

## PROVISIONAL PROGRAMME

### Introduction

- Plants, animals and environmental factors in a wood.
- Differences between a deciduous and coniferous habitat.

### Field Site 1: Deciduous woodland

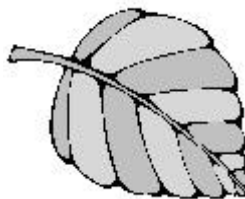
- Random sampling ground layer using a quadrat.
- Identifying species using keys.
- Sampling invertebrates
- Measuring abiotic factors including temperature, light and soil.

### Field Site 2: Coniferous woodland

- As at Field Site 1.
- Management of the plantation.

### Review

- Compare diversity of two habitats and discuss reasons.
- Draw bar graphs using the plant data (time permitting)
- Feeding relationships and food chains.
- Discuss management to conserve diversity of wildlife.
- Consider the limitations of the fieldwork.



**SAFETY** All activities and sites are risk assessed.

Recommended adult: child ratio of 1:12.

### CLOTHING

Appropriate outdoor clothing. Indoor & outdoor footwear.

### BEHAVIOUR

Teachers are responsible for good behaviour & lunchtime supervision.

### RESOURCES

All resources are provided.

**ICT** There is the option of using a digital camera to record techniques. Photos on a disk cost £5

## LEARNING OUTCOMES

### Most students will (N.C. Level 5/6)

- Identify organisms found in a habitat.
- Work safely with living things and show sensitivity to them.
- Set questions and collect data to answer questions about a habitat.
- Describe and explain the relationships which exist between plants, animals, and environment.
- Describe how the communities in two habitats are different.
- Identify food chains and feeding relationships.
- Understand woodland management and conservation.

### Some students will not have made as much progress and will (N.C. Level 4/5)

- recognise that feeding relationships form food chains
- explain why it is necessary to use a reasonably large sample when investigating the habitat preferences of small invertebrates
- explain that a variety of organisms are found in different habitats because of differences in environmental factors.

### Some students will have progressed further and will (N.C. Level 6/7)

- recognise limitations in their investigation
- suggest possible improvements for their investigation
- link woodland management with the ecosystems investigated.

### ASSESSMENT

Progress assessed by open-ended questioning, peer discussion and explanation of hypotheses and results.

### PRIOR LEARNING

Review habitats and food chains.

### FUTURE LEARNING

Produce a well structured report which draws on evidence to reach conclusions.