

Forestry: Unit 10

Class:	Teacher:	Study Title: Forestry	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level C/D	Learning Outcomes for: Forestry Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (sl sequence if not written in order)		
<ul style="list-style-type: none"> Describe the main features of some common types of land use, eg farming, forestry, industrial estate – C. For a selected land use change or industrial process, describe possible effects, good and bad, on the landscape/environment, eg tropical forest clearance, improvement of derelict land for leisure use – D. Describe some methods used and reasons for conserving major resources, eg fish, energy, forests – D. 	<ul style="list-style-type: none"> To be able to locate areas of forest in Scotland and the UK. To understand the difference between natural woodland and plantations. To know that there are different types of trees which are used by people for a variety of purposes. To understand that forests must be managed (replanting, conservation issues/wildlife). To understand the long-term implications of mismanagement of forests, eg clearance of the rainforests, our destruction of Caledonian pine forests. 			

Forestry Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be in folio as evidence)
<p>Language Reading for information/research Writing about a visit to a local woodland, poems relating to conservation/destruction, posters – Save our Forests, letter to a local carpenter – invite him in to talk.</p> <p>Science Plant reproduction, variety of species, using keys, classification, science investigations on properties of different woods Materials/mineral resources</p> <p>Technology Wood products – from tree to chair, designing and making models with wood</p> <p>Art Bark/leaf rubbing, designing from leaves, tree sketches, wood etchings</p> <p>Maths Spreadsheets/graphs and databases – survey of tree products in the home and school</p> <p>Mapwork Types of woodland/forestry around the world</p> <p>People and Place Brazil unit</p> <p>Enterprise Guide to trees found in British forests. CD-ROM about trees and how to conserve them. A booklet about saving the rainforests. Contact the Forestry Commission and make a short video about trees. Make products based on tree designs such as cards, bookmarks, wrapping paper, etc Host a rainforest feast. Make a rainforest recipe book.</p>	<p>ES Forward Planning and Assessment Jacqueline Cuthbertson January 2001 'Trees, Woodland and Rainforest' Unit</p> <p>Forestry Commission The Wonder of Wood – Forest Education Initiative (teacher books)</p> <p>Sally York Environmental Education Adviser Tel 314 6458 http://www.forestry.gov.uk</p> <p>Visit Glen Tress Forest 01721 20218</p>	
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal bookl</p>		

Activities to Match Units

Forestry Level C/D

Access website address for a wealth of information which will support the unit.

Arrange a visit to the nearest local woodland, eg Colinton Dell, with the support of the local ranger organise a walk and survey of the area.

Mark on a map of Scotland and the UK the main areas of forest.

Research the main types of trees grown on plantations (soft woods) and those which occur naturally – which trees are native to Scotland/other parts from abroad?

What are the soft woods used for? Where do we get hard woods from? What are they used for? Many hard woods come from the tropical rain forests.

Write to timber companies/B&Q. Ask them about their policies governing the importing and selling of hard woods from rainforest areas (Timber for Nature – what has been their role in trying to safeguard/manage the export of timber from the rainforests?)

How is wood used in developing countries with rainforest areas (fuel, crops, building materials) such as Brazil, central Africa, Malaysia?

What are the mechanisms in place to ensure the forests are managed in a way which is sustainable – list – discuss what will happen if these measures explaining why it is important to preserve the rain forests and ways this can be done.

Information for the above research can be found in The Wonder of Wood published by the Forestry Education initiative as well as the website list

Forestry Assessment Level C/D

1 What is the difference between a plantation and a natural woodland?

2 Why do we grow trees in plantations?

3 Name 2–3 different soft wood trees and say what the wood from them may be used for:

Name	Use
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4 Name 2–3 hard wood trees and say what the wood from them may be used for.

Name	Use
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5 Where do many hard wood trees come from? Why do you think we should ‘conserve/look after’ the a

6 Name a native Scottish tree that is protected _____

People and Place		Forestry	
	ISBN	Author	Title
*	0713641657	Bryant-Mole, Karen	Trees – See for Yourself
	0237515180	Chambers, Catherine	Bark – Would you believe it!
	0751362115	Chevallier, Chiara	Secret Life of Trees
	0140568212	Dahl, Roald	Minpins
		Fisher, Ron	Cottontails
	074962826x	Hall, Cally	Forests – Closer Look At
	0749600578	Hester, Nigel	Living Tree – Nature Watch
*	0749637161	Hewitt, Sally	Woods and Meadows
	1841381691	Morgan, Sally	Clearing in a Forest – Life in ...
	0744554004	Nimmo, Jenny	Owl Tree
	1869860500	Riley, Peter	Woodland Life
*	0431002142	Royston, Angela	British Trees
	0431083894	Royston, Angela	Mushroom – Life Cycle of a ...
*	0750211962	Savage, Stephen	Oak Tree – Observing Nature
	0431039046	Spilsbury, Louise	Woodlands – Wild Britain
	0750228296	Thompson, Shirley	Common British Mammals
	0001965417	Watson, Carol	Trees
	0713629282	Watts, Barrie	Conker – Stopwatch Books

