THE MIGRATION CHALLENGE

AGES 5-7

Curriculum resource pack for migration

WWT is one of the UK's leading providers of outdoor learning. We welcome over 50,000 learners per year to our Wetland Centres where we provide unique opportunities for learners of all ages and abilities to interact with wetland wildlife from the UK and across the world.

We are open all year round with sessions for every season. Whether you're looking for curriculum-linked learning or simply a fun day out, there really is something for everyone. To find out more about our school visits programme please visit **learningzone.wwt.org.uk.**

Why wetlands?

WWT works across the UK to save, restore and build wetlands for wildlife and people. Wetlands are one of the most important habitats on earth – storing huge amounts of CO_2, providing a natural way of stopping flooding and serving as a home for huge numbers of different creatures. Spending time in wetlands is also proven to improve mental health and wellbeing!

Using this resource pack

This resource pack contains classroom activities designed to cover key curriculum content as well as outdoor activities designed to promote nature connection and a love of the natural world. This is accompanied by supporting resources that can be printed or used on screen with your pupils. At the end of the pack you will find a short quiz that can be used to reinforce and assess pupils' learning.

CURRICULUM LINKS

England

KS1: Geography

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and outes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Northern Ireland

KS1: The world around us

- How and why people and animals move

Wales

Foundation Phase: Science and Technology

- I can explore relationships between living things, their habitats and their life cycles

Curriculum links continued...

Scotland

First: Social studies

- By exploring climate zones around the world, I can compare and describe how climate affects living things
- By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things
- Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area

INDOOR ACTIVITIES

YOU WILL NEED:

Migration map (see the end of this pack)
Rulers
Red and blue colouring pencils/pens

Other relevant resources

Activities:

- Make your own binoculars
- Make your own bird hide
- Make a Bewick's swan hat
- Arctic adventurer back pack activity

School visits:

- We have a range of sessions focusing on migration at KS1. Visit our Learning Zone to find out more **learningzone.wwt.org.uk**

NOTE: **Where you see a Q this indicates a question to ask your pupils.**

Activity 1: Mapping Migration

Q **What do we mean by migration?**

- Introduce the concept of migration.

Key word
MIGRATION

When an animal travels to find food or better living conditions, usually as the seasons change.

Activity 1 continued... **4**

- Give out one copy of the migration map per group.
- Ask each group to label the seven continents and five oceans.
- Look at the following information on the follow pages together with your class:

Bewick's swan

Location during UK summer
Ust-Kara, Arctic Russia

Location during UK winter
WWT Slimbridge Wetland Centre, Gloucestershire

Migration dates
Oct / Nov and Feb / March

Route
Via Estonia, Latvia, Lithuania, Poland, Germany, Netherlands

Whooper swan

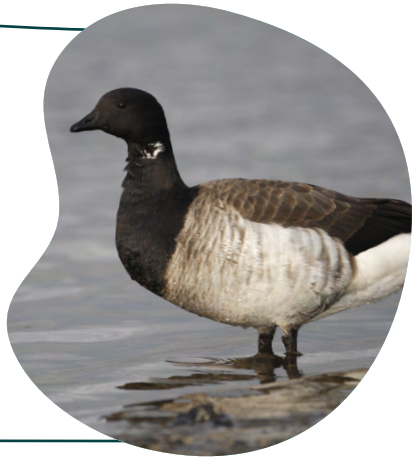
Location during UK summer
Iceland

Location during UK winter
WWT Martin Mere Wetland Centre, Lancashire

Migration dates
Oct / Nov and Feb / March

Route
Via Scotland

Light-bellied brent goose



Location during UK summer
Ellesmere, Arctic Canada

Location during UK winter
WWT Castle Espie Wetland Centre, Northern Ireland

Migration dates
Sept / Oct and Feb / March

Route
Via Greenland and Iceland

Osprey

Location during UK summer
Near WWT Caerlaverock Wetland Centre, Scotland

Location during UK winter
Senegal/Gambia border, Africa

Migration dates
March / April and Aug / Sept

Route
Via France, Spain, Morocco, Western Sahara and Mauritania

Sand Martin

Location during UK summer
WWT London Wetland Centre, Barnes

Location during UK winter
Niger, Africa

Migration dates
March and Oct

Route
Via France and Algeria

- Allocate each group one of the birds above (more than one group can focus on each bird - Bewick's swan and osprey are slightly more difficult than the others).
- Ask each group to look at the information for that bird.

Q **Where does the bird spend our summer?**

- Get each group to mark this with a red dot on their map.

