

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 <ul style="list-style-type: none"> 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	All learners	More able learners	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 invertebrates. Will be able to explain some key elements of adaptation to both types of habitat. 	
Key vocabulary	<ul style="list-style-type: none"> Ecosystem Habitat Wetland Terrestrial Eutrophic Adaptation 	<ul style="list-style-type: none"> Biodiversity Aquatic The nomenclature & taxonomy of species. Invertebrate Vertebrate 	<ul style="list-style-type: none"> Insect Mollusc Myriapods Worms Crustacean Exoskeleton Abdomen Thorax

Session Outline – Woodland invertebrate hunt	Time
Introduction	5 mins
Pupils are given an introduction into the does and don'ts of 'mini-beast' hunting.	
Activity 1: Responses to introduction	10 mins
Pupils 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
Pupils begin to hunt for invertebrates using equipment provided.	
Activity 3: Identification of catch.	10 mins
Pupils and adults use the ID leaflets to identify at least three species.	

Activity 4: A closer study.	15 mins
Pupils decide upon and remove a species of their choice using a magnifying pot. Pupils use white boards to take notes on their chosen subject referring to more detailed identification handout.	
Plenary	10 mins
Teacher captures data from white boards and facilitator asks pupils about their choice of species and prompts pupils to share their findings on adaptation and any similarities they have discovered about their species.	

Session Outline – Pond dipping	Time
Introduction	5 mins
Pupils 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 asks pupils for ideas on adaptation.	
Activity 2: Pond Dipping	10 mins
Pupils begin to dip into ponds using equipment provided.	
Activity 3: Identification of catch.	10 mins
Pupils and adults use the ID booklets and magnifying glasses to identify at least three species.	
Activity 4: A closer study.	15 mins
Pupils decide upon and remove a species of their choice using a magnifying pot. Pupils use white boards to take notes on their chosen subject referring to more detailed identification handout.	
Plenary	10 mins
Teacher captures data from white boards and facilitator asks pupils about their choice of species.	