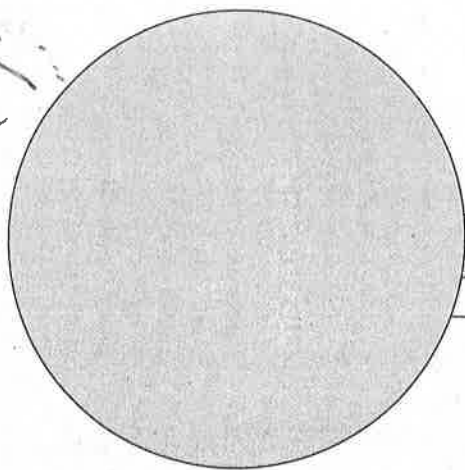
### Equatorial Rainforests

10. Amazon
11. Zaire Basin
12. Indonesia

28/8/17

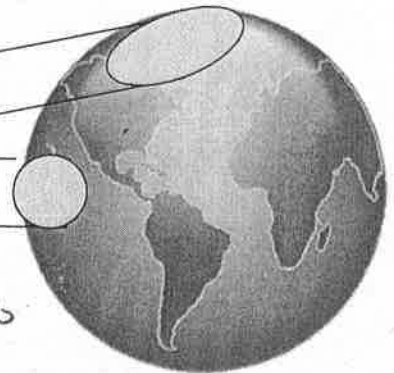
## Topic 2 why climate varies

The sun heats the earth

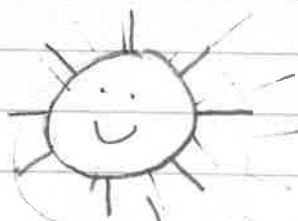


The sun's rays hitting the earth are spread out at an angle and

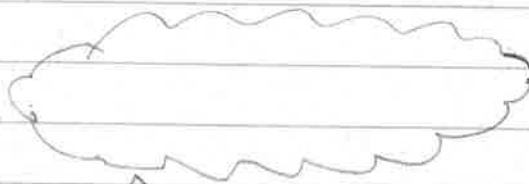
The sun's rays hit the earth's equator straight on so they are stronger



### Why does it rain?



Sun heats the ground and the water



It forms clouds

air rises, cools down and condenses

the water evaporates

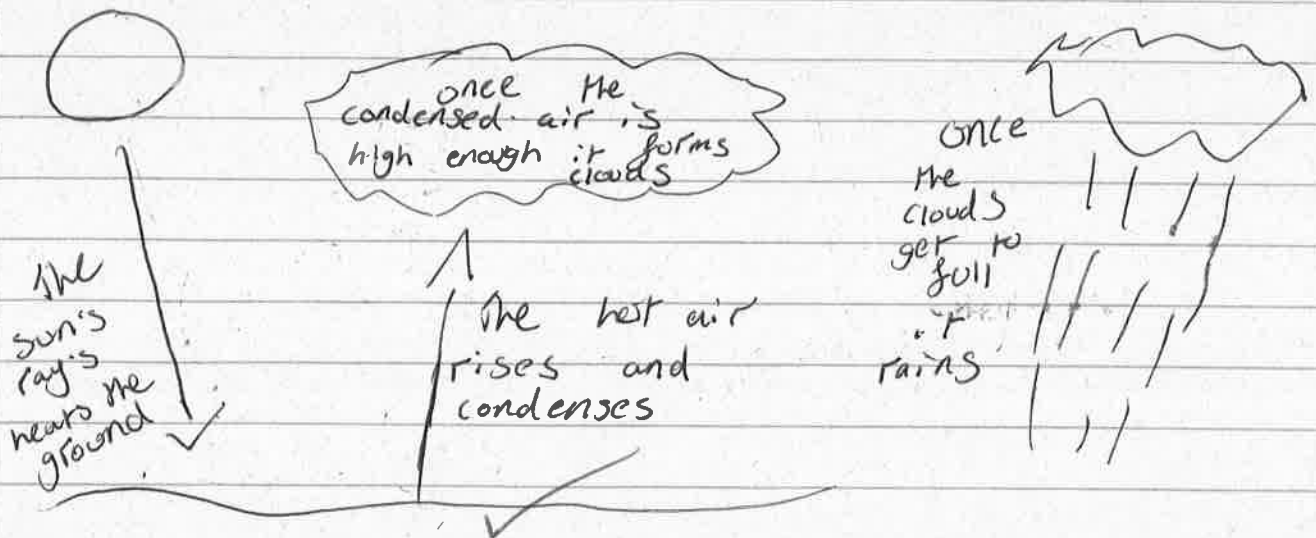
2a) The equator is one of the hottest areas on earth. The sun heats the land and the warm air rises rapidly. As the warm air rises it cools and condenses to form clouds with rapidly rain at the equator. This is called convectional rainfall. Rainfall caused by heat. The air moves north and cools then sinks back to earth. This forms deserts.