Q **Where does the bird spend our winter?**

- Get each group to mark this with a blue dot on their map.
- Give instructions for each group to:
  - > Look at the route listed on the card.
  - > Plot the bird's migration journey linking the middle of each country visited with straight lines using a ruler.
  - > Mark on their map the continents and oceans over which the bird travels.
  - > Mark on their map the countries over which the bird travels (including countries within the UK).
  - > Mark on their map the direction the bird flies (either N / S or E /W).

Activity 2: What is it like where they go?

- Each group should now research the area where the bird spends our summer and the area where it spends our winter. How do these two areas compare? How does the weather compare in these two different areas? Which is colder? What is it about these areas that provides the things these birds need to survive?
- Each group to report back to the rest of the class, describing the journey the bird takes and what they have found out about the two countries they've researched.

Q **Why do you think these birds go to the trouble of migrating?**
Why do they migrate when they do?

- Birds usually migrate to find a more suitable climate and better supplies of food.

Activity 3: The Migration Challenge

- These birds face lots of challenges on their migrations. There is a risk of starvation if they can't find enough food and many birds become exhausted. There is also a danger that they fly into tall objects such as pylons and telephone masts. Some of these birds are even hunted.

Q **Can you imagine what the journey must be like for these amazing animals?**
What might they have seen and experienced? What would it have felt like?

Q **Imagine if you were one of the birds – what would you think when you first took off?**
What would it feel like when you arrived after such a long journey?
You might want to think about any long journeys you've taken.

Q **Often the arrival of certain birds holds a lot of meaning for some people – can you think of something that happens each year that holds lots of meaning for you?**

- These ideas can then be used to produce a piece of creative writing from the bird's perspective.

OUTDOOR ACTIVITIES

Activity 4: Migration run

- Print a copy of the migration map at A3 size.
- Cut out each continent separately.
- Take this outside along with the bird migration information.
- Pin up each continent in a different location.
- Call out a bird, the time of year and which continent it travels from and to (e.g. 'in March and April, ospreys travel from Africa to Europe').
- Pupils should run from the appropriate continent to the other.

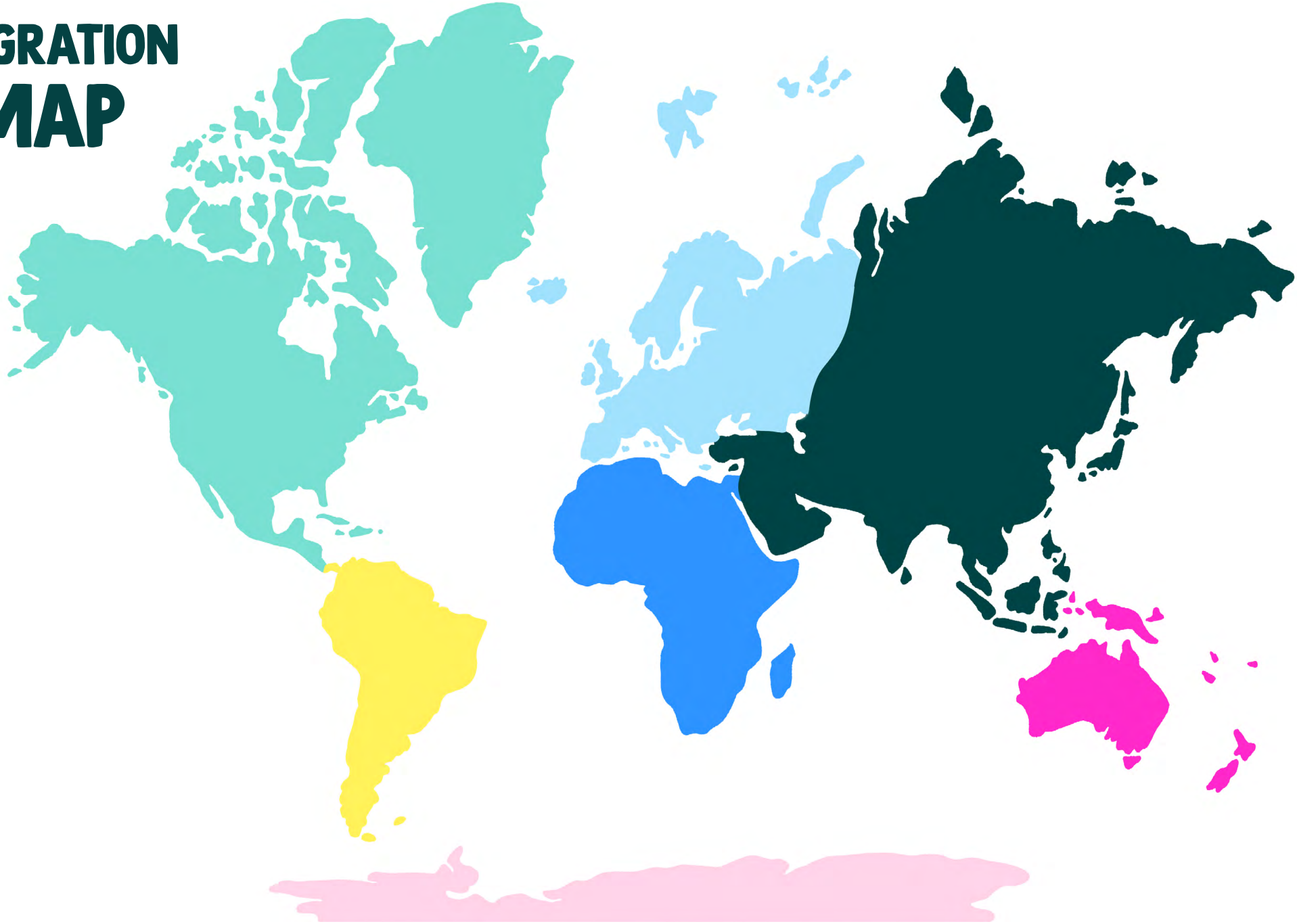
NOTE: **Iceland is in Europe so whooper swans travel from one country in Europe to another country also in Europe - see if the children can work this out. Russia is in both Europe and Asia so either is correct.**

- This activity can be extended by calling out the country rather than the continent - can the children remember which continent it is in?
- This activity can then be further extended by simply calling out the bird and time of year - can the children remember its journey?

Activity 5: Migration Story

- Take learners to an area outside. They will need some equipment that they can safely use as 'obstacles' (e.g. hoops, PE markers/cones, small blocks, chairs etc.).
- Working in groups, ask learners to set up fictional migration routes around the outdoor area. Each route must include two or three 'obstacles'; these are objects that represent real life challenges that a migrating bird might encounter (e.g. electricity pylons, hunters, storms, wildfires, lack of suitable habitat / food).
- At each obstacle, they must decide on an action they must take that helps tell the story of the migration. Once completed, with one person as 'storyteller', they should act out their migration route with its obstacles. Each group can then show their migration route story to another group.

MIGRATION MAP



QUIZ: THE MIGRATION CHALLENGE

Round 1: Picture round

The following birds all migrate.

Q Can you name them?

1 .....

2 .....

CLUE: The yellow comes further down the beak of a whooper swan than a Bewick's swan.

3 .....

4 .....

5 .....

Round 2: Continents and oceans round

6 Which ocean does the light-bellied brent goose travel over during its migration?

.....

7 All of the birds featured spend time in the UK. Which continent is the UK part of?

.....

8 Which continent does the light-bellied brent goose travel to when it leaves the UK in spring?

.....

9 Which continent do both the osprey and sand martin migrate to from the UK?

10 Which of the birds in the pictures above has the migration that involves the most travel over sea?

Round 3: Countries of the UK round

12 Castle Espie Wetland Centre is not far from Belfast. Belfast is the capital city of which UK country?

13 Sand martins nest at a wetland centre in England's capital city. Can you name this city?

14 Ospreys travel to Caerlaverock Wetland Centre near Dumfries. Which UK country is this in?

15 Martin Mere Wetland Centre is close to the cities of Liverpool and Manchester. Which country of the UK is it in?

16 Llanelli Wetland Centre welcomes up to 50,000 migratory birds each winter. Which UK country is this wetland centre in?

ANSWERS: THE MIGRATION CHALLENGE

Round 1: Picture round

The following birds all migrate.

Q Can you name them?

1 Bewick's Swan

2 Whooper Swan

CLUE: The yellow comes further down the beak of a Whooper swan than a Bewick's swan.

3 Sand Martin

4 (Light-bellied) Brent Goose

5 Osprey

Round 2: Continents and oceans round

6 Which ocean does the light-bellied brent goose travel over during its migration?

Atlantic ocean

7 All of the birds featured spend time in the UK. Which continent is the UK part of?

Europe

8 Which continent does the light-bellied brent goose travel to when it leaves the UK in spring?

North America

9 Which continent do both the osprey and sand martin migrate to from the UK?

Africa

10 Which of the birds in the pictures above has the migration that involves the most travel over sea?

(Light-bellied) Brent goose

Round 3: Countries of the UK round

12 Castle Espie Wetland Centre is not far from Belfast. Belfast is the capital city of which UK country?

Northern Ireland

13 Sand martins nest at a wetland centre in England's capital city. Can you name this city?

London

14 Ospreys travel to Caerlaverock Wetland Centre near Dumfries. Which UK country is this in?

Scotland

15 Martin Mere Wetland Centre is close to the cities of Liverpool and Manchester. Which country of the UK is it in?

England

16 Llanelli Wetland Centre welcomes up to 50,000 migratory birds each winter. Which UK country is this wetland centre in?

Wales