**Lesson 2: Habitat Investigation**

**Aim**
To explore and observe local habitats in the role of scientists.
To create a habitat map for the class to use.

**Curriculum Links**
Pupils will:
- Record features of local habitats from first-hand observation.
- Make links between local species and their environment.
- Develop map skills by creating symbols and using compass directions.

**Key Vocabulary**
Built, compass, distance, flowerbed, grassland, habitat, hedge, key, landmark, map symbol, navigate, north arrow, ordnance survey, pond, urban, woodland, zone.

**Preparation**
- Photocopy one Habitat Investigation Passport per pupil (page 21).
- Photocopy one A4 map of the grounds per team.
- Photocopy one A3 map of the grounds for yourself — once annotated, this will become the ‘master’ map for future lessons. It needs to have an arrow showing North.

**Introduction**
1. **Lesson 2, Clip 1**: Steve sets a challenge to find out more about the habitats near you.
2. Ask the class: What do you know about habitats? What is a habitat? Can you name different types of habitat? They might name some global habitats, for example desert, polar, rainforest. Encourage them to think of local habitats, which might include woodland, built, hedge, grassland, ponds etc.
3. **Lesson 2, Clips 2, 3 or 4**, introducing woodland and pond wildlife, and the wildlife of Norfolk.
4. Explain that scientists who study biology, such as zoologists and ecologists, record what habitats are like. Give pupils each a Habitat Investigation Passport and ask them to fold it in half so that there is a blank page on the inside. Then ask them to draw themselves as explorers. Explain that they will be exploring local habitats, like zoologists and ecologists.
MAIN

1. Discuss the map of the grounds that you’ve prepared. Explain how it works: point out the key, the North arrow and any symbols that you’ve used. You might also show the class other maps. You could discuss the difference between satellite and map views from online map providers, for example, or you could look at an Ordnance Survey or weather map in order to discuss symbols.

2. Explain that the children are going to create a map of the habitats in their grounds. Questions to ask the class:
   – What types of habitat can you find in the grounds?
   – What symbols might you use to indicate your local habitats on a map? Start to create a key made up of the children’s symbols.
   – Are there areas of the school grounds that would be interesting to explore? You might call these ‘zones’. Some of the zones might contain a mixture of habitats, for example the service yard might include concrete, trees and walls covered in ivy.

3. Explain that teams are going to explore different zones, to observe the habitats there. Work with the children to identify one zone per group to explore.

4. Ask the teams to go outside and visit their allocated zone. Ask them to use their Habitat Investigation Passports to record information about the zone, and use the inside page to draw their area in some detail, labelling the different habitats within their zone. Ask the children to add a North arrow to their map, and to mark any immovable objects, for example climbing frames.

5. As an extension, children can create a detailed drawing of something that’s living in their zone, whether a plant or animal.

PLENARY

1. Invite teams to add symbols for the habitats to the A3 map, creating an overall picture of the habitats in the school grounds.

2. Invite teams to name their zones, and add the names to the large map. You should now use copies of this version of the map for future lessons.

3. What animals could live in your school grounds? Discuss the animals that the children KNOW live in or use the grounds, for example minibeasts, foxes or robins. Also discuss what SORT of animals could live in the grounds, for example, ‘animals that live in trees’, ‘animals that don’t mind lots of noise’. For older pupils use vocabulary such as ‘mammals’ and ‘amphibians’.

HOMEWORK

Draw a map of your route to or from school. Add habitat symbols to your route, and mark on it any animals that you notice on the way, not forgetting that humans are also animals!