

# Habitats

To compare two contrasting habitats to show that different living things are found there and see how they are suited to their habitat



<b>Years: KS2</b>		<b>Total Duration: 2 hours</b>	
<b>Curriculum Links</b>			
Living things and their habitats			
<ul style="list-style-type: none"> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>			
<b>Learning Objectives</b>		<b>Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Understand the term 'habitat' as being a place which provides organisms with conditions for life</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• To identify local habitats and the microhabitats within them</li> <li>• Recognise that different animals and plants are found in different habitats</li> </ul>		<ul style="list-style-type: none"> <li>• All children will be able to name two habitats, and two animals and plants found in each habitat</li> <li>• Most children will be able to describe conditions in a habitat and understand the term microhabitat</li> <li>• Some children will be able to pose questions about organisms and the habitat where they live.</li> </ul>	

## Programme Summary

The session gives pupils an opportunity to explore two habitats, pond and woodland, and the animals and plants that live there. Using simple keys pupils will identify their invertebrate and plant discoveries and will investigate the conditions of different areas (microhabitats) within each habitat. Children will record the animals they have found on tally sheets for each habitat. The results of the tally charts will be discussed in the plenary along with an interactive quiz to recap the objectives of the session

## Pre-visit Preparation

**If you have not visited the centre before a pre-visit is essential.**

It helps to brief the children before a visit. Talk through the activities that they will be doing and discuss key vocabulary. What is a habitat? What habitats do they know? What does an animal need from a habitat to survive? Possible teaching ideas, ID and background information on minibeasts and plants can be found in our teacher resources webpage.

<b>Pre-visit ideas</b>	<b>Post-visit ideas</b>
Work on habitats around the world Using keys to sort animals and plants into groups Research on common minibeasts and plant species	Pupils could design their own made up creature adapted to a given habitat, explaining why it has certain features Habitat hotels (adverts or models) for different minibeasts

Please refer to our Health & Safety Information for risk assessments and an outline of the school and Ecology Centre responsibilities.