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| Eco  Knowledge Organiser  Year 1/2 | | | | | | | | | | |
| Biodiversity | | | | | | | | | | |
| Three key questions | | | | | | | | | | |
| 1) What is biodiversity? | | | | 2) How are we a threat to biodiversity? | | | | | 3) How can we protect biodiversity? | |
| Vocabulary | | | | Issues | | | | | Solutions | |
| Species  Diversity  Ecosystem  Decompose  Carbon footprint | A group of living organisms.  An assortment, a variety.  A biological community of interacting organisms and their physical environment.  To rot away.  The amount of carbon dioxide released as a result of the activities we partake in. | | | The variety of living things in a given place—whether a small stream, an extensive desert, all the forests in the world, the oceans, or the entire planet—is called its biodiversity, which is short for biological diversity. All species are interconnected. They depend on one another. With less biodiversity, these connections weaken and sometimes break, harming all the species in the ecosystem.    Threats to biodiversity: -  \* Hunting (killing animals reduces their numbers and endangers their species);  \*Deforestation (habitation loss, destroying the homes of animals or plants);  \*Invasion by foreign species. The introduction of non-native species  \*Pollution (damages/poisons natural environments). | | | | | Protecting biodiversity: -  \*Do not participate in, and urge others not to participate in, hunting for sport or poaching;  \*Protest against deforestation or any other type of habitat loss for the sake of newer or cheaper products for humans;  \*Do not introduce foreign species to local habitats;  \* Cut down your “carbon footprint” which leads to pollution and ultimately climate change. Reduce, reuse and recycle whenever possible  World Environment Day 5th June 2021 | |
| Curriculum links | | | | | | | | | | |
| English | | | Maths | | | Geography | | Design and technology | | Science |
| Create a poster to campaign for protecting biodiversity.  Research an environmental issue and write a fact file | | Tally and chart the different species of animals spotted in a local area  Collect data on plants, animals and insects in the school grounds | | | Investigate the school pond or the beach and its importance to the animals around it and how it is used.  Research the ecosystems in our local area, county and country | | Create a compost bin  Design homes for birds, hedgehogs, insects and bats  Design a mode of transport that uses clean energy | | | Learn about how a variety of plants and  animals are adapted to their environment  and rely on each other to survive.  Research and plant native plants around the school grounds |
| Whole school initiatives | | | | | | | | | | |
| \*Wildlife area \*Bug Hotel \*Wide range of plants in the school grounds \*Gardening Club \* Litter picking  \* Golden lock competition (to encourage children to use bikes/scooters to school) \*On site bike sheds \*Allotment \*Recycling bins | | | | | | | | | | |