



Habitats and Habitation



This resource helps children explore different types of habitat based on the various habitats found in Sheffield General Cemetery. This resource is designed for adults to do with children to support their learning. This will support children's observation and identification skills as well as having a go at doing a hands-on observation themselves. The resource helps embedded learning about what the different needs are for plants and animals in habitats and gain skills in taking notice of the world around them. There are questions and activities which can be done at home and on site at Sheffield General Cemetery.

Key (help for grownups)

This resource is aimed at Key Stage 1 and 2

Key Stage 1 activities are **green** and will state 'KS1'

Key Stage 2 activities are **purple** and will state 'KS2'

Answers for grownups helping out are in **red** and say 'Answers for Grownups'



Equipment

- Pencil
- Rubber
- Paper or notebook
- Optional: phone to take photographs



Key Words

Key words: Scientific enquiry, observation, recording, habitat, habitation, identifying, classifying.

KS2: Before you start – look up these key words in a dictionary and write a short explanation of what they mean.

Activities to do at home

Q1. What is a habitat?

KS1: Grown-up - give the child the definition 'A habitat is the natural home or environment of an animal, plant or other organism'.

Talk about what this means

KS2: Have the child look up the definition of a habitat and micro-habitat.

Talk about what 'natural home or environment means'.

Click the image for a link to the National Geographic definition

Think about why some animals like some habitats more than others - would a fish like to live on land?



Q2. What do plants and animals need in a habitat?

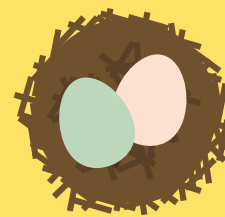
Choose from these images what you think basic habitat needs for all plants and animals are. Put them into a mindmap on your paper with 'Habitat needs' in a bubble on the middle.



WATER



SOCKS



SHELTER



SPACE



ART

KS2: Have a think about different forms these needs might take e.g. different kinds of shelter for different animals.

Activities to do at home

Q3. What habitats and animals are there at Sheffield General Cemetery?

Before you make a trip to Sheffield General Cemetery have a think about the different habitats you might find on site there, what kinds of plants or animals would live there and why these might be good habitats for them.

Match the animal to the habitat it might live in at Sheffield General Cemetery. Look up what habitats suit them most (hint some animals might like more than one habitat)



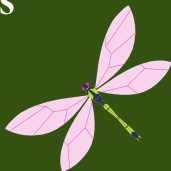
Squirrels



Barn Owls



Blackbirds



Dragonflies



Bats



Foxes

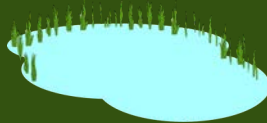
RIVER PORTER



WOODLAND



POND



WILDERNESS



MEADOW



Mice



Rats



Mallards

Snails and Water



Snails



Butterflies

Bees



Brown Trout



Magpies and

Crows



KS2: Pick two of these animals from different habitats and write a list of the food, shelter, water and space they might find in these habitats and why they are suited to that habitat in Sheffield General Cemetery.

Activities to do at Sheffield General Cemetery

Habitat Observation

Have a walk around Sheffield General Cemetery and pick two spots in different places. Try and choose different kinds of environment: for example, the woodland and the green space or the river and the stone circle. In these spots choose a patch of ground. This will be your observation area.



For example: Cemetery Pond and Catacomb Woodland

Do not mark these spots or move anything in them but remember where they are. Write a note describing the area to help you find them next time or take a photo.

KSt: On a piece of paper write the title 'Comparing Habitats'

Fold the paper in half. On one half write down the name of the first kind of environment you have chosen and on the other half write the second kind of environment you have chosen.

Look carefully at each spot you have chosen. Can you see any animals or plants? Can you identify the different materials which make up the environment e.g., stone, earth, water, metal? Write a list of what you can see or ask your grownup to write them down for you.

For each animal or plant think about why they might like to live in this environment. Think about how the materials that make up the environment might suit different animals and plants.

Activities to do at Sheffield General Cemetery

Habitat Observation

KS2: On a piece of paper write the title 'Habitat Observation: Comparing Two Environments in Sheffield General Cemetery'

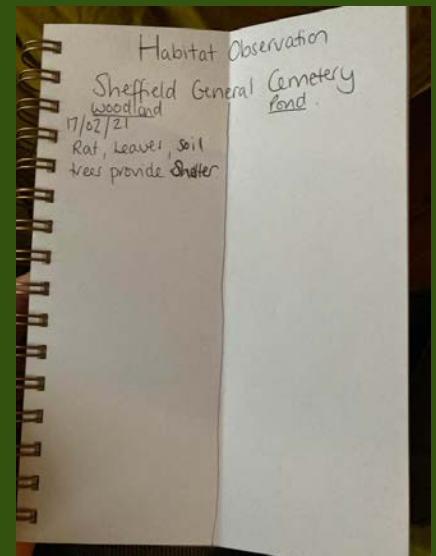
Make two columns on the page. At the top of one column write the type of environment for habitat 1 (e.g. woodland) and at the top of the other write the other habitat. Write the date in each column and list what you observe about the area. What animals do you see?

Can you identify any plants? Can you identify the different materials that make up these environments? Try to use the words food, shelter, water, space to describe the area. Think about the properties of different materials of the environment to add to your observations about any animals and plants you see and why they might live in this environment. E.g., I observed an earthworm. This environment has a lot of earth which the worm uses for shelter and food. The worm also provides food for the birds who use the trees for shelter and nesting.

Extra: See if you can think about simple food chains in the environments you are studying and draw what they might be, write a label for each animal.

E.g. soil – worms – birds – birds of prey

FOOD CHAIN



Activities to do at Sheffield General Cemetery

Come back once a week or over a few days to the same spots and repeat the activity. You could take a photo each time so you can do the observing at home and, this also makes a photo diary of the two environments. Make sure you write a new date down every time and list your observations next to the date. Do this for a few weeks (or for a week). Choose how long you want to observe.

At the end of the week look at your observations.

Compare the animals and plants in the two lists.

- Are there any differences? **KS2 – why might that be?**
- Are there any similarities? **KS2 – why might that be?**
- Did anything change over the time? **KS2 – why might that be?**
- Did these changes affect the habitat of any plants and animals?

KS2: Think about what your findings might tell us about those environments and write a short report of what you observed.

e.g. There were these differences between the two environments ----- This meant that environment 1 was a good habitat for these plants and animals ----- and environment 2 was a good habitat for these plants and animals ----- . However, there were these similarities between the two environments ----- . This shows that these environments could be a habitat that both suits these kinds of plants and animals ----- . Over the observations there were these changes to the environment ----- . I think that these changes happened because of ----- . This affected the habitats of the plants and animals in these ways ----- .

Other Activities to do at Sheffield General Cemetery

Walk around the whole cemetery and count how many different kinds of habitats you can see.



Enjoy learning at
Sheffield General
Cemetery!

