



KS2 Interdependence of Organisms

Food Chains

LEARNING OBJECTIVES:-

Children should learn:

- That food chains show feeding relationships in a habitat
- That many marine food chains don't start with a plant

LEARNING OUTCOMES:-

Children should be able to:

- Construct a simple food chain based on the marine habitat
- Understand feeding relationships on the seabed

Areas to access on the CD-ROM:

- Virtual Marine Environment (located in the activity zone)
- Seafood Café game (activity zone)

Resources required from the 'resources' folder:

- Animal information sheets.pdf
- Picture cards from 'Animal pairs game.pdf'
- Finding food wordsearch.pdf

To find the 'resource' folder - put the CD-ROM in the computer and instead of pressing play to start the interactive, click on 'open folder to view files'. Click on the 'resources' folder to find all the downloadable resources you need for these lessons.



Plus:-

- Card, colours and string

Introduction:-

- Introduce the terms producer, primary consumer and secondary consumer.
- Nearly all food chains start with a plant, except for under the sea. Detritus and Sea weed cannot be classified as plants, but are generally the start of a food chain.

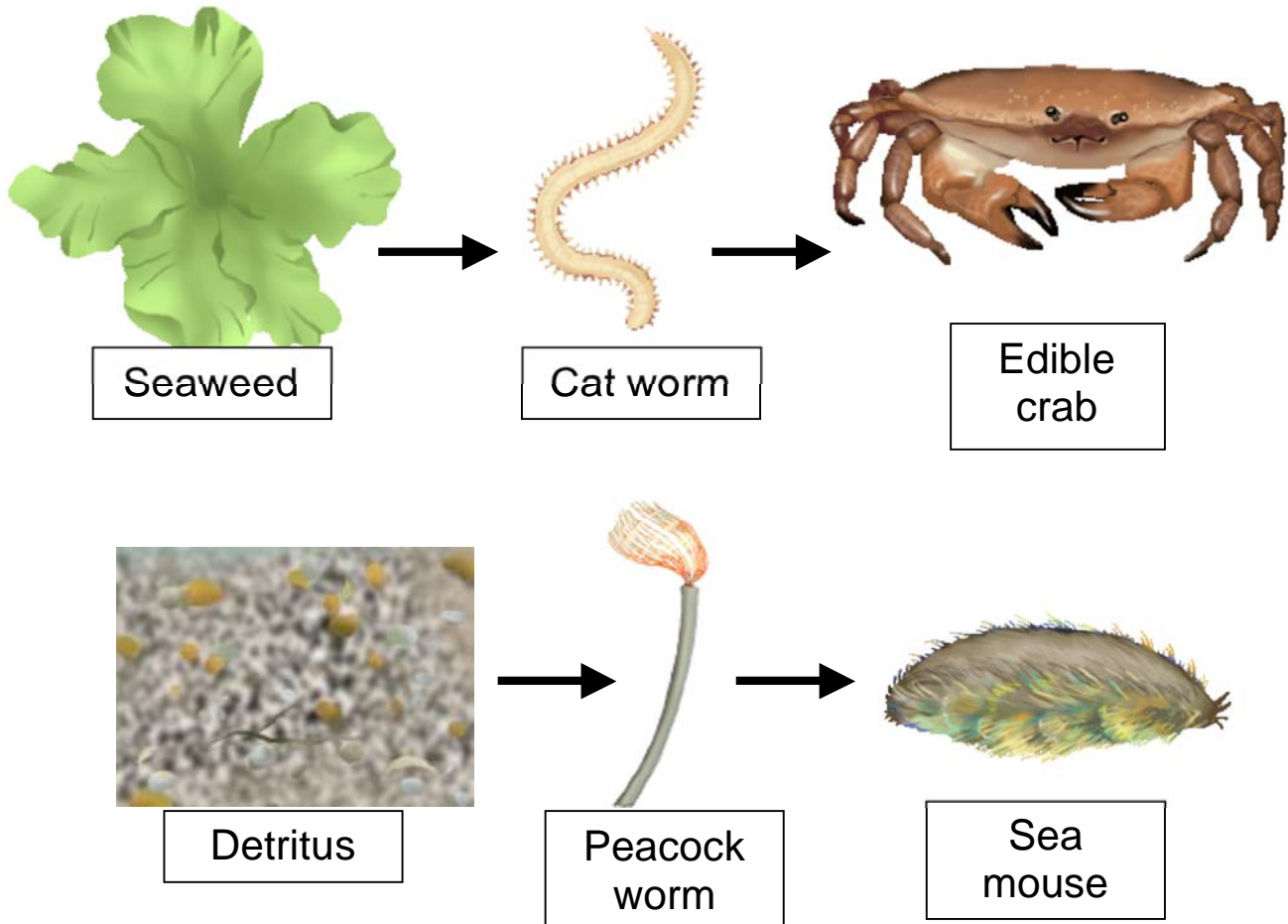
Main Task:-

- Play the Seafood Café game (either in a small group on computers or as a whole class on a whiteboard).
- Print out the animal information sheets – draw attention to the coloured bars down the side of each sheet showing what food the animals like to eat. Introduce specialised words – herbivore, carnivore, omnivore and detritivore.
- Print out the individual animal pictures from the 'animal pairs game.pdf' or re-use the cards from lesson 2. 1 set per table.
- 1st activity – Sort the animal pictures into their feeding groups, using the animal information sheets to help. Next, ask the pupils to create some example food chains by moving the cards around. Check that they are accurate.



- 2nd activity – pupils can work on their own or in groups of 3 to create a food chain mobile. Each pupil/group gets 3 blank pieces of A5 card (or use the pairs picture cards). They have to draw each part of a food chain onto each card. Punch a hole in the middle of the top and bottom of each card, and attach them together (in the right order – producer at the bottom) using string.

For example:



Plenary:-

- Go over the food chains the children have constructed.
- What problems did they face? What was unusual about these food chains?
- These could be displayed in class.

Extension activities:-

- Add an extra card to the mobile to show a 4 part food chain.
- Create some example food webs as a group.
- Explore the effects on human impacts on the environment and how this might affect the food chains e.g. dredging, oil spill, fishing...
- Consider what would happen if one or more of the animals were removed from the food chain due to human impacts