3.

Name of climate zone	Description
Polar	1. Cold winters 2. mild Summers 3.
Temperate	3. Dry and hot all year round 2.
Desert	2. Mild winters 3. dry hot Summers 5.
equatorial	4. Hot and wet all year round 4.
Mediterranean	5. Very cold and very dry all year round 1.

4. They are colder because the sun goes across a wider area.

5.

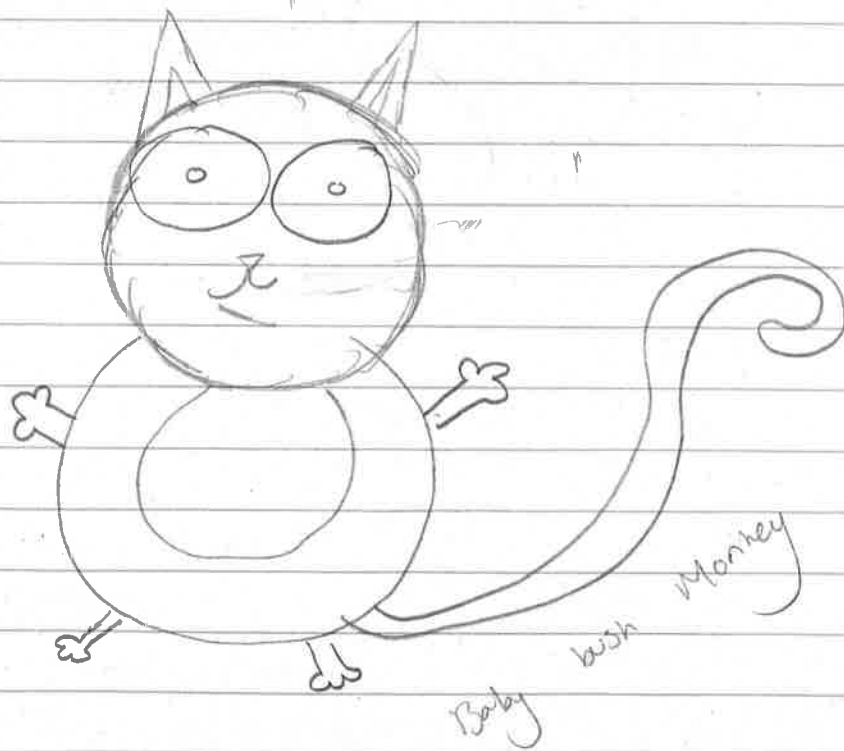


2/10/11

# Design Animal:

## Rainforest

1. Big eyes - because it is a Nocturnal animal
2. <sup>Bumpy</sup> Colourful - Is poisonous shows predators
3. Climbs - That's where the food is
4. <sup>prehensile</sup> Tail - to use to hang on trees to sleep
5. long hair - to stop rain getting to body
6. Blunt teeth - eats soft fruit



# S1 Empty Lands

To achieve these outcomes I can:

Level 2	My evidence	Achieved
Locate the main deserts, tundra and rainforests on a map	Topic 1	✓
Describe three impacts of cutting down the rainforests	News report	
Suggest three ways to protect the rainforests	News report	

In addition at Level 3...	My evidence	Achieved
Annotate a world map to show the main natural regions and climate there	Topic 1	✓
Draw an annotated diagram to explain why it rains at the tropics or why some areas are warmer than others	Nonamora	✓
Design an animal to explain three ways it has adapted to its environment	Baby bush Monkey	✓
Research a climate zone and describe the climate, landscape and living things	Desert postcard	✓
Use a climate graph to draw conclusions about the climate in an area	Topic 2,3,4	✓

In addition at Level 4	My evidence	Achieved
Identify the main threats facing people in the Tundra, Rainforests or Deserts, and explain how they will impact on the people living there.		

