

Comparing two woodland habitats (KS3)

The activity will take place both in the classroom and in the field. Pupils will carry out an investigation into the food web and different invertebrate adaptations in two woodland habitats. During the activity, pupils will be making predictions, suggest methods of sampling, use different techniques to collect invertebrates, use keys to identify organisms and use the results to explain about environmental changes.

Learning Outcomes

- To use keys and observations to identify living organisms
- To understand that different organisms are found in different habitats due to differences in environmental factors
- Know that animals are adapted to their habitat
- Use appropriate methods to collect invertebrates from different habitats



Some suggestions for visit preparation

1. Re-cap important vocabulary; *habitat, condition, organism, predator, prey, producer, consumer*
2. Use simple keys to sort pictures of living things
3. Look at some food chains and introduce the idea of them linking to form food webs

Some suggestions for visit follow up

1. Complete questions about results in work booklet including drawing graphs
2. Carry out simple choice chamber experiments, using woodlice, which pupils can collect, in school grounds.
3. Variety of resources available on Arkive education website

National Curriculum Links

SCIENCE

1. Key concepts

1.1 Scientific thinking

- a. Using scientific ideas and models to explain phenomena and developing them creatively to generate and test theories.
- b. Critically analysing and evaluating evidence from observations and experiments.

2. Key processes

2.1 Practical and enquiry skills

- a. use a range of scientific methods and techniques to develop and test ideas and explanations
- b. assess risk and work safely in the field
- c. plan and carry out practical and investigative activities, both individually and in groups.

2.2 Critical understanding of evidence

- a. obtain, record and analyse data from a wide range of primary sources, and use their findings to provide evidence for scientific explanations
- b. evaluate scientific evidence and working methods.

2.3 Communication

- a. use appropriate methods, including ICT, to communicate scientific information and contribute to presentations and discussions about scientific issues.

3. Range and content

3.3 Organisms, behaviour and health

- d. all living things show variation, can be classified and are interdependent, interacting with each other and their environment
- e. behaviour is influenced by internal and external factors and can be investigated and measured.

4. Curriculum opportunities

- e. experience science outside the school environment



EVENT SPECIFIC RISK ASSESSMENT

Visit details: **Comparing two woodland habitats**

Carried out by: Suntrap Forest Education Centre

Date: February 2013

ISSUE List significant hazards which may result in serious harm or affect several people. Consider venue, activity, group, plan B ,etc	HOW TO MANAGE IT What procedures will we have? (Control measures)	WHO TO BE INFORMED		
		S	Pu	Pa
Traffic safety	<ul style="list-style-type: none"> follow safe procedures for crossing roads (Suntrap Line) do not cross cattle grid 	*	*	
Getting lost & stranger danger	<ul style="list-style-type: none"> stay within the area designated by the member of staff mobile telephones may be carried never work alone 		*	
Inclement weather (also strong sunshine)	<ul style="list-style-type: none"> wear appropriate clothing & footwear protect head/face & arms with headgear & or sun barriers 	*	*	
Inappropriate use of equipment (e.g. throwing quadrats)	<ul style="list-style-type: none"> observe the correct use of centre equipment 		*	
Grazing cattle	<ul style="list-style-type: none"> follow safe procedures given by centre staff 		*	
Slip/trip/fall/scratches/stings/minor injury	<ul style="list-style-type: none"> wear gloves if problem plants need to be handled Suntrap staff to carry first aid kit 	*	*	
Medical / behavioural conditions	<ul style="list-style-type: none"> all adults to be aware of any particular conditions e.g. asthma & allergies 	*		
Soil-borne diseases	<ul style="list-style-type: none"> wash hands at the end of the activity cover cuts if skin is in contact with soil, e.g. wear gloves 	*	*	

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here.

S-Staff Pu-Pupils Pa-Parents

The activity must only take place if the residual risk following implementation of control measures is deemed to be "low".