

WOODLAND WORK

KEY STAGE 2

This activity involves examining the woodland habitat of the National trust estate at Felbrigg. The pupils will examine the life cycles of the flora and fauna of this habitat and reflect on the conflict between conservation and tourism, the problems facing the environment and pollution. With un-nature trails, bug hunts and homes, tree studies and lichens this activity will stimulate the pupils interest in the woodland habitat.

SCIENCE

STATUTORY REQUIREMENTS

Pupils should be taught to:

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird...

how living things are classified into broad groups(vertebrates and invertebrates)...give reasons for classifying plants and animals....

To identify how animals and plants are adapted to suit their environment in different ways....

GEOGRAPHY

Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Locational knowledge

Pupils should be taught to:

Name and locate counties and cities of the United Kingdom,...and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these have changed over time.

Place knowledge

Pupils should be taught to:

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom

EXPECTATIONS

At the end of this unit

Most children will:

understand what a woodland is and will be able to identify the different habitats. They will understand that the creatures in each habitat are interdependent .

some children will not have made so much progress and will:

understand the main features of the area, recognise the effects of pollution on the area and begin to understand why the area needs to be managed. They will understand simple food chains and recognise tourism and leisure can have negative effects on the environment.

some children will have progressed further and will:

be able to describe the different physical processes at work in each different area and explain how these processes shape and change the different zone and how the woodland is managed and will recognise the differences between the habitats and the reasons for this. They will have an understanding of how their behaviour can have a negative effect on a habitat