



Lesson 4

River habitats



Enquiry Question: What is a habitat?	Expected Duration: 1 Hour	Key Stage: 2
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Learning Objectives:

1. **Know:** What a habitat is
2. **Understand:** Why a river makes a good habitat for animals
3. **Apply:** Identify the factors that make a river habitat good and bad

Learning Outcomes:

All pupils will be able to: identify some features of a river habitat

Most pupils will be able to: identify some good and bad features of a river habitat

More able pupils will be able to: explain the good and bad features of a river habitat

Time:
5
Mins

Starter: Odd one out (Slide 2)

Go through each picture line identifying the images with help from the class. Ask pupils to raise their hand or stand up on the answer that they think is correct

1. A. Bat – A mammal that just feeds by a river
2. B. Littered watercourse – The other images show a clean watercourse
3. c. Fish – Absorbs oxygen only through water not air like the others

Suggested Assessment for Learning (AFL): Pair or group discussion first if needed, then class voting, stand up for the one that you think is odd.

Suggested Differentiation:

More Support: change the images to make it more accessible. Only use 3 images instead of 9. Add supporting labels.

Challenge: Explain why they have chosen this as the odd one out.

<p>Time: 10 Mins</p>	<p>Task 1: What is a habitat? (Slide 4) Use the image to work out what a habitat is.</p> <p>Suggested Assessment for Learning (AFL): Pair or group discussion, feedback to the class on whiteboards</p> <p>Suggested Differentiation:</p> <p>More Support: Add key words and/or other example images to help them to define what a habitat is.</p> <p>Challenge: How are the living things on this image adapted to this habitat?</p>
<p>Time: 10 Mins</p>	<p>Task 2: What do animals need to survive and thrive? (Slides 5 and 6) Sort the features into things that animals need to survive and to thrive.</p> <p>Suggested differentiation:</p> <p>More support: Discuss the meaning of survival and thrive first.</p> <p>Challenge: Do humans need the same things to thrive? Students could think about what we might need to thrive, and whether these are different needs from those of animals.</p>
<p>Time: 5 - 20 Mins</p>	<p>Task 3: Label the habitat features (Slide 7) Name the different habitat features shown in the image, both inside and outside the river. They can label and annotate a printout of the image if needed.</p> <p>If using black and white printouts, students could colour in the scene using accurate colours or different colours for the different features.</p> <p>Suggested differentiation:</p> <p>More support: pre label the image with features and students can agree or disagree with each annotation or add the arrows as a place holder for them to label with the correct feature themselves.</p> <p>Challenge: How does a habitat inside a river differ from a habitat outside the river?</p> <p>Students could think about inside the river providing water, places to lay eggs, protection, water to swim etc. Outside the river provides air to fly.</p>

<p>Time: 15 mins</p>	<p>Task 4: River habitats: Good and bad (Slides 8 and 9)</p> <p>Scout has suggested that the river in the image may not be the best habitat for plants and animals. Using a printout of the image, students could annotate to highlight what might be causing issues in the river. Reveal the answers after discussion on the following slide.</p> <p>Suggested differentiation:</p> <p>More support: discuss the image as a group first. Label the image with the issues and students can agree or disagree with each annotation. Add the arrows as a place holder for them to label with the correct issue themselves. They could colour the issues on a black and white copy.</p> <p>Challenge: What can we do to reduce these impacts on river habitats?</p>
<p>Time: 15-30 Mins each</p>	<p>Optional practical activities</p> <ul style="list-style-type: none"> • Indoor – Land on the habitat • Indoor or Outdoor – Wildlife corridor game
<p>Time: 5 Mins</p>	<p>Plenary</p> <p>True or false quiz.</p> <p>Challenge:</p> <p>For each false statement, can you correct it and explain why it is false?</p>

Teacher Notes:

<p>Resources:</p> <ul style="list-style-type: none"> • PowerPoint for slides • Whiteboards, exercise books, voting cards • Optional printout of river scene – b/w or colour

<p>Curriculum Links:</p> <ul style="list-style-type: none"> • Science: Animals and plants; describe the basic needs of animals, including humans, for survival (water, food and air), identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- **Geography:** Physical geography: Rivers, Water, river habitats, issues facing rivers. Humans affecting the natural landscape.
- **PE:** Land on the safe habitat game, Wildlife corridor game

Key Words:

Animal

Plants

Species

Habitat

With thanks to:



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