RHET

The Royal Highland Education Trust

Farming habitats and biodiversity

Suggested Participants - S1/2

Our farming habitats and biodiversity activity highlights the importance of producing food in harmony with nature. There are opportunities to hear from farmers, interactive platforms and quizzes to engage with which link into soils, habitats and climate.

What this pack contains:

- All the links and content required to deliver our 'Farming habitats and biodiversity' session.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outomes

- We are learning how to collect and sample soils and invertebrates.
- We are learning about different habitats and biodiversity.
- We are learning about land management and potential conflicts.

Success Criteria

- I can describe how plants and animals depend on each other.
- I can make links between environment, biodiversity and food production.
- I can discuss an environmental issue.
- I can collect and analyse data and understand the concept of sample size.

Experiences and Outcomes

- SCN 3-01a I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution.
- SOC 3-08a I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.
- SCN 3-17a I can describe the formation, characteristics and uses of soils, minerals and basic types of rocks.
- MTH 3-20b When analysing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to ensure that the data allows for fair conclusions to be drawn.

Learning for Sustainability

- Goal 4 Quality education: achieve literacy and numeracy.

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Farming habitats and biodiversity Lesson Plan

Introduction	• Share/discuss the learning intentions and success criteria. • Find out more about how farming and nature can work together with our interactive platform Farming with Nature which includes information, quizzes and videos.
Suggested discussion points	• What is soil? • Why is soil important? • What types of habitats can you find on agricultural land? • Do these need any management? • How can farmers help with mitigating climate change through habitat management? • How is land management linked to climate change?
Learning	• **Science outcomes:** The ability to identify habitats and understand the biodiversity associated with them. The ability to recognise different types of soil. The ability to collect and analyse data. • **Numeracy and mathematics outcomes:** The ability to collect and interpret data. The ability to organise and display data appropriately in a variety of forms.
Additional tasks	• Carry out a Flower-Insect Timed (FIT) Count in school. Spend ten minutes watching flowers and insects in good weather! This simple survey collects data on the total number of insects that visit a particular flower, ideally chosen from our list of 14 target flowers. FIT Counts can be done anywhere, including gardens and parks, in warm, dry weather during daylight hours from 1 April to 30 September. • Put together a case study sheet for the different invertebrates you might find in farmland habitats. There is information about some of these invertebrates in our bugs and pollinators library.
More information	• Explore our food and sustainability platform. The site takes you on a journey around food sustainability and provides games, quizzes and information.
Social media	Please tag @TheRHET (Twitter) or @TheRoyalHighlandEducationTrust (Facebook) in your lesson photos/comments.