

IAL: how to construct and interpret food chains

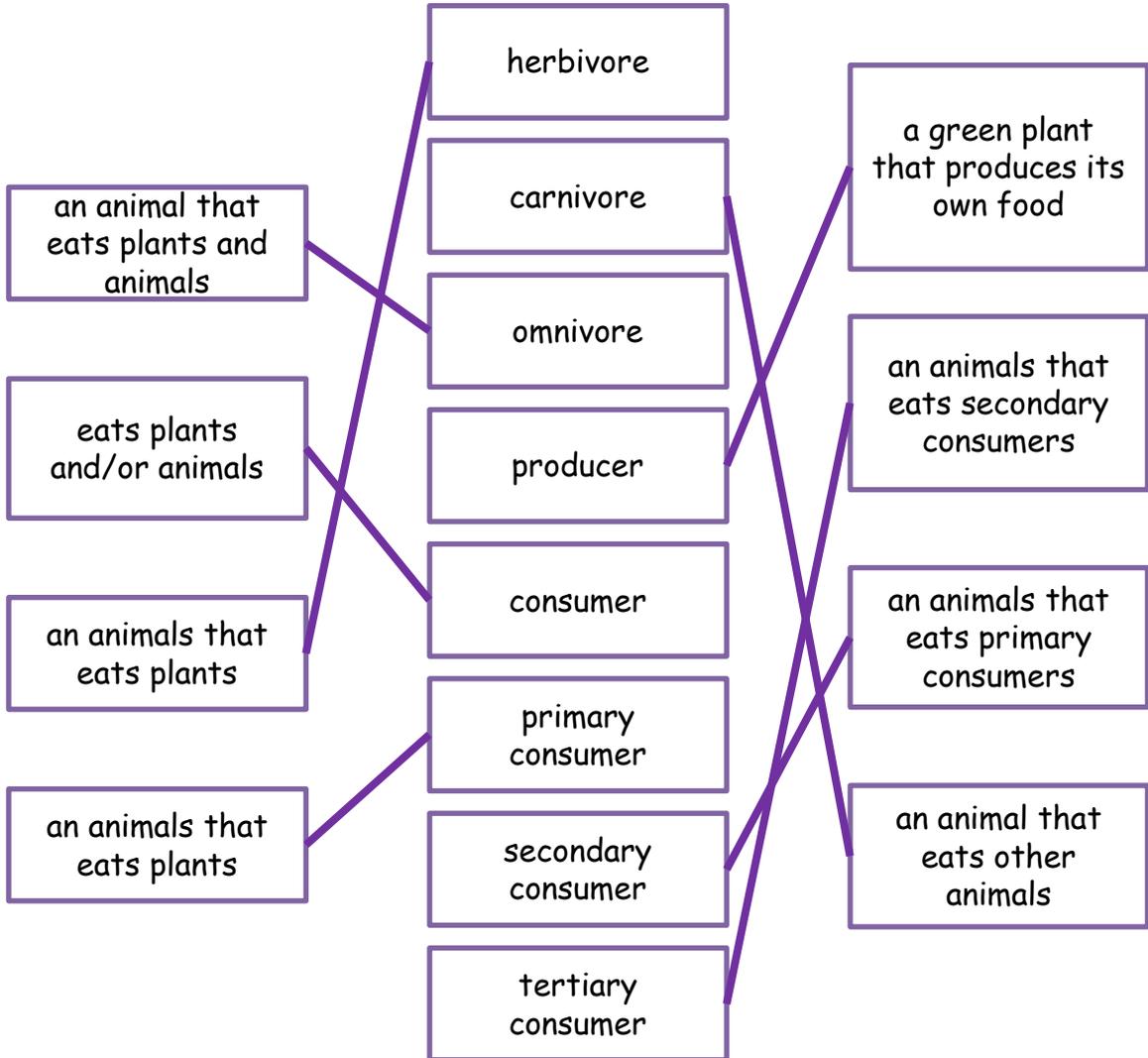
Visit these links about food chains.

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zbn9q/articles/zwbtxsg>

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.



