

IAL: how to construct and interpret food chains

Visit these links about food chains.

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zbnnb9q/articles/zwbtxsq>

Crash Course Kids: <https://www.youtube.com/watch?v=CZhE2p46vJk>

Answer these questions about food chains. Use these key words in your answers.

Match the vocabulary to its definition.

	herbivore	a green plant that produces its own food
an animal that eats plants and animals	carnivore	
	omnivore	an animals that eats secondary consumers
eats plants and/or animals	producer	
	consumer	an animals that eats primary consumers
an animals that eats plants	primary consumer	
	secondary consumer	an animal that eats other animals
an animals that eats plants	tertiary consumer	

Complete the food chain below. Don't forget the arrows.

grass



sparrow



hawk



secondary consumer

What do the arrows show?

green plants



rabbit



jackal



lion



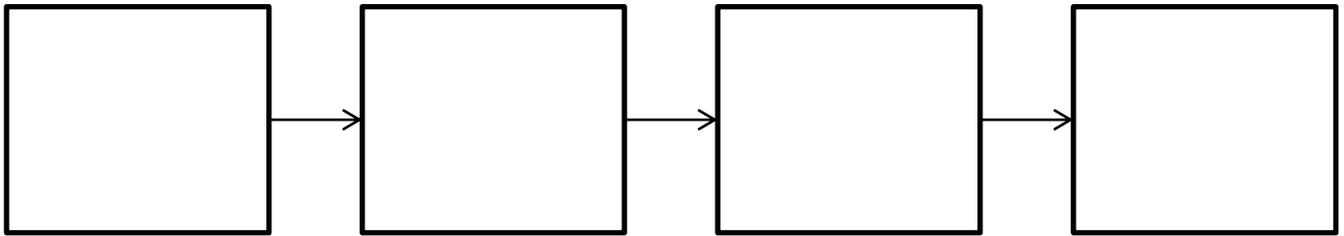
Where do the green plants get their energy from as a producer?

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What in the food chain above is the secondary consumer? Why?

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Order and draw a snake, grasshopper, plant and frog below into a food chain. Label them as producers or consumers.



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What would happen in the food chain if there were suddenly less grasshoppers?

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This is a food web. Write as many statements as you can about this food web. What would happen if one animal suddenly grew or shrunk in number?

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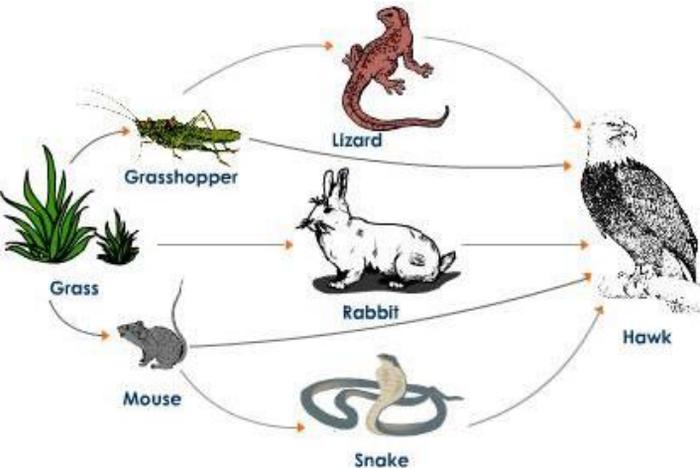
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IAL: about Roman mosaics

Use research to find out about Roman mosaics.

- Use websites such as the ones below or books to find out as much as you can about Roman mosaics.
- Choose a favourite mosaic from the ones you find and write sentences about it.
- Present your work in a way of your choice - a poster, a fact file, a presentation.

Questions to think about:

- Where is it from?
- What is it showing?
- What could historians learn from it?
- How was it discovered?
- Does it have a border? How would you describe it?
- How were mosaics made?
- Why were mosaics made and by whom?

