

Food Chains

To show that food chains, with producers, predators and prey, exist within habitats



| | |
|--------------------------|--------------------------------|
| Years: KS2 Year 4 | Total Duration: 2 hours |
|--------------------------|--------------------------------|

Curriculum Links

Animals, including humans:

'construct and interpret a variety of food chains, identifying producers, predators and prey'

Non statutory: 'Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for the differences'

| | |
|----------------------------|--------------------------|
| Learning Objectives | Learning Outcomes |
|----------------------------|--------------------------|

Children should learn...

- that food chains can be used to represent feeding relationships in a habitat
- that the sun provides the energy to start most food chains and that most food chains start with a green plant
- that a plant is a producer and that all animals are consumers. Animals can be prey, predators or both

All children will be able to identify some animals that are predators and animals that are prey. Most children will be able to represent feeding relationships within a habitat through food chains, using the terms producer, consumer, predator and prey. Some children will be able to explain that plants make their own food during a process called photosynthesis and that this requires carbon dioxide, water and sunlight.

Programme Summary

This session focuses on food chains in freshwater and woodland environments. We will discuss food chains and their components with a talk in the Ecology Centre. Children will learn about producers, predators and prey. With the aid of the Centre's collection of stuffed and model animals they will learn the foods and predators of pond and woodland animals. There will be the opportunity to construct food chains.

Outside the class will be divided into two, with half the group searching for freshwater species through pond dipping, and the other half woodland species through minibeast hunting. They will record the producers and animals that they find. The whole class will participate in both outdoor activities before returning to the centre for a plenary.

Pre-visit Preparation

If you have not visited the centre before a pre-visit is essential.

It helps to brief the children before a visit. Talk through the activities that they will be doing and discuss key vocabulary.

| Pre-visit ideas | Post-visit ideas |
|---|--|
| Identifying producers, prey and consumers in the school environs Talk through some food chains | Research project on food chains in different habitats around the world Research on the food web in which an oak tree is a producer Make and construct food chain mobiles Discuss what happens when there is natural or human interference in a food chain |

Please refer to our Health & Safety Information for risk assessments and an outline of the school and Ecology Centre responsibilities.