Session title	Invertebrate Safari.	
Key Q	How have invertebrates evolved to survive in these habitats and how are they dependent on each other and their environment?	
Session description	Find and identify a range of invertebrates in our woodland and pond habitats. How have they evolved to survive in these different habitats and how are they dependent on each other and their environment?	
Key Stage suitability	KS3	
Duration	2 hours	

Curriculum links	KS3: Science and Technology: Science ▪ Explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity ▪ Investigate what can be done to conserve and promote biodiversity	
Learning outcomes	Most learners	More able learners
	Will be able to name at least 4-5 species of invertebrate that live in a freshwater pond and woodland. habitat/ecosystem. Will be able to use pond dipping and mini-beast hunting equipment safely and effectively. Will be able to understand the threats to both types of habitats.	Will be able to describe and classify at least one pond and woodland invertebrate. Will be able to describe the similarities or differences between at least one pond invertebrates and one terrestrial invertebrate. Will be able to explain some key elements of adaptation to both types of habitat.
Key vocabulary	Ecosystem Habitat Wetland Terrestrial Eutrophic Adaptation	Biodiversity Aquatic Invertebrate Vertebrate Abdomen Thorax	Insect Mollusc Myriapods Worms Crustacean Exoskeleton

Session Outline – Woodland invertebrate hunt	Time
Introduction	5 mins
Learners are given an introduction to the does and don’ts of ‘mini beast’ hunting.	
Activity 1: Responses to introduction	10 mins
Learners are given an opportunity to suggest what they might catch and to develop their thoughts on adaptation.	
Activity 2: Hunt for terrestrial woodland invertebrates	10 mins
Learners hunt for invertebrates using the equipment provided.	
Activity 3: Identification of catch.	10 mins
Learners use the ID leaflets to identify at least three species.	
Activity 4: A closer study.	15 mins
Learners decide upon and remove a species of their choice using a magnifying pot. They use white boards to take notes on their chosen subject referring to the detailed identification handout.	

Plenary	10 mins
Teacher captures data from white boards and facilitator asks learners about their choice of species and prompts them to share their findings on adaptation and any similarities they have discovered about their species.	

Session Outline – Pond dipping	Time
Introduction	5 mins
Learners are given an introduction to pond dipping using flash cards.	
Activity 1: Session title and enquiry prompt.	10 mins
Using a cartoon picture prompt, the leader explains the session and ask learners for ideas on adaptation.	
Activity 2: Pond Dipping	10 mins
Learners dip into ponds using the equipment provided.	
Activity 3: Identification of catch.	10 mins
Learners use the ID booklets and magnifying glasses to identify at least three species.	
Activity 4: A closer study.	15 mins
Learners decide upon and remove a species of their choice using a magnifying pot. They use white boards to take notes on their chosen subject referring to the detailed identification handout.	
Plenary	10 mins
Teacher captures data from white boards and facilitator asks learners about their choice of species.	