[Gallery of Roman mosaic images](#) from [bbc.co.uk](http://bbc.co.uk)

[Images with interesting associated facts](#) from [gwydir.demon.co.uk](http://gwydir.demon.co.uk)

[An interactive, animated question-answer activity](#) from [ramtimetrail.org.uk](http://ramtimetrail.org.uk)

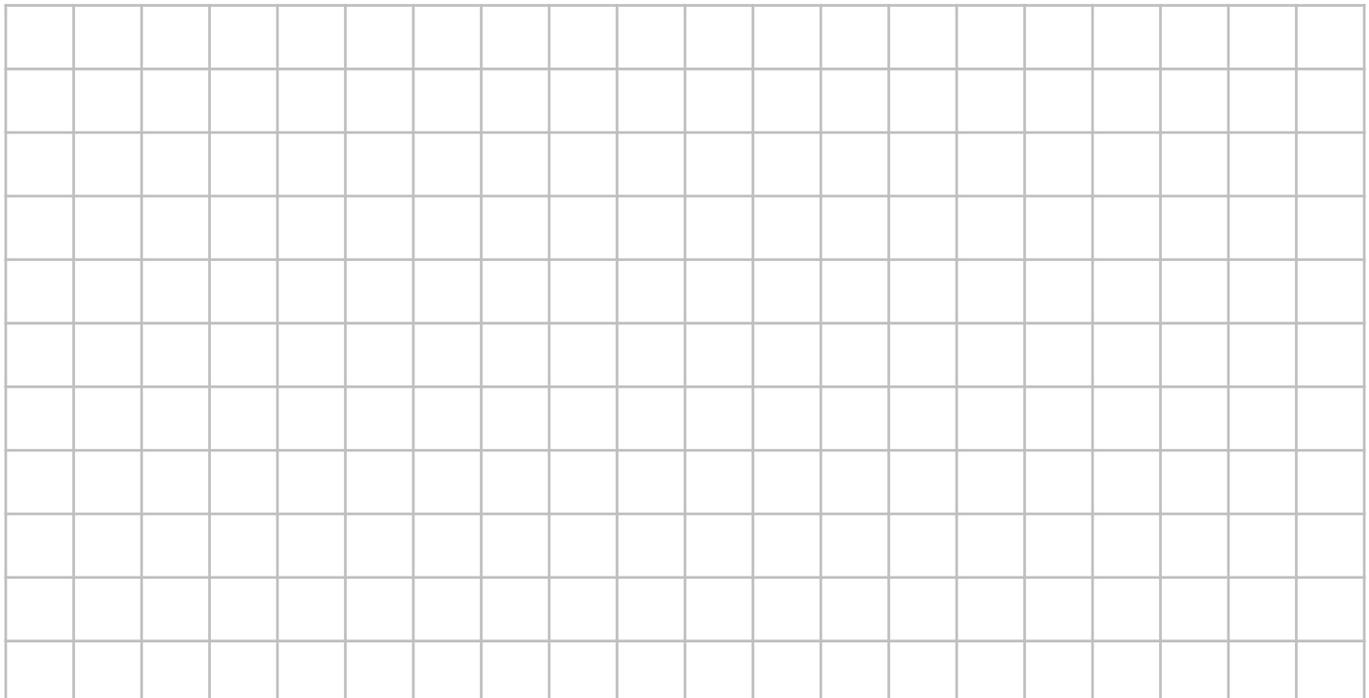
[Good information page](#) from [primaryfacts.com](http://primaryfacts.com)

[Roman mosaics](#) from [wikipedia.org](http://wikipedia.org)

Create your own mosaics with this website:

<http://www.gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm>

Take inspiration from the mosaics you looked at and design your own mosaic here.



