

Woodland Webs

Suitable for Years 4-6, March to November

This programme is specially designed for older primary students. It encourages them to investigate the inter-relationships that connect all life together – including food chains and food webs.

Key Concepts

Habitats, food chains, food webs, inter-relationships, feeding relationships, biodiversity, adaptations, energy transfer.

Learning Outcomes

By the end of the programme, students should be able to:

- Explain that a habitat is the home of a specific community of plants and animals
- Explain that plants and animals are adapted to their life style and the conditions of the habitat in which they live and provide examples
- Understand that all organisms (both plants and animals) within a habitat interact in a number of different ways
- Understand the terms producer, consumer, herbivore, carnivore and their relevance in food chains and food webs.
- Explain that all food chains start with plants that make their own food, stating the role of sunlight.

Before you come

Think of an oak tree. Name as many animals as you can that would like to eat each part of the tree.

Now consider a holly tree. Would the same animals like to eat the parts of this tree? Why?

Programme Outline

Learning Objectives	Activity
<ul style="list-style-type: none"> • To introduce the habitat concept • To assess prior knowledge and questions from the group 	<p>Powerpoint talk – “Ecology of an Oak Tree” Introduces the habitat concept by using the oak tree and the community it supports as an example.</p>
<ul style="list-style-type: none"> • To introduce the woodland habitat and understand food chains. 	<p>What’s for Dinner? In small groups, students search for evidence of producers and consumers within the woodland habitat.</p>
<ul style="list-style-type: none"> • To introduce food webs • To recognise that all species within a habitat are inter-connected. 	<p>Webbing Game An interactive look at just how complicated food relationships really are.</p>

- To identify invertebrates and their feeding preferences.
- To create a food web for a micro-habitat

Invertebrate hunt

In small teams the students are asked to find, record and name as many different invertebrates as they can. They will then be asked to identify which are primary and secondary consumers before creating a small web for the leaf litter micro-habitat.

Self-guided trails

To complement this half-day programme, we recommend our **Who Lives At Westonbirt?** backpack. This can be viewed at www.forestry.gov.uk/westonbirt-education