<p>Pupil Comment</p> <p>I enjoyed making the Animal Baby Bush Monkey. I learned how to Draw and read a climate graph</p>	<p>Teacher comment</p> <p>Excellent start to S1 Zoe! Your answers are detailed &amp; show a very good understanding of the unit. And your tv presenting was fantastic!</p>
<p>Parent/Carer</p>	



Your task is to prepare a script for news report on the rainforest. You need to prepare each section, and then we will collate the best ideas for each group and film them!

When writing your script, you should refer to the success criteria for each level in your jotter.

Introduction - Why are the rainforests so important?

The rain forest's are so important and here are the reasons why. They regulate the earth's temperature and an astonishing 20% of our oxygen is produced by the amazon. Also the trees absorb harmful gases like carbon dioxide. The rainforest is also home to 25% of medicines. 30 million animals live in the rainforest's. If you cut down the trees, they All Die.

Why are the rainforests being cut down? Give as many reasons as you can, and as much detail as you can.

There is a number of reasons the rainforest's are being cut down. We get wood like timber & Mahogany. Also food production is needed so you need farm land. The people that live there need to eat. There is also cattle ranching and logging. Agriculture and Mining. There is demands on diamonds, oil and aluminium which are found under the rainforest ground. The chemicals they use to separate the gold from soil pollutes rivers and makes water kill animal and fish.

What are some of the main problems caused by cutting down the rainforests?

Cutting down the forest's will cause a catastrophe. Half of the animals and plants will go Extinct. It will cause floods and landslides due to soil Erosion. There will get habitat loss, droughts and climate change will get worse. So people who find it good to cut down the rainforest for money stop you will destroy our planet. What about all your children or grandchildren living in a destroyed world. Don't be so selfish. \* Many centuries ago there was 60% of rainforest on our earth now there is less.

How can the forests be protected?

What can we do before it is too late well people could recycle. If you recycle then less stress will be put on products that need trees. Then we don't need to cut down trees. Buy products from environment friendly companies as they don't destroy our planet. Don't buy wood that is certified. This means it was cut down Legally. by newspapers read it online.

# Forest Research

- As part of our next task we will be making news bulletins on the importance of the rainforests.
- To help you prepare, you should research and make notes on the topics in the table.
  - You can use sources such as books, TV programmes or the internet. You may find the following web-sites useful to get you started. If you need to use the internet at school, just speak to your teacher.

<http://www.theworldcounts.com/stories/Deforestation-Facts-for-Kids>

[http://www.rainforestconcern.org/rainforest\\_facts/why\\_are\\_they\\_being\\_destroyed/](http://www.rainforestconcern.org/rainforest_facts/why_are_they_being_destroyed/)

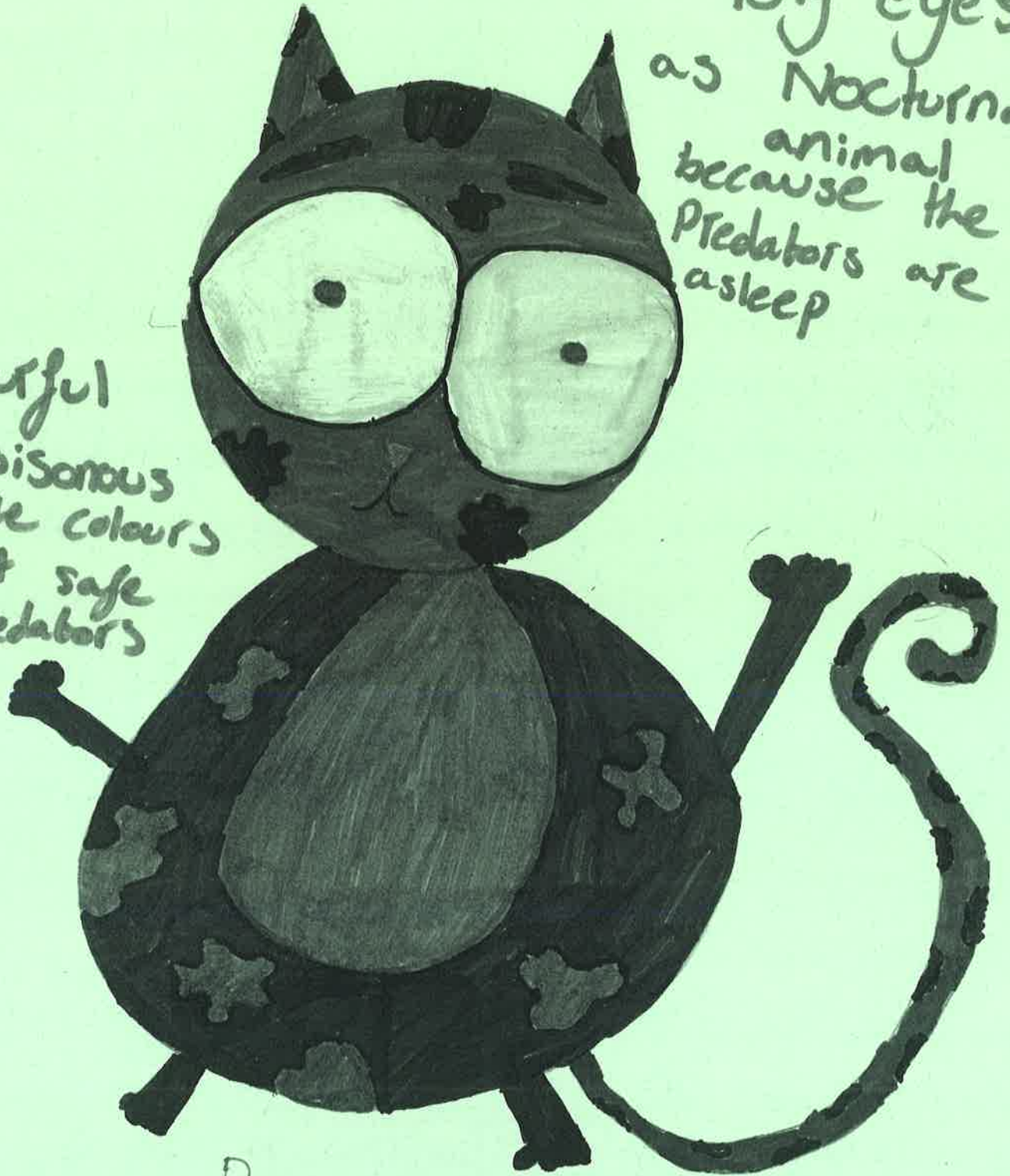
<http://www.activewild.com/what-is-deforestation-for-kids-information-and-facts/>



<p>Why are the rainforests so important?</p> <ul style="list-style-type: none"> <li>• they regulate earth temperature ✓</li> <li>• 20% of our oxygen is produced by the Amazon ✓</li> <li>• trees absorb harmful carbon dioxide ✓</li> <li>• 25% medicines come from rainforest ✓</li> </ul>	<p>Why are the rainforests being cut down?</p> <ul style="list-style-type: none"> <li>• Create new farm land ✓</li> <li>• timber production ✓</li> <li>• food production ✓</li> </ul>
<p>What are some disadvantages of cutting down the rainforests?</p> <ul style="list-style-type: none"> <li>• Many plant and animals will be extinct ✓</li> <li>• soil erosion ✓</li> <li>• landslides ✓</li> <li>• Droughts ✓</li> <li>• habitat loss ✓</li> <li>• climate change ✓</li> </ul>	<p>How can the forests be protected?</p> <ul style="list-style-type: none"> <li>• Recycle, less demand for products that use trees ✓</li> <li>• Buy from environment friendly companies ✓</li> <li>• Don't use as many bits of paper ✓</li> </ul>

Rainforest

Big eyes  
as Nocturnal  
animal  
because the  
Predators are  
asleep



Colourful  
as Poisonous  
and the colours  
keep it safe  
from predators

Poisonous  
Bush  
Monkey

eats  
Soft fruit  
So needs  
to climb  
also needs  
blunt teeth

tail to  
hang on  
to Hides as  
a 5th arm  
to climb for food

Dear,

Kirsty

I visited the Great Australian desert and I saw a dingo. It has adapted itself to live in the harsh conditions. These adaptations are pointed ears to assist its hearing during hunting, there fur helps them camouflage in its colour, they only match between to its back use back

