

LANGUAGE OF HABITATS

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show paths that could be taken through the activity. These are not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners name familiar animals and plants and consider how they often have names that describe what they look like or what they do. They are introduced to the different Welsh names for a blackbird and a woodlouse and carry out research about names for woodlice, making a poster to illustrate their findings. Learners consider what a habitat is and how they can be put into groups and explore habitat groups in the school grounds and the local area. They investigate the animals and plants that live there and make posters to show their findings.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Languages, Literacy and Communication
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.



RESOURCES

Internet enabled device and internet access.

Means of taking photographs, e.g. smart phones, tablets, cameras, etc.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT IS IN A NAME?

Initially, learners look at images of animals and plants they could see in the school grounds and discuss what they are called. Explain to learners that animals and plants often have names that describe what they look like or what they do. They are introduced to the different Welsh names for a blackbird and a woodlouse.

A useful reference for bilingual bird names is: [Welsh List 2026 – Welsh Ornithological Society](#).

Learners are invited to do some research about names for woodlice. They find out local common names for them, where these names are used and make a poster to illustrate their findings.

Background reading can be found on links such as these:

- [Woodlouse, slater, or chucky pig? This insect has more than 250 names! - BBC Newsround](#)
- [Slater or chucky pig? Survey charts different names for woodlice - BBC News](#)
- [Woodlouse - Wikipedia](#)

Finally, learners are informed that all plants and animals have Latin names, so that wherever you are in the world, they are called the same thing.

More information can be accessed at:

- [Binomial nomenclature Facts for Kids - Kiddle](#)
- [Carolus Linnaeus – Kids – Britannica Kids](#)

TASK 2

EXPLORING HABITATS

Explain to learners that 'habitat' means the natural home or environment of an animal, plant or other organism and that habitats can be put into groups. For example, Wales has habitat groups which include:

- grassland
- heath and moorland
- wetland
- marine
- coastal
- farmland
- freshwater
- rocky habitats
- towns and gardens
- woodland.

Learners match images of habitats with their group and consider the habitat groups in the school grounds. They use a map to explore the habitat groups in the local area and carry out research to find out more about the habitats within a single habitat group.

More information can be accessed via this link: [Habitats - Wildlife Trusts Wales](#).

Explain to learners that they are going to visit the local area to look at habitats. After discovering the available habitats, ask learners to return later to investigate the animals and plants that live there.

TASK 3

DESCRIBING LOCAL HABITATS

Inform groups of learners that they are going to make posters to show the animals and plants that live in local habitats. Firstly, you will take them outside for a biodiversity assessment to find out what lives in each habitat. Explain that they will need to:

- identify plants and animals they find.
- collect evidence of plants and animals to identify them later.
- collect evidence of signs of life when they don't see the animal.

Before you go out, encourage learners to consider what they might find, how they will identify these things and collect evidence and what equipment might be useful.

Take learners outside to gather evidence of as many types of plants and animals as they can in the habitat and when back in class ask them to use the table provided to show what they found.

Remind learners that in Task 1 they looked at the different names of animals and plants, some in English, some in Welsh and names that were local to the area. Inform them that their posters will show these names with images of each organism.

Ask learners to look at some examples of posters made for four habitats in Pembrokeshire, carry out further research and to make their posters.

Useful links

For different perspectives and developing learners' ideas you could consider these links to each Designated Landscape:

Anglesey National Landscape

[Anglesey Area of Outstanding Natural Beauty \(AONB\)](#)

Bannau Brycheiniog National Park

[Visit Bannau Brycheiniog National Park \(Brecon Beacons\)](#)

[Landscapes - Bannau Brycheiniog](#)

Clwydian Range & Dee Valley National Landscape

[Clwydian Range and Dee Valley National Landscape - Clwydian Range and Dee Valley National Landscape](#)

[Landscapes & Wildlife - Clwydian Range and Dee Valley National Landscape](#)

Eryri National Park

[Eryri National Park](#)

[Landscapes and Wildlife - Eryri National Park](#)

Gower National Landscape

[Gower National Landscape - an area of outstanding natural beauty - Swansea Council](#)

Llŷn National Landscape

[National Landscapes - Llŷn](#)

Pembrokeshire Coast National Park

[Pembrokeshire Coast National Park - A Wonder Filled Coast](#)

Wye Valley National Landscape

[Welcome to the Wye Valley National Landscape - The Wye Valley AONB](#)

Other useful activities on Tirlun

Other activities on Tirlun that consider habitats include:

- [How can we conserve biodiversity?](#)
- [What are the best ways to travel?](#)
- [Endangered in Llŷn National Landscape](#)
- [Endangered in Eryri](#)
- [Reservoirs, dams and cholera](#)
- [What can we see in the dark in Pembrokeshire Coast National Park?](#)
- [What can we see in the dark on Anglesey?](#)

These can all be adapted for any location.