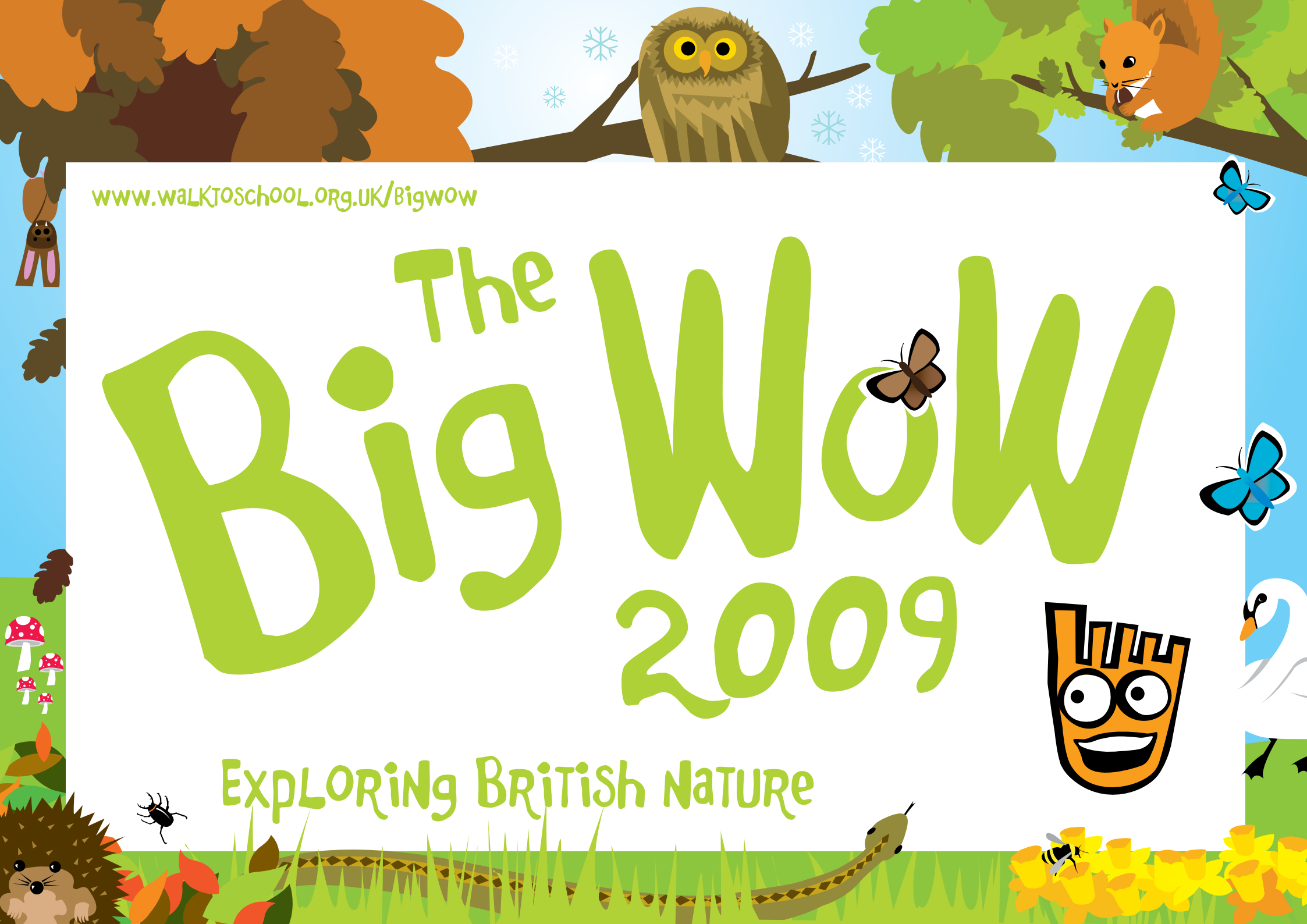


[www.walktoschool.org.uk/BigWow](http://www.walktoschool.org.uk/BigWow)

# The Big Wow 2009

EXPLORING BRITISH NATURE





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# AN INTRODUCTION TO The Wow Campaign



**The WoW campaign (Walk on Wednesdays or Walk once a Week) was created in 2004 by Transport for London (TfL) in partnership with Living Streets' Walk to School Campaign. The campaign aims to increase the number of journeys to school by foot and reduce the number of journeys by car.**

Children are rewarded on a monthly basis for walking at least once a week, traditionally on a Wednesday. The campaign promotes walking to school as a great way for young people to increase the amount of daily physical activity they do and to cut down on their carbon footprint, helping to improve not only their own health but also the health of local communities and the planet.

The WoW campaign is simple and flexible for schools to take part in. All you have to do is encourage the children to walk to and from school at least once a week. If a Wednesday isn't right for your school, then it can be a Tuesday, a Friday, or whatever day best suits and fits in with other school priorities. National Walk to School Week (17-21 May 2010) and Walk to School Month (October each year) are ideal opportunities to give walking a go.

Class wall charts are available free of charge from your School Travel Adviser, and every child who walks at least one day a week in a given month is eligible to receive a special WoW badge. There are 11 different badges to collect each school year, one for each month except August. Badge designs are chosen from a national school competition each year. The theme for this year is **Exploring British Nature** with the badges featuring British animals, insects and plants.

To find out more about WoW and to sign up for the scheme if your school does not already take part, just contact your School Travel Adviser at the Council or visit the Living Streets Walk to School website [www.walktoschool.org.uk/content/wow\\_scheme.php](http://www.walktoschool.org.uk/content/wow_scheme.php)

An electronic version of this resource pack can also be downloaded at [www.walktoschool.org.uk/bigwow](http://www.walktoschool.org.uk/bigwow)

# What is The Big wow?

The Big wow is a CELEBRATION event TO LAUNCH The 2009/10 wow campaign. IT IS A FUN activity FOR YOUR SCHOOL TO BE A PART OF AND CAN HELP PROMOTE The wow campaign TO PUPILS. YOUR SCHOOL CAN TAKE PART WHETHER YOU ARE ALREADY A WOW SCHOOL OR JUST THINKING ABOUT JOINING.

The Big wow CAN EITHER BE A ONE DAY EVENT OR RUN OVER THE COURSE OF THE SCHOOL YEAR - YOU DECIDE ACCORDING TO THE LESSON PLANS YOU CHOOSE TO DO FROM THIS PACK.



# The Big WOW 2009 - explORing BRITISH NaTURE

This resource pack will enable young people to learn about British nature. It will encourage them to look at local parks and areas around their homes and school as important natural habitats that support native animals, insects and plants. By encouraging children to explore on foot, the campaign helps children to get to know their local area better and understand the effect of human activities on our natural environment.

This pack has been created to support teachers. Lessons are aimed at Key Stage 2, in particular Year 5 pupils, although they could be adapted for other year groups. There are four lessons which can be expanded or shortened depending on time available. There are pupil worksheets, teacher fact sheets and resource links to assist you with your lessons.

## **Lesson 1 Planning your journey**

In this lesson pupils will learn to plan a walking route to a local park.

## **Lesson 2 Animals and plants**

In this lesson pupils will learn more about the natural British environment as well as their local area and what animals live there. They will also learn about native plants and habitats.

## **Lesson 3 Urban Safari Field Trip**

The pupils will collect information on the field trip and present their findings to the class.

## **Lesson 4 Collage**

This lesson will see pupils use the information they have gathered from their classroom research, field trip and walks to school to create a collage.





### Big WoW Collage Competition

Throughout September to March schools can take part in the Big WoW collage competition. Students are encouraged to work on the collage during Autumn, Winter and Spring and collect, draw or make rubbings of natural objects on their walk to school.

The competition will run until **Friday, 19 March 2010** with the winning entry to be announced at the Transport for London and Living Streets WoW award ceremony in June 2010. The first prize will be a trip for one class to Lego Land and the second prize a trip for one class to the London Zoo. The third prize will be £250 of art supplies

The competition is aimed at Key Stage 1 and 2 students. While more than one entry will be accepted from one school, only one per class can be submitted. For full terms and conditions and further information about how your school can take part go to [www.walktoschool.org.uk/bigwow](http://www.walktoschool.org.uk/bigwow)

The design of this pack links to QCA schemes of work for:

<b>Art and Design</b>	Unit 2B: Mother Nature, designer Unit 6C: A sense of place
<b>Geography</b>	Unit 1: Around our school - the local area Unit 5: Where in the world is Barnaby Bear? Unit 6: Investigating our local area Unit 14: Investigating rivers
<b>ICT</b>	Unit 2C: Finding Information
<b>Citizenship</b>	Unit 2B: Plants and animals in the local environment Unit 4B: Habitats Unit 5B: Life cycles Unit 6A: Interdependence and adaptation
<b>Science</b>	Unit 2B: Plants and animals in the local environment Unit 4B: Habitats Unit 5B: Life cycles Unit 6A: Interdependence and adaptation
<b>PE</b>	Unit 30: Outdoor and adventurous activities



# Lesson 1:

## PLANNING YOUR JOURNEY



### Introduction

In this lesson pupils will learn to plan a walking route to a local park. You can adapt it to visit another site or landmark in your area.

### Activities

1. Provide each pupil with a map which shows the school and the local park or reserve you will be visiting. Ask the children to locate both sites on their map and mark them clearly.
2. Ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify features of the natural and man-made environment, to say how they think the environment has been changed and shaped for different purposes, and to share their experiences of living in the area.
3. Ask the children to use a scale to work out how far the local park or reserve is from the school.
4. In groups, ask the children to work out a walking route from the school to the park or reserve. Ask them to consider a route which doesn't have many roads to cross.
5. Show the children the route they will be walking (that you have already planned and risk assessed) and provide each of them with a copy of the route map.
6. In groups, ask the children to look at the route and see if they can identify any other parks or natural environments they may pass on their journey and to make a list of them.



### Extension activities

If your park has a river, consider using the field trip to investigate and study the river system and the different elements it supports (humans, animals, plant life etc)



### Tips

- Ask the children to explain and give reasons for the routes that they have selected.
- Discuss the differences (if any) between the routes the children have drawn and the route that will be taken. Explain to the children why you have selected different parts of the route (e.g. to travel through a park; to avoid a busy junction).
- Explain to the children that on their walk to the local park or reserve, and while they are there, they will be observing the environment and collecting relevant information.
- If possible, show slides or photographs to prepare children for what they will see.
- Photographs of the area could be taken in advance or during the visit.
- Children could also use the internet and CD-ROMs to help them research, record and check information for their journey.

### Resources

- Teacher Fact Sheet 1 – Planning your journey
- [www.google.com/maps](http://www.google.com/maps), [www.bing.com/maps](http://www.bing.com/maps), [www.multimap.co.uk](http://www.multimap.co.uk) and [www.streetmap.co.uk](http://www.streetmap.co.uk) can be used to find local maps
- [www.walkit.com](http://www.walkit.com) and [www.tfl.gov.uk/journeyplanner](http://www.tfl.gov.uk/journeyplanner) can be used to help plan your walking route

### Learning Objectives / National Curriculum Links

- to make plans and maps
- to use secondary sources of evidence and ICT to access and present information
- to investigate places
- to analyse and communicate



# LESSON 2 :

# ANIMALS AND PLANTS



## Introduction

In this lesson pupils will learn more about the natural British environment as well as their local area and what animals live there. They will also learn about native plants and habitats.

## Insects and invertebrates

Gardens and parks contain a huge array of insects and invertebrates, including bees, ladybirds, spiders, mites, millipedes, centipedes, woodlice, slugs and snails. Insects and invertebrates contribute to garden and park life in many ways, providing food for birds, bats, hedgehogs, shrews, frogs, toads and newts, slow-worms and lizards. They also pollinate flowers – essential for most fruits and some vegetables – and help break down and recycle dung, dead animals and plant material.

## Activities

1. In groups, ask the children to identify what animals and plants they might find in the park or along the route to the park. Show them photos of common London native animals and plants and make a class list of different animals and plants, *e.g. bumblebee, oak tree, sparrow.*
2. Ask the children what they remember from previous work about the feeding of animals and plants.
3. Ask the children to suggest reasons why animals need the plants and why plants might need the animals. Help children to use their own knowledge and observations as well as secondary sources to make an information card about an animal or plant and its habitat. **Pupil Worksheet Lesson 2**
4. Ask the children to think about the impact of changing environmental conditions on various plants and animals in a particular habitat.
5. Remind children of earlier work on food chains. Ask children to construct a food chain and to explain to each other what they mean. This could be a food chain found in a local habitat or a food chain found in another habitat, *e.g. mountain, desert or rainforest.* Elicit children's understanding of the terms '*producer*' and '*consumer*'.
6. Ask the children to identify some simple rules for behaviour in areas where wild animals live, *e.g. making sure they don't disturb birds' nests, putting litter in bins, not stamping on insects, not picking wild flowers.* Tell the children that it is against the law to mistreat an animal.



**Tips**

Discuss work in connection with geography, e.g. connections between farming, industry and climate.

**Resources**

- Pupil Worksheet Lesson 2

**Learning Objectives / National Curriculum Links**

Children should learn:

- that animals and plants in a local habitat are interdependent
- how animals and plants in a local habitat are suited to their environment
- about links with other places and environmental impact
- that humans have a responsibility to treat animals with respect and ensure their well-being, including minibeasts
- to contribute ideas, discuss issues and listen to the views of others

**Extension activities**

As a class, discuss volunteering and the role of charities. Why do people volunteer? Brainstorm the different voluntary, community and pressure groups the children know of. Ask them why we need these groups and what their purpose is?

Introduce the idea that, just as we have laws to protect people, we also have laws to protect animals. Describe what people at the chosen organisation do, e.g. *inspect the conditions in which animals are kept and take action when these are unsatisfactory*. It may be helpful to liken their role to that of services for humans, e.g. *the police*.

Ask the children how they might help to improve animal welfare, e.g. *creating and maintaining a wildlife habitat at home or at school, providing food for birds, looking after their pets, organising fundraising activities to support an animal welfare charity*.



# LESSON 3 :

## URBAN SAFARI FIELD TRIP



### Introduction

The pupils will collect information on the field trip and present their findings to the class.

### Important safety note

All off-site visits must be carried out in accordance with LEA and school guidelines. Please check these before starting this lesson. You will probably need to secure parental volunteers to accompany the class on their visit.

In advance of this lesson, teachers should investigate walking routes to the local park or nature reserve to ensure safe routes are available. Your School Travel Adviser or Road Safety Team will be able to assist with this process.

When working out doors, teachers should check that there is no broken glass etc. Sites unlikely to have been contaminated with dog faeces should be chosen. Ensure that children wash their hands after handling soil etc.

### Organising the trip

Using the **Field Trip** check list, ensure that:

1. All the relevant permissions have been obtained for the trip
2. Sufficient volunteers have been found to meet required adult to pupil ratios and that they understand the purpose of the trip and what the children will be doing. Invite parents to come along
3. The children have all the necessary equipment that they will need. Don't forget to consider the weather
4. Ensure that the children have revised key road safety messages including the Green Cross Code

### What are habitats and microhabitats?

A habitat is any place where a particular animal or plant species lives. Different combinations of light, air, water and soil together with variations in climate and topography create different habitats. Examples of a habitat include a lake, meadow or woodland.

A **microhabitat** is a precise location within a habitat where an individual species is normally found, *e.g. within a deciduous oak woodland habitat woodlice may be found in the microhabitat beneath the bark of rotting wood.*

Most plants and animals are only able to survive in very specific habitats or microhabitats, where conditions are suited to them and food sources are available. A shady area will support different species of trees, shrubs, animals and insects compared with an area with bright sunlight. Plants and animals that live in the sea have different needs from those that live in the desert.



## Activities

### Walking to the park

1. In the small supervised groups in which they are travelling, ask the children to identify and agree on **microhabitats** on the route as they walk past them. This could be a particular plant or undergrowth they pass, *e.g. tree, shrub*.
2. On their journey they should try to identify at least three micro habitats:
  - a. What it is? *e.g. bushes, trees, dead logs*
  - b. Where it is? Children can use landmarks or compass points, *e.g. opposite the school; at a junction of a north street and east street*. This should be marked on their field trip map.
  - c. What animals live there? *e.g. birds, ants*
  - d. Encourage pupils not to disturb any animals and to take notes or sketch the microhabitat.

### In the park

3. Once the class have reached the destination, ask the children to think about what they can see, hear and smell. Ask them to note any words that come to mind; these could be used later to write simple notes or poems to include in the collage (Lesson 4).
4. Advise children that it is best to observe and draw the animals rather than collect them.
5. In groups, ask the pupils to walk around the park to identify where plants are growing and where there are animals, *e.g. turn over stones and lift plant pots to find woodlice, look under damp bushes or by damp walls for snails, dig up soil to find earthworms or observe a bird feeding area in the playground*.

6. Ask the children to make a brief record of the location and what they find using **Pupil Worksheet Lesson 3**. Ask children to observe and describe the conditions, *e.g. light, water, soil, shade, temperature*.
7. Ask the children to draw a thumbnail sketch, focusing on interesting features, relative proportions, lines and shapes of the animal or plant. Encourage the children to write notes about patterns, textures and colours, *e.g. wings, antennae, the shape of leaves, textures, the play of light on different surfaces*.
8. Talk with the children about what animals and plants they found and where they found them. Ask children whether they found the organisms they expected. Help the children to use the identification sheets to recognise unfamiliar animals and plants. Identification sheets can be downloaded from [www.walktoschool.org.uk/bigwow](http://www.walktoschool.org.uk/bigwow)
9. Further activities will depend on the local park or reserve but could include:
  - a. A talk or tour from the warden or a local wildlife or conservation group
  - b. Looking at plans for the protection of natural habitats
  - c. Games for the children
  - d. Collecting dead or dying materials for the collage, *e.g. fallen leaves, bark, interesting roots*

# 3



## Resources

- Pupil Worksheet Lesson 3
- Identification sheets can be downloaded from [www.walktoschool.org.uk/bigwow](http://www.walktoschool.org.uk/bigwow)
- Field trip permission slip
- Instructions for helpers

## Tips

- Magnifying glasses will encourage children to consider different features and viewpoints and to be selective.
- Encourage the children to develop the habit of collecting and recording visual information and storing this for future reference, *e.g. by drawing in sketchbooks, keeping a visual diary, collecting photographic images of, for example, landscapes and buildings.*

- Explain that artists make works for different purposes, *e.g. to show how people lived, or the effects of industry on the landscape.* Ask the children how they might see their environment differently if they were a different person, *e.g. an explorer, an elderly person who had always lived in the area, a property developer, or a nature lover.*
- Children can develop keys using suitable IT software (see ICT Unit 4C Branching databases).
- Discuss work in connection with history, *e.g. trade, botanists, explorers.*



## Learning Objectives / National Curriculum Links

Children should learn:

- to select and record from first-hand observation of the environment
- to compare ideas, methods and approaches in others' work
- about materials and processes and how these can be matched to ideas and intentions
- to undertake fieldwork
- to make careful observations of animals, plants, fruits and seeds, to compare them and use results to draw conclusions

- that there are different kinds of plants and animals in the immediate environment
- to treat animals and the environment with care and sensitivity
- to recognise hazards in working with soil
- to observe and make a record of animals and plants found
- to present results in a table

### Extension activities

- Prepare a presentation for other children, *e.g. an assembly about what they learnt on their visit.*
- Write thank you letters to the people who talked to them about what they learnt.
- Invite someone from the field trip, the park warden or a representative from a local wildlife or conservation group, to see their collage or a presentation from the field trip.



# LESSON 4 : COLLAGE

## Introduction

This lesson will see pupils using the information they have gathered from both their classroom research and either their field trip or walks to school to create a collage.

## Activities

1. Explain to the children that they are each going to help to create a collage of their experiences.
2. Referring to the **Urban Safari Field Trip** and **Pupil Worksheet Lesson 3**, ask the children to discuss their records and observations of the habitats they passed on their walk – did they all record the same thing? Ask the children to explain why they chose the places that they did.
3. Ask children to take part in a reflective writing exercise, e.g. 'What I particularly liked and why'.
4. In the classroom, ask the children to make small individual displays of their collected materials. Ask them to observe carefully the shapes and textures of the objects, using magnifying glasses to find interesting qualities.

5. Ask the children to look at the lines, shapes and colours in the natural objects. Look at them from different positions and note the changes. Discuss why one viewpoint might be considered more interesting than another. Discuss what they will show in drawings.
6. Remind the children to continue to collect dead or dying materials on their way to school, e.g. *fallen leaves, bark, interesting roots*.

## Tips

- Ensure that children only collect fallen, dead or dying natural material.
- Emphasise the importance of not disturbing the area in which they find the material.
- Remember to follow health and safety guidelines.

## Resources

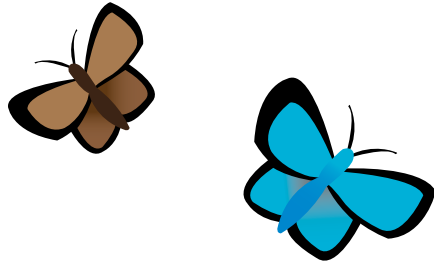
- Teacher Fact Sheet – WoW badges: Exploring British Nature each month
- Collage template
- Pupil worksheet Lesson 3



## Extension activities

- As the academic year progresses, you may also want to run a short lesson on the featured British wildlife, insects and plants on the WoW badges. A fact sheet can be found in this pack.
- In the classroom, show the children examples of the ways in which artists have responded to the rural and urban environment. Ask the children to describe one work of art. *What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Whom was it for? How has the artist used line, colour and pattern in the work?*
- Compare this work with work by different artists. Discuss methods or approaches used and how they relate to the ideas in the work, e.g. *using a vigorously, thickly painted area to create the effect of a stormy sea*. Ask the children to record information about different methods and approaches in their sketchbooks, selecting parts of the works that interest them, e.g. *an area showing interesting variations in colour*.

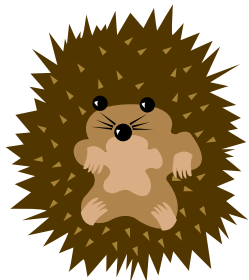




### Learning Objectives / National Curriculum Links

Children should learn:

- to collect visual and other information to help them develop their ideas about the environment
- to explore ideas for different purposes
- to analyse evidence, draw conclusions and communicate findings
- describe their experiences of the field trip
- make a final product, using the reference material collected on the visit
- develop their skills by creating a collage and making a presentation to their peers and visitors
- record and present evidence in ways appropriate to the task



### Big WoW Collage Competition

Throughout September to March schools can take part in the Big WoW collage competition. Students are encouraged to work on the collage during Autumn, Winter and Spring and draw or make rubbings of natural objects on their walk to school.

The competition will run until **Friday, 19 March 2010** with the winning entry to be announced at the Transport for London and Living Streets WoW award ceremony in June 2010. The first prize will be a trip for one class to Lego Land and the second prize a trip for one class to the London Zoo. The third prize will be £250 of art supplies.

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The Big WoW Collage Competition 2009/10

Autumn Winter Spring

CLASS: School Name: Borough:

For information about the competition visit [www.walktoschool.org.uk/bigwow](http://www.walktoschool.org.uk/bigwow)  
Competition closes Friday 19 March 2010

LIVING STREETS Transport for London

4

# Pupil Worksheet Lesson 2: ANIMALS AND PLANTS

Using encyclopaedias and the internet, find out information about a British animal. Don't forget to record the source of the information (where you found it).

What is your favourite British animal? Why do you like it?

Where does it live?

Source:

Where does it live?

Source:

Draw a sketch of your animal

# Pupil Worksheet Lesson 3: URBAN SAFARI FIELD TRIP

Today we are going to visit: .....

The date is: ..... The time we left school was: .....

Habitats we passed on our way:

What is it?

Where is it?

Who lives there?

What is it?

Where is it?

Who lives there?

Habitats we passed on our way:

What is it?

Where is it?

Who lives there?

When you arrive at your destination:

What time did you arrive? .....

How long did the journey take? .....

What can you see?

What can you hear?

What can you smell?

Draw a sketch of a tree or plant, or parts of it you think are most interesting, or make a rubbing of a leaf.

What lives on the tree or plant? Draw a sketch of what you can see.

# Fact Sheet 1: PLANNING YOUR JOURNEY

## SOURCES OF INFORMATION ON YOUR LOCAL AREA

The organisations and agencies listed below will be able to help provide information on your local area. Often they are voluntary or charitable sector organisations which the children may wish to learn more about through PSHE.

**Transport for London Journey Planner**  
[www.tfl.gov.uk/journeyplanner](http://www.tfl.gov.uk/journeyplanner)

Plan your journey with Transport for London's award-winning Journey Planner. Find out more information about walking, cycling and public transport.

**Walkit.com**  
[www.walkit.com](http://www.walkit.com)

Search for walking directions and download a route map, including your journey time, calorie burn, step count and carbon saving.

**Google Earth**  
[www.earth.google.com](http://www.earth.google.com)

Google Earth provides free-to-download satellite imagery. Using Google Earth, it is possible to download and / or attach maps, photos, text, data, routes and video links to aerial photographs. The system switches easily to view in Google maps, allowing maps to be printed or saved for the class.

Training is available from the Royal Geographical Society for teachers in how to use and make the most of Google Earth. <http://googleearthtraining.notlong.com>

**Bing Maps**  
[www.bing.com/maps](http://www.bing.com/maps)

Explore the Earth with interactive maps, directions and traffic, satellite and aerial images, bird's eye view, 3D maps and 3D cities.

**Streetmap**  
[www.streetmap.co.uk](http://www.streetmap.co.uk)

Online maps with detailed street maps of Great Britain. Includes search by postcode, place name, London street name or Ordnance Survey (OS) grid reference.

**Multimap**  
[www.multimap.co.uk](http://www.multimap.co.uk)

Multimap is an online mapping website which can give you a map of your street, local area or borough. Directions and walking routes: Using the directions tool, you can plot walking routes from your school to your local landmark (don't forget to make sure you have ticked the walking routes option as the default on the site is set for driving).



### **Aerial photos**

Children can use aerial photos to find their landmark and also to see what their route will be like. The children can save their favourite walks and local landmarks for use in Lesson 6.

### **Ordnance Survey**

<http://leisure.ordnancesurvey.co.uk/osselect>

OS Select is a made-to-order service that gives you the opportunity to decide exactly where you want the centre of the map to be.

### **Visit London**

[www.visitlondon.com/attractions](http://www.visitlondon.com/attractions)

The Visit London website contains a wealth of information on landmarks and other sites of interest across London. The website has a database which enables you to put in the postcode of your school, and it will provide you with a list of attractions, parks, and landmark buildings nearby – perfect for when you are planning your visit to your local park or landmark. Each entry lists information on the site as well as contact numbers to arrange a visit and links to journey planner to help plan your route.



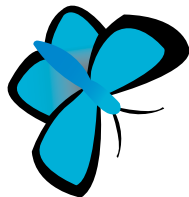
# Fact Sheet 2: WOW Badges

## EXPLORING BRITISH NATURE Each MONTH

As the academic year progresses, you may want to run a small lesson each month on the featured animal or plant. In order to help you and your class with researching facts about animals and plants you will find a number of key web links provided below.

### Categories of threatened species

Threatened species include any animal, plant or fungi which are vulnerable to extinction in the near future. The International Union for Conservation of Nature and Natural Resources (IUCN) has defined a list of categories for threatened species. Species are allocated a category depending on reduction in population size (percentage, actual numbers and percentage of total group in subgroup), geographic range and quantitative analysis.



A definition using population size and quantitative analysis could be:

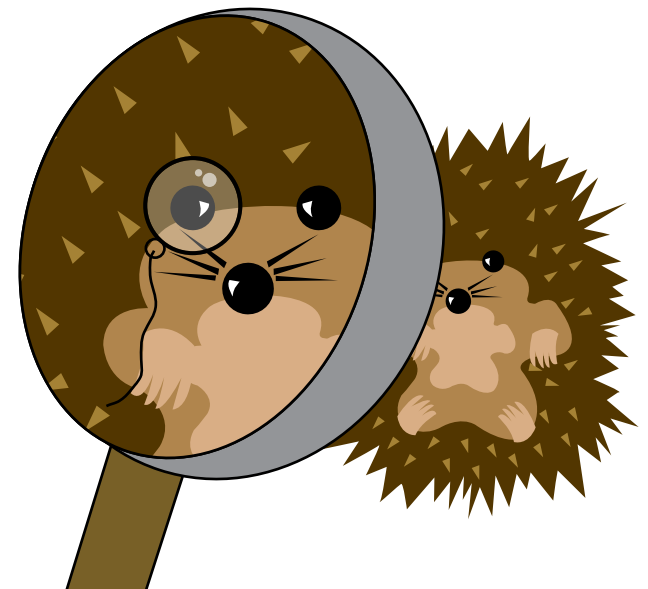
**Critically Endangered** Population size estimated to number fewer than 250 mature individuals. Quantitative analysis showing the probability of extinction in the wild is at least 50% within 10 years or three generations, whichever is the longer (up to a maximum of 100 years).

**Endangered** Population size estimated to number fewer than 2500 mature individuals. Quantitative analysis showing the probability of extinction in the wild is at least 20% within 20 years or five generations, whichever is the longer (up to a maximum of 100 years).

**Vulnerable** Population size estimated to number fewer than 10,000 mature individuals. Quantitative analysis showing the probability of extinction in the wild is at least 10% within 100 years.

The Red List is available online [www.iucnredlist.org](http://www.iucnredlist.org) and contains information on:

- How threatened is a particular species?
- What are the threats to a species?
- How many threatened species occur in a given country?
- How many known extinctions have there been?





## September:

### Stag beetle *Lucanus cervus*

*Endangered species*

Stag beetles are the UK's largest land insect. They use their large horns, which look like the antlers on a deer, to fight for their territory.

**Description** Dark, violet-brown wing cases with little reddish-brown antlers. Their larva lives for up to five years, but adults only emerge between May and August.

**Habitat** Rotting dead wood in broad-leaved woodland, parks, hedgerows, churchyards and urban gardens.

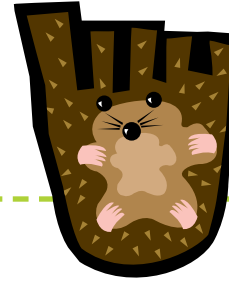
**Spotting areas** South-east London e.g. Beckenham, Dulwich, Lewisham, Wandsworth and Richmond.

**When to see them** Males can be seen flying on summer evenings an hour or two before dusk.

**Further information** While the stag beetle, Britain's largest beetle, is in decline nationally, it is prospering in London. The stag beetle is a protected species so if you see one, report it to the London Wildlife Trust.

[www.ypte.org.uk/animal/beetle-stag-/53](http://www.ypte.org.uk/animal/beetle-stag-/53)

<http://stagbeetle.notlong.com>



## October:

### Hedgehog *Erinaceus europaeus*

*Declining species*

This spiky species has been trundling around for 15 million years! So they've had plenty of practice at rolling their 7,000 prickles into a spiny ball for protection. Ouch!

**Description** Britain's only spiny mammal, the hedgehog is named after a pig because it behaves in a similar way, rooting around for food and making noisy snuffling and grunting sounds.

**Habitat** Woodland, hedges, farmland and gardens.

**Spotting areas** Any London garden.

**When to see them** You are most likely to see a hedgehog at night in a garden especially if you leave a saucer of crushed dog or cat biscuits and some water. Hedgehogs hibernate in winter.

### Further information

[www.britishhedgehogs.org.uk](http://www.britishhedgehogs.org.uk)

[www.bbc.co.uk/breathingplaces](http://www.bbc.co.uk/breathingplaces)



## November :

### Toadstool *Amanita Muscaria*

*Common species*

Watch out! Many toadstools are beautiful but poisonous. They like to live in damp conditions, needing very little light to grow.

**Description** Fully grown, the red and white spotted toadstool stands around 8-20cm tall. The white spots and the red colour can fade in heavy rain. Known as Fly Agaric because it attracts and kills flies when mixed with milk.

**Habitat** Birch woodland, heathland and old gardens.

**Spotting areas** Any London park or nature reserve which has a wooded area with birch. Usually found around or near the base of trees

**When to see them** Autumn.

### Further information

[www.rhs.org.uk/Advice/profiles1005/toadstools.asp](http://www.rhs.org.uk/Advice/profiles1005/toadstools.asp)



## December:

### Tawny Owl *Strix Aluco*

*Common species*

Tawny Owls are stealthy hunters that usually come out at night. They can turn their heads through nearly a full circle without moving their bodies.

**Description** The size of a pigeon, it has a rounded body and head, with a ring of dark feathers around its face surrounding dark eyes. It is mainly reddish brown above and paler underneath.

**Habitat** Woodland

**Spotting areas** Beverley Meads, Bramley Bank, The Chase, Denham Lock Wood, Gutteridge Wood, Oakhill Woods, Sydenham Hill Wood, Ten Acre Wood.

**When to see them** You are most likely to hear one at night and they can be heard all year round

#### Further information

[www.rspb.org.uk/wildlife/birdguide/name/t/tawnyowl/index.asp](http://www.rspb.org.uk/wildlife/birdguide/name/t/tawnyowl/index.asp)

[www.garden-birds.co.uk/birds/tawnyowl.htm](http://www.garden-birds.co.uk/birds/tawnyowl.htm)



## January:

### Bat

*Endangered species*

There are seventeen different types of bats in the UK, several of which can be found across London. They all love munching insects and use their sonar hearing to find their way around in the dark, catching insects as they fly.

**Description** Small, flying mammal with leathery wings.

**Habitat** Some bats have swapped traditional roosting sites for small crevices in buildings - behind weather boarding or between roofing felt and tiles.

**Spotting areas** Bushy Park, Hampstead Heath, Teddington, Hillingdon, Wanstead Flats, Wimbledon Common and Highgate Wood.

#### Further information

[www.wildlondon.org.uk](http://www.wildlondon.org.uk)

[www.londonbats.org.uk](http://www.londonbats.org.uk)

[www.bats.org.uk](http://www.bats.org.uk)



## February:

### Mute swan *Cygnus olor*

*Common species*

Mute swans are the biggest swan in the UK. Mute means silent, but they make a loud hissing noise if they feel threatened. So be careful not to annoy them.

**Description** Brilliant white feathers, an orange and black beak and a long graceful neck.

**Habitat** Open water, rivers and ponds.

**Spotting areas** River Thames and urban parks with open water.

**When to see them** All year round however in spring you will be able to see baby swans known as cygnets.

#### Further information

[www.rspb.org.uk/wildlife/birdguide/name/m/muteswan/index.asp](http://www.rspb.org.uk/wildlife/birdguide/name/m/muteswan/index.asp)

[www.swan-trust.org/mute\\_swan.htm](http://www.swan-trust.org/mute_swan.htm)



## March:

### **Daffodil** *Narcissus*

*Common species*

Yellow trumpets of daffodils poke their heads out in February and March and then spend the rest of the year underground, storing up energy to burst out next spring.

**Description** A bright golden yellow flower with a trumpet-shape in the middle it comes in many different varieties, sizes and colour variations.

**Habitat** Grassy areas in parks, grass road verges, gardens.

**Spotting areas** Pavement and road verges, gardens, parks.

**When to see them** Spring, from January to April.

#### **Further information**

[www.bbc.co.uk/gardening/plants/plantprofile\\_daffodil.shtml](http://www.bbc.co.uk/gardening/plants/plantprofile_daffodil.shtml)



## April:

### **Acorn** *Quercus robur*

*Common species*

WOW! A mighty oak tree will grow out of this tiny acorn. Oak trees are home to more kinds of animals than any other plant, but luckily they grow big enough to accommodate them all!

**Description** Tall, majestic tree with spreading branches and a deeply fissured bark.

**Habitat** Woodland, hedgerows and parkland.

**Spotting areas** Royal parks, within hedgerows and fields, in the grounds of stately homes or large gardens.

**When to see them** All year round. Oak trees are deciduous and shed their leaves in winter. Watch out for acorns in late summer and early autumn.

#### **Further information**

[www.uksafari.com/commonoak.htm](http://www.uksafari.com/commonoak.htm)



## May:

### **Red squirrel** *Sciurus vulgaris*

*Endangered species*

You'll be lucky to catch a glimpse of a red squirrel's bushy tail. It is only found in some parts of the UK as the grey squirrel has taken over their native habitat.

**Description** Reddish-brown fur with long bushy tail and tufty ears.

**Habitat** Woodlands and forest. In Scotland they are mostly found in pinewoods.

**Spotting areas** Scotland, North Wales, Northern Ireland, Northumberland, Cumbria, Isle of Wight and Anglesey.

**When to see them** You are most likely to see one in autumn when they come down from the safety of the canopy to store nuts and seeds underground for the winter.

#### **Further information**

[www.ukredsquirrels.org](http://www.ukredsquirrels.org)

[www.bbc.co.uk/breathingplaces](http://www.bbc.co.uk/breathingplaces)



## June:

### **Common Blue Butterfly *Polyommatus icarus***

*Common species*

See that green caterpillar with the black stripe on its back? That's going to turn into a beautiful Common Blue butterfly (blue for a boy and brown for a girl).

**Description** Males have pale violet-blue wings with grey-beige undersides. Females have brown upper wings with orange spots on outer wing edges with blue dusting near body.

**Habitat** Grassland, grassy dunes, meadows, woodland clearings, heaths and gardens

**Spotting areas** Spot them feeding on a variety of flat-headed flowers, basking in the sunshine.

**When to see them** Between May to September on hot sunny days with little or no wind.

#### **Further information**

[www.butterfly-conservation.org](http://www.butterfly-conservation.org)



## July:

### **Adder *Vipera berus***

*Common species*

Adders are the UK's only poisonous snake. But don't worry, they are very shy and would rather slither away than bite you.

**Description** Dark zigzag running down the length of the spine and an inverted 'V' shape on the neck. Males are generally white or pale grey with a black zigzag. Females are a pale brown colour, with a darker brown zigzag.

**Habitat** Rough open countryside and woodland edges.

**Spotting areas** Royal parks with woodland or scrubland areas.

**When to see them** Early spring when they emerge from their hibernation dens and on warm days in mid-April when they are looking to mate.

#### **Further information**

[www.forestry.gov.uk/forestry/Adder](http://www.forestry.gov.uk/forestry/Adder)

[www.herpconstrust.org.uk](http://www.herpconstrust.org.uk)

### **London Wildlife Trust** [www.wildlondon.org.uk](http://www.wildlondon.org.uk)

London Wildlife Trust is a charity dedicated to protecting the capital's wildlife and wild spaces and engaging London's diverse communities through access to nature reserves, campaigning, volunteering and education.

### **The National Trust** [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

The National Trust is a charity which protects and opens to the public over 300 historic houses and gardens and 49 industrial monuments and mills. The National Trust is also responsible for looking after forests, woods, fens, beaches, farmland, downs, moorland, islands, archaeological remains, castles, nature reserves and villages.

### **What's in My Back Yard (WIMBY)** [www.gigl.org.uk/WIMBY/tabid/57/Default.aspx](http://www.gigl.org.uk/WIMBY/tabid/57/Default.aspx)

WIMBY can help you to find out about recorded sightings of species in London. Specify a location and species and then use the tabs to view details of the records, see images of the species and use the interactive mapping.

### **Young People's Trust for the Environment** [www.ypte.org.uk](http://www.ypte.org.uk)

The Young People's Trust for the Environment is a charity which aims to encourage young people's understanding of the environment and the need for sustainability.

### **London Natural History Society**

[www.lnhs.org.uk](http://www.lnhs.org.uk)

Find out information about London's Natural History. The Society's long-term recording work has led to a number of significant publications on London's flora, butterflies, larger moths and breeding birds.

### **Greenspace Information for Greater London (GiGL)**

[www.gigl.org.uk](http://www.gigl.org.uk)

GiGL is the capital's open space and biodiversity records centre - collating, managing and providing detailed information on London's wildlife, parks, nature reserves, gardens and other open spaces.

### **The Mammal Society**

[www.abdn.ac.uk/mammal](http://www.abdn.ac.uk/mammal)

The Mammal Society works to protect British mammals, halt the decline of threatened species and advise on all issues affecting British mammals.

### **Royal Society for the Protection of Birds**

[www.rspb.org.uk](http://www.rspb.org.uk)

The RSPB is the largest wildlife conservation organisation in Europe and works for a better environment rich in birds and wildlife.

### **RSPCA**

[www.rspca.org.uk](http://www.rspca.org.uk)

The RSPCA is a charity which works towards ensuring that all humans respect and live in harmony with all other members of the animal kingdom. The RSPCA works towards preventing cruelty, promoting kindness to and alleviating suffering of animals.

### **Natural History Museum**

[www.nhm.ac.uk](http://www.nhm.ac.uk)

The Natural History Museum offers a programme for schools, catering for all ages and abilities. The museum offers a wide range of free and fun, National Curriculum-linked events, workshops, and hands-on activities, from puppet story-telling workshops to interactive science shows. They also have a teacher support service to help you make the most of your visit.

### **Kew Gardens**

[www.kew.org](http://www.kew.org)

Kew Gardens' mission is to inspire and deliver science-based plant conservation worldwide, enhancing the quality of life. Kew Gardens has free science and art curriculum resources for children online. Kew Gardens also provides training for teachers and activity tours and workshops for schools.

### **The Woodland Trust**

[www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk)

The Woodland Trust is the UK's leading woodland conservation charity. One of the Trust's key conservation goals is to see an increase in people's understanding and enjoyment of woodland. As part of its education strategy, the Trust has many projects and events to engage children with woods and nature conservation. The Woodland Trust has developed free online resources and ideas for outdoor learning for schools, children and families.

### **Royal Horticultural Society**

[www.rhs.org.uk](http://www.rhs.org.uk)

The Royal Horticultural Society is one of the world's leading horticultural organisations and the UK's leading gardening charity. They exist to provide advice, knowledge, skills and services to all who possess an interest in gardening and horticulture.

### **International Union for Conservation of Nature and Natural Resources**

[www.iucn.org](http://www.iucn.org)

The IUCN supports scientific research, manages field projects all over the world and brings governments, non-government organizations, United Nations agencies, companies and local communities together to develop and implement policy, laws and best practice.

### **The London Biodiversity Partnership**

[www.lbp.org.uk](http://www.lbp.org.uk)

The London Biodiversity Partnership brings together organisations to benefit wildlife and boost the capital's green spaces.

### **Joint Nature Conservation Committee (JNCC)**

[www.jncc.gov.uk](http://www.jncc.gov.uk)

JNCC is the statutory adviser to Government on UK and international nature conservation. Its work contributes to maintaining and enriching biological diversity, conserving geological features and sustaining natural systems.

# URBAN SAFARI FIELD TRIP PERMISSION SLIP

**Dear Parents / Guardians / Carers**

This term the children have been learning about British plants and animals. They have also been taking part in the Walk on Wednesdays (WoW) campaign, learning about walking and how good it is for their health and for the environment. As part of our lessons we would like to take the children on a walking field trip.

On -----, our class will be going on a field trip to visit:

We will leave school at ----- and return at -----

**Please could you complete and return the permission slip below to allow your child to come on the trip.**

Your child will need to bring:

Field Trip Permission Form (below)

Weather appropriate clothing (e.g. a raincoat and wellingtons if it is raining)

**Permission Slip:**

Please complete and return to class teacher

Name of Child -----

- I do/do not \* give permission for my child to participate in the Urban Safari field trip field trip (\* delete as appropriate)
- I am/am not \* able to be a helper on the field trip (\*delete as appropriate)

Parent/Guardian Name -----

Parents/Guardian Signature -----

# URBAN SAFARI FIELD TRIP

## INSTRUCTIONS FOR HELPERS

Today we are taking a walking field trip to

---

The children will be collecting information about animals and plants on their route and learning about their local area.

The children will walk in groups of six, accompanied by an adult.

### Each group of children should have:

- Clip Boards
- A map of the local area showing the route that will be taken
- Worksheets
- Pencils

### What are habitats and microhabitats?

A habitat is any place where a particular animal or plant species lives. Different combinations of light, air, water and soil together with variations in climate and topography create different habitats. Examples of a habitat include a lake, meadow or woodland.

A **microhabitat** is a precise location within a habitat where an individual species is normally found, e.g. *within a deciduous oak woodland habitat woodlice may be found in the microhabitat beneath the bark of rotting wood.*

Most plants and animal are only able to survive in very specific habitats or microhabitats, where conditions are suited to them and food sources are available. A shady area will support different species of trees, shrubs, animals and insects compared with an area with bright sunlight. Plants and animals that live in the sea have different needs from those that live in the desert.

### During the walk

Children should walk along the route marked at their normal walking pace. They should look for microhabitats along the route. They should record the details of the habitat on **Worksheet 2** as it will be used for classroom activities after the trip. The children have been asked to identify **three microhabitats** on their route so you will stop three times. You may help the children.

### Each time you stop, the children need to:

Mark their stopping point on the map, and write down the details of a landmark which could be used to identify the microhabitat at a later date. Please also mark the stopping point on your map, for accuracy.

If you have a camera, take a photograph of where they have stopped. Please try to ensure that all children have the chance to draw an image or make notes during the trip.

### Once you reach the final destination, the children need to:

- Record how long it has taken them to walk from school
- Record what they can see, hear and smell
- Draw a picture of a tree or plant and the animals they can find

**Thank you for your help today – we hope you have fun too!**

# URBAN Safari Field Trip Field Trip Checklist

## Each group should have:

- Clipboards
- A map of the local area showing the route that will be taken
- Pupils Worksheets - Lesson 3
- Pencils
- A watch
- Drinking water
- Waterproofs if weather is wet
- Magnifying lens

