

(Key Stages 1 & 2)

Park Wildlife Safari

Essential question:

How can we support wildlife in our homes, schools and cities?

Project summary:

Students will explore a variety of habitats and species of wildlife that are present in Queen Elizabeth Olympic Park or their local community. They will understand how humans can play a role in supporting these ecosystems.

Curriculum links:

Key Stage 1:

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

Topic areas from Programmes of Study developed in this project:

- identifying names and features of animals, trees and plants
- identifying habitats and 'micro-habitats'
- describing how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Lower Key Stage 2 (Years 3 & 4):

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Topic areas from Programmes of Study developed in this project:

- exploring relationship between structure and function: the idea that every part has a job to do
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Upper Key Stage 2 (years 5 & 6):

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

Topic areas from Programmes of Study developed in this project:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- identify how animals and plants are adapted to suit their environment in different ways.

Bronze

Activities

Create a high-quality anatomical drawing of one of five animals that makes its home in Queen Elizabeth Olympic Park. Write a sentence or paragraph to describe the animal, including its appearance and the function of its parts.

Resources	<ul style="list-style-type: none"> • Park Wildlife Photographs • Park Wildlife Information Sheet
Teacher's notes	<p>This activity assumes some prior experience of identifying animals and confidence in drawing.</p> <p>In this activity, students develop their skills of close observation, drawing, critique and their ability to write descriptively in sentences or paragraphs.</p> <ol style="list-style-type: none"> 1. Share the photographs of animals found within the Park among the class. Can students identify the different animals, or their types? Do they know what sounds they make, or where they live? Encourage students to read the animals' names out loud. 2. The next task is designed to enhance students' ability to draw with confidence from observation. Encourage students to study their chosen animal for a few minutes before starting to draw - they need to observe its different features like a scientist, by studying it as closely as possible! They should then draw their animal. [Tip: you can support weaker students using the Park Wildlife Information Sheet.] 3. Once students have completed their drawings, undertake a few cycles of critique and review, whereby students improve their drawing in each subsequent draft in response to kind and specific feedback from their fellow students. When their final drafts are complete, students can add colour. [Tip: watch the Austin's Butterfly video as preparation for running this activity.] 4. If appropriate, encourage students to annotate their final drawings with some of the key body parts. Some students may also be able to consider the function of these different body parts. [Tip: use the Park Wildlife Information Sheet to support this activity.] 5. Ask students to write a sentence or paragraph to describe their animal, including its appearance and the function of its parts. 6. As a final task, students can read their sentences or paragraphs aloud to the class.

Silver

Activities

Inspired by the rich wildlife of the Park, undertake an environmental study during a visit to a local park or open space. Explore, observe, ask questions and collect samples in this space to better understand the animals, plants and man-made features of the local community. Based on the visit, study the wildlife in greater detail or make a structure to support wildlife in the local community.

Resources	<ul style="list-style-type: none"> • Optional: Park Wildlife Photographs • Habitat Investigation Framework <p><i>(You will also need a map of your chosen local park or open space)</i></p>
Teacher's notes	<p>This activity encourages students to engage with the wildlife of their local community. It assumes some basic understanding of the different types of places animals like to live.</p> <p>Most of this activity should take place in a local park or open space. Try to choose a space that has a wide variety of habitats. You will need a simple aerial map of this space. You will also need to prepare appropriate activities for students to complete in this space, adding these to the Habitat Investigation Framework. You may want to think about the different ways students could record information – could they take photos? collect samples? record sounds? [Tip: You may also want to look at the Park Wildlife Safari Booklet for ideas of the type of activities you could complete.]</p> <ol style="list-style-type: none"> 1. It would be good to start this task by encouraging students to understand the focus on wildlife in Queen Elizabeth Olympic Park. Do students know some of the different animals that make their home in the Park? [Tip: You could share the Park Wildlife Photographs with your class as examples of different animals found in the Park.] 2. Undertake a visit to a chosen local park or community space. Start by identifying the different spaces within the park or community space. Can they see trees? Can they see water? Is there grass? Can students mark the different spaces on the aerial map? 3. Explain to students that they will now act as environmental officers. They need to complete different activities to get a good understanding of the space, using the Habitat Investigation Framework to record their observations. 4. Students can complete the Habitat Investigation Framework for one or more spaces within their local space. In this instance, can students compare the different habitats they have explored? If you've shown the Park Wildlife photographs, you may want to ask if they saw any similar animals or plants to those they know exist in Queen Elizabeth Olympic Park. 5. After comparing their observations, there are a number of follow-up activities students could complete on return to school. <ul style="list-style-type: none"> • Students could create a classroom display based on their visit. It could include samples collected from their visit, drawings, descriptions. It could even take the form of a map. • Students complete an anatomical drawing for one of the plants or animals they discovered on their visit. [Tip: See the Bronze section for more detail on this.] • Students identify an animal that they can support within their school, park or local space. Students plan, make and build a structure to support this animal. [Tip: See the Gold section for more detail on this.]

Gold

Activities

Explore the different wildlife as part of a visit to Queen Elizabeth Olympic Park, completing a detailed study on three habitats. Explore, observe, ask questions and collect samples in these habitats to better understand the plants and animals in the Park. Based on the visit, apply learning to identify an animal to support and plan and make a man-made structure that will support wildlife in the Park or the local area.

Resources	<ul style="list-style-type: none"> • Park Wildlife Safari Booklet
Teacher's notes	<ol style="list-style-type: none"> 1. Prior to visiting the Park, it may be helpful to ask students what they know about the Park. Do they think there are lots of different plants and animals there? Can they think what plants or animals they might see? 2. On visiting the Park, hand out a Park Wildlife Safari Booklet to each student. Visit the three profiled habitats within the Park – this can be done in any order. At each habitat, students complete the activities within their booklet. [Tip: You may also want to supplement these activities with some of the worksheets listed below.] 3. On returning to schools, students can feedback on what they saw in the different habitats. <ul style="list-style-type: none"> • How did the different habitats compare to each other? • What was the best thing they discovered? • What was the most surprising? 4. Lead students to think about how the wildlife within the Park might be vulnerable. Do they think there are animals they can help to support? Which animals might they need to support? Where? Why? 5. As a class, design, plan and make a man-made structure to support wildlife in the Park (or their local area). [Tip: make use of the RSPB guides referenced in the Go! Further section for advise on building homes for frogs, bees, butterflies and many more.] 6. As a final task, students may want to present their structure to their peers, teachers, or senior management. They can explain: <ul style="list-style-type: none"> • what they have learned about wildlife in the Park • the process they've gone through in designing, planning and making their wildlife structure • the benefits it will bring to wildlife in their local community.

Go! Further

Below are some additional resources that can be used to support the delivery of these projects.

- [London Legacy Development Corporation Environmental Sustainability Report 2014](#) – contains additional information on biodiversity within the Park.
- [Legacy Communities Scheme Biodiversity Action Plan 2014-2019](#) – a detailed report on how the Park has been designed to support a range of natural habitats.
- [RSPB Give nature a home guides](#) – great ideas for giving different wildlife a home, including detailed how-to guides.

For additional worksheets, including activities to complete while visiting the Park, go to www.QueenElizabethOlympicPark.co.uk/the-park/things-to-do/for-schools. The resources which can be downloaded under the headings Geography and Science are particularly relevant to this project. There are also additional supporting resources in the [Adventures in the Park](#) pack.