Hazelwood Integrated Primary School's Biodiversity Case Study

Name	**Hazelwood IPS**
Type of School	**Primary School**
Number of pupils	**430**
Eco-Schools Status	**Green flag**

1. Why did you choose Biodiversity as an Eco-Schools topic? What was your action plan?

Our action plan was to learn more about local wildlife. Within that we decided to participate in the RSPBs big school bird watch. We made bird feeders, bird lard balls, put out bird tables and each class completed a survey on the types of birds they saw in the school grounds. We also participated in the UK great bug hunt. Each class was given a bug to study and completed work on. We also gave each teacher mini-beast collecting/ observing trolleys with equipment inside, such as magnifying glasses, identification sheets, containers etc. As well as this each class linked biodiversity into their yearly planner/topics in some way.

2. How do you integrate Biodiversity into the curriculum?

	WAU	Numeracy	Literacy – stories/ reading	Art	Practical Projects – e.g. nature trails	Any other curriculum links/ comments/ ideas
Foundation	Play based learning- playing with models of minibeasts or animals related to a topic, i.e., zoo animals. Have some animals in classrooms, parent s bring these in, visitors from the zoo/farm. Butterfly/ grasshoppers in animal friendly containers. Observe them growing. Nursery has rabbit- children feed him their waste fruit and veg. Lifecycles of frogs/chickens/ butterflies. Link to spring time animals. Regular visits to the woodland. Pond dipping, observing wildlife in the pond. Looking for tadpoles. Making butterfly attracting flowers; bird feeders.	Tally charts and block graphs of wildlife observed in the school grounds. Counting using minibeasts, i.e. spots on ladybugs etc. Sorting using practical animal related toys.	Stories, such as the very hungry caterpillar. Writing about their visitor or trips. Labelling the stages in a life cycle. Writing stories about their favourite animals.	Making minibeasts with clay/ recycled materials. Making paper frogs, bird masks Drawing the animals they see at the zoo/ farm.	The UK great bug hunt RSPBs big school little bird watching survey Visits to The Throne woodland, making nests using twigs etc. hanging bird feeders, pond dipping, looking for tracks.	Music, songs- Five little speckled frogs etc. Listening to bird song, recording it and recreating it using instruments.
Key Stage 1	Where animals live. What they need to live in a particular habitat. Body parts. Lifecycles. Prey/ predator. Basic food chains. Observing animals in their habitats. Visitors and trips to zoo/farm etc.	Measures- measuring in cms animal bodies. Symmetrical patterns Data handling – collecting information and sorting into graphs	Stories and comprehension on spring/ animals etc. Writing about animals/ visits to see animals. Basic research about animals and habitats Labelling and writing notes about certain animals	Making minibeasts with clay/ recycled materials. Making paper frogs, bird masks Drawing the animals they see at the zoo/ farm. Making 3D models Collage work	Woodland trails Pond dipping Visits/visitors The UK great bug hunt RSPBs big school little bird watching survey	Songs about animals Instruments recreating animal sounds PDMU: how to look after animals. Don't touch a bird's nest etc.

Key Stage 2	Conservation/endangered animals. John Muir activities. The Rainforest. Zoo labs visitors. Seas and oceans. Local area study- including local wildlife. Animal groups/habitats/food chains/ behaviour	Graphs of birds seen during bird week. Angles in fish (P6) Symmetry in nature Databases with animals.	Novels relating to topics, e.g. Running Wild and P6 Rainforest topic. Designing information leaflets about particular animals. Designing posters on saving the rainforest and pollution of the seas and oceans. Writing letters to MLAs regarding saving wildlife in local area. Linked Literacy with ICT- designing posters on Publisher, Databases on Excel etc.	Observatio nal drawing of animals. Woodland artwork Clay markings/ engravings of minibeasts 3D models of animals Printing and collage of animals and habitats	Looking for habitats, trails in woodland Identification of woodland animals and birds in Throne woodland John Muir activities Building minibeasts hotels in school grounds Setting up a bird box and hedgehog home in school grounds- linked to video and shown on big screen in main foyer of school.	Technology- designing and creating the best bird house/feeder using recycled materials. Music- sound stories of the seas and oceans; jungles. PDMU- debating about conservation and endangered animals Drama – role play scenes about conservation.

How do you co-ordinate with other teachers to ensure a whole school approach?

Regular emails, bank of resources and websites in school's shared documents folder on the computer. Staff meetings and key stage meetings. Planners from WAU topics have been reviewed and links/possibilities highlighted for teachers.

3. How did you encourage pupil participation? How did they have ownership of the project?

The student council/Eco-team meets once a month. They decide on the action and how we will work on the area. The children also go back to class and ask their peers and buddy classes what they think and then they feed this back at the next meeting. The teachers will also do KWL charts with their classes before each topic. This gives the children opportunities to direct the teaching and learning in that topic.

4. How did pupils/whole school benefit from this project?

The children love being out investigating and in the woodlands. They get to use equipment/resources that many schools don't have and their learning benefits from this. The pupils develop their observation skills and the communication and cooperation skills also. They hopefully also learn to look after the animals around them and understand about conservation, food chains and habitats. The school has gained a real sense of pride

being the first forest school and winning eco-awards/the green flag. Adds a real sense of community to the school.

5. Did you receive any support or resources from parents, staff or outside agencies? Did you have to source any funding?

Parents donate seeds, plants etc. Some are very supportive and hands on, helping in the gardening club etc. Parents can also help with link to other sources, e.g. Homebase, zoo etc. They even bring in animals that they have at home for some classes to see. Our science coordinator/vice principal got us science funding from Bristol University, which helped pay for mini-beast trolleys for each teacher.

6. Did you encounter any problems and, if so, how did you overcome them?

No real problems. We do lots of small scale projects. Gathering teaching resources can be difficult, especially for Foundation and KS1. These teachers feel that they can't use the worksheets from websites as they are too hard.

7. Is there any advice you could offer to schools undertaking the Biodiversity topic? Do you have any useful suggestions for other teachers embarking on the topic?

Decide perhaps on two bigger projects for the whole school and spread them out over the year, so that they are manageable. Ensure that each class also does a small scale project that already fits into their topics.

8. Has doing this topic driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?

Yes, we worked the other areas into biodiversity, i.e. making a wildlife area in the school grounds. Making mini-beast/animal models using recycled materials. We also planted flowers that would attract insects/animals.

We plan to continue the topics of biodiversity, school grounds, recycling and waste and energy next year. Then perhaps take on the topic of Global dimensions for our third green flag attempt.