

KS1 Lesson Plan

Canal Wildlife



Introduction

This lesson introduces the variety of wildlife that lives in, around and above the canal. It introduces the concept of habitat, and looks at the ways in which careless pollution can threaten such wildlife.

Learning objectives.

- To understand the meaning of the word habitat in an ecological context.
- To discover the variety of species that may be found living in or near canals.
- To learn about different types of pollution, and learn about the dangers they may cause.

National curriculum

- KS1 Science Sc2 Life Processes & Living Things 5 Living Things in Their Environment
- KS1 Maths Ma2 Number 5a & b Processing, Representing & Interpreting Data

Differentiation

- All children will learn that a variety of different animals live in & near the canal, and how to write a tally chart.
- Most children will be able to classify these into classes eg birds, mammals, insects etc without help.
- Some children will understand the concept of habitat and the dangers of pollution.

Resources

1. Binoculars (if available)
2. Tally sheets
3. Recording sheet
4. Clipboards & pencils
5. Squares of coloured paper for making a simple block graph
6. Art materials for making mural (sugar paper, other decorative papers, scissors, glue, feathers?)

Key vocabulary

- Canal
- Bird
- Mammal
- Habitat
- Pollution

Also small pieces of clean & safe litter eg drinks cans, empty crisp bags.

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Canal Wildlife 2



Lesson Plan

- 1) Arrange for the class to visit a canal. (This can be done near to the museum) Ensure that you make a preliminary visit, arrange enough adult supervision, and have completed all necessary risk assessments.
- 2) Discuss with the children what a canal is, and explain that they are going to look for wildlife. Discuss the basic rules of wildlife watching being observant & quiet, and using binoculars (if available). Discuss the differences between mammals, birds and insects, with examples. Also explain the word habitat, and explain that there are several around a canal grass, water, trees etc.
- 3) At the site, give each child a clipboard, tally sheet, and an identification chart. Set a time limit on their observation (however long you think they will remain engaged!) and tell them to record (by writing or drawing what they see. Repeat marks beside the words or picture should be used for multiple sightings. Remind them to look on the bank, on the water, and in the sky. Also get them to note down what litter (if any) they see around.
- 4) Back at school, discuss the findings, and make a class list of what has been seen. Use this to construct a simple block graph of what was sighted one square of paper for each animal sighted.
- 5) Get children to work in groups to make a mural of a canal scene. A board or wall should be covered with green paper, with a blue band running across the middle. Label the different habitats clearly. Allocate different tasks to different groups making a duck, a swan, an insect, water plant, to go on the picture. If possible, attach some clean & safe items of litter to the picture.
- 6) End by discussing how people can both hurt and help wildlife by the canal by dropping litter, or clearing it up. Could children draw posters warning of litter danger, or rules for how to behave?

Extension activities

The British Waterways website has an excellent section on canal wildlife (<http://www.waterscape.com/features/wildlife>), which could also be used to aid identification. They run annual surveys of wildlife, and there is a page on the website where children can send in details of what they have seen by simply ticking boxes.

The Camley Street Natural Park is a haven for wildlife in the capital and adjoins the Regent's Canal. It is a short walk from the museum and both the museum and the canal can be visited on the same day. Website: www.wildlondon.org.uk

What can you see by the Canal?



| Mammals | Birds | Insects | Other animals |
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