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

grass



producer

catepillar



primary consumer

sparrow



secondary consumer

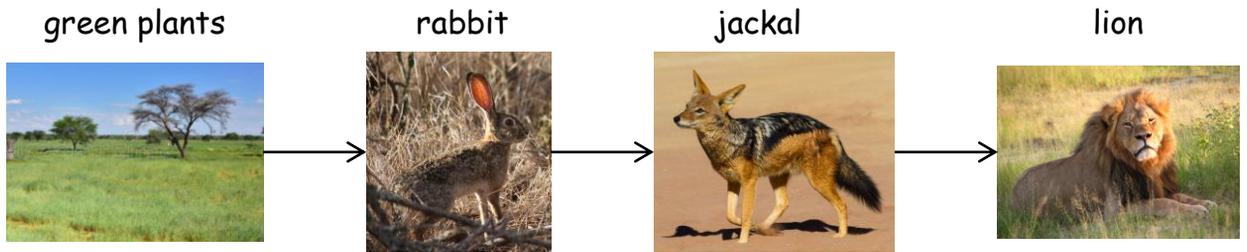
hawk



tertiary consumer

What do the arrows show?

The arrows show what is eaten by what.



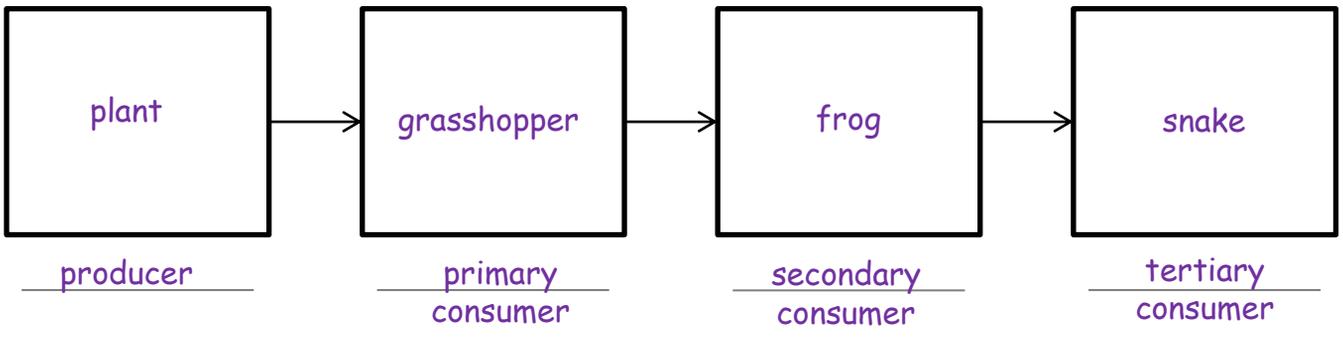
Where do the green plants get their energy from as a producer?

Producers get their energy from the sun.

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

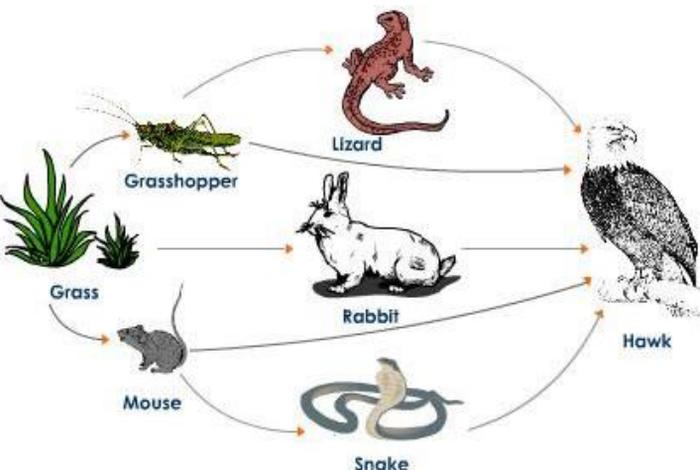
The jackal is the secondary consumer because it is the second animal to eat something else. The plant is a producer and the rabbit is the first animal to eat something else.

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



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

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?



Various answers possible.

For example:

Grass is the producer.

Grasshoppers, mice and rabbits are primary consumers.

Lizards and snakes are secondary consumers.

The hawk is a secondary and a tertiary consumer because it eats primary and secondary consumers.

Lizards, snakes and hawks are carnivores. Mice, grasshoppers and rabbits are herbivores.

IAL: about Roman mosaics

Use research to find out about Roman mosaics.

- Use websites such as the ones below to 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

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

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

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

[Roman mosaics](#) from 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.



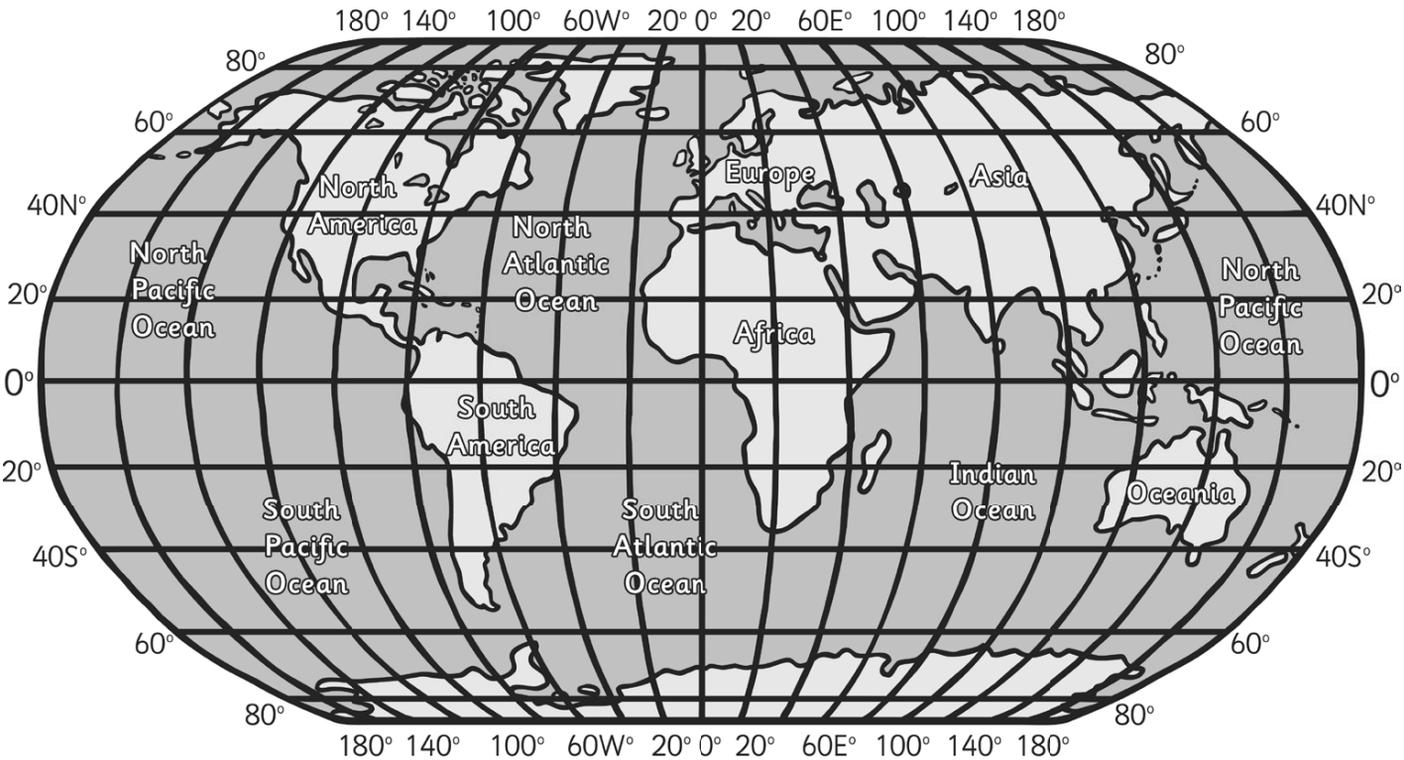
IAL: about the position and significance of latitude and longitude.

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 Indian Ocean

40°N 20°W North Atlantic Ocean

60°N 40°E Europe

40°S 0°W South Atlantic Ocean

40°N 100°E Asia

20°N 160°E North Pacific Ocean

20°N 20°E Africa

60°S 140°W South Pacific Ocean

30°S 140°E Oceania

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.