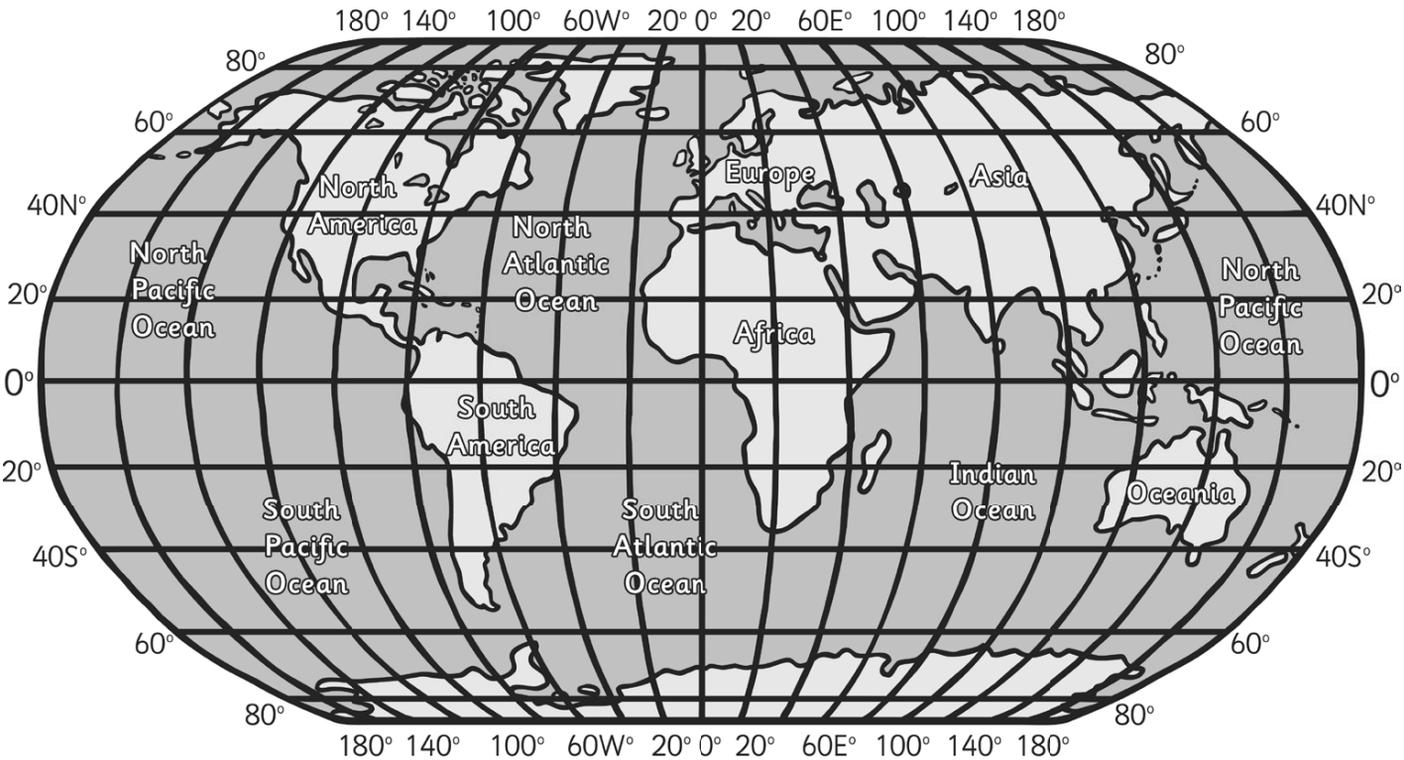
IAL: about the position and significance of latitude and longitude.

Visit these links about longitude and latitude.

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>

<https://www.youtube.com/watch?v=cTrsvGytGG0>

Which area of the world would you be in if you were at these coordinates?



20°S 80°E \_\_\_\_\_

40°N 20°W \_\_\_\_\_

60°N 40°E \_\_\_\_\_

40°S 0°W \_\_\_\_\_

40°N 100°E \_\_\_\_\_

20°N 160°E \_\_\_\_\_

20°N 20°E \_\_\_\_\_

60°S 140°W \_\_\_\_\_

30°S 140°E \_\_\_\_\_

Where in the world have you been?

Make a list of all the places you've visited, and find out the latitude and longitude of each place? It could be places in the UK or abroad.