Interdependence resource

Marwell Education Service
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</tbody>
</table>
This pack is designed for use at KS2 and covers topics to do with interdependence of living things. You do not need to do all of the activities, you can look through and select those that are suitable for your children. Some are activities to do at school and others are to be done at Marwell Zoological Park.

Curriculum links:

Promoting other aspects of the curriculum: Developing pupils’ knowledge and understanding of some key concepts, such as diversity and interdependence.

KS2 Sc2:  
5d to use food chains to show feeding relationships in a habitat  
5e about how nearly all food chains start with a green plant

We would appreciate any feedback you have regarding this free downloadable resource. Can you please complete the evaluation form at the end of this pack?

ACTIVITY 1: Helping each other

This activity is designed to help children realise how plants and animals are useful to each other. There are 2 specified locations within the park where the activity can be carried out, if you want a more structured approach (see map). Or you can choose a more open approach and let them choose any plant in the park.

The first task is a worksheet to introduce some of the ways in which plants and animals are useful to each other. There is a choice of 3 different worksheets depending on the ability of your children.

The locations worksheets are for the children to fill in at the required location. They need to look around and find a plant. It does not have to be a plant which has signage. They draw a picture of the plant in the box at the top of the sheet. They then need to think of 3 ways in which the plant could be useful to animals. They could transfer the information they learnt from the first worksheet and apply it to their plant. They should be looking for things like how the plant can provide shelter, food, a home, fruit, oxygen, etc. Their answers do not have to be actual true ways in which the plant is used. They can use their imagination.

They then need to look around the location they are in and for each of the ways they have come up with, find an animal which would benefit from the plant in that way. They then write the animal’s name into the box.

It works well if they have both sheets so that they can apply the information from the first sheet to the second. Therefore, it is recommended that you print them side by side onto A4. If you require more than one location, you could print the other locations onto the back of the sheet.

A particularly good example of a plant in Tropical World which is beneficial to many organisms is the parrot flower. There is a sign explaining how this flower collects water and provides a home for invertebrates, which in turn feed other animals. The flower also provides food for hummingbirds. If children are struggling, they can be directed towards this plant and sign.
ACTIVITY 2: My food chain
This activity relies on some prior knowledge of food chains. These 4 pages can be printed as a small booklet for children to complete. They could research at school which animals are in the Park using the website www.marwell.org.uk and design a food chain based on the animals at Marwell. For the producer they could research what food the animals are fed by the keepers (Information for this is found in the animal encyclopaedia on the website). They can then fill in the front page at school.

When they get to the park, as they move round the park they can locate the animals in their food chain and complete the fact file information on the other 3 pages. This involves drawing a picture of their chosen animal and filling in the information, which can be obtained from reading the signs. They can also complete the information for the producer, however, it is unlikely that there will be any signage so they will have to use their imaginations and common sense to answer the questions.

ACTIVITY 3: I spy
This activity takes place in Tropical World. The children get to look for the different plants and animals and when they spot them, they tick them off on the relevant sheet. As they tick them off, they should discover which are producers, herbivores, carnivores and omnivores. There is also a question for each organism, the answer to which can be found by reading the relevant signage. It is not necessary for every organism to be found and some may not be present depending on the time of year.

ACTIVITY 4: Food chