



Seaful

KS2 LESSON PLAN

LUNDY MARINE HABITATS

AIMS

Develop a sense of excitement and curiosity about the marine life at Lundy and find out why this Marine Protected Area is so unique and important...

Learning outcomes

Linked to **SCIENCE: Living things and their habitats**

Classification of marine life into different groups. Identification of marine habitats and microhabitats and how they differ from terrestrial habitats. Understanding of the marine food chain and the interdependence of marine life. Understanding how marine life is adapted to the oceanic environment.

RESOURCES

Lundy Film (<https://youtu.be/A6tYCGazFsA>)
Printed maps (one per learner)
Printed species cards (one set/group of 10 learners)
Food web example (for teacher use)
Scissors
3-4 balls of string
Sellotape
Colouring pencils/pens

KEY VOCABULARY

CLASSIFICATION

HABITATS AND MICROHABITATS

ADAPTATION

INTERDEPENDENCE

MARINE PROTECTED AREA

NO TAKE ZONE

ACTIVITIES

PART ONE: MARINE MAPPING (30 minutes)

- Give each learner a printed map
- Watch the Lundy film and ask learners to draw onto the map: the locations of different marine habitats; the names of marine species and where they're found; and any oceanographic details (sea conditions/ water bodies/currents etc.) that they learn about. Pause film and prompt, as necessary.
- N.B. If more time, get the learners to decorate and design their maps in a more detailed way.

PART TWO: FOOD WEB WEAVING (60 minutes)

- Divide the learners into groups of 10. Give each group a set of Lundy marine species cards, cut them out and attach one to each chest using sellotape. Give each group a ball of string and get them to stand in a circle, with the sun standing in the centre.
- Ask each species to identify/introduce themselves to the group and to guess/explain what type of animal they are.
- Explain that the string represents energy from the sun. Ask the sun to hold onto the loose end of the string and toss (or walk) the string to someone who can use that energy (a plant). A plant then passes to an animal which might eat it and keep going until the string reaches the animal at the top of that food chain (a carnivore).
- Return the string to the sun and start a new chain and continue making food chains until every learner is holding at least one piece of string
- Explain that this is now a food web (set of food chains) that are all linked.
- Ask the question: What happens if we take out (sh for) something in the web and get them to role play what might happen...

EVALUATION

To reflect on the learning, ask the following questions and discuss:

1. Why is Lundy so special?
2. What might a No Take Zone be?
3. How can WE help protect Lundy and the wider marine environment?

CROSS-CURRICULAR LINKS

GEOGRAPHY: - Locational and directional language (N, S, E and W)

- Identifying oceans - Contextual knowledge of globally significant places

EXTENSION

Visit your local seashore and observe some marine species in situ

FIND OUT MORE...

www.landmarktrust.org.uk/lundyisland
www.mcsuk.org/ocean-emergency/marine-protected-area
www.seaful.org.uk

LUDY MAP



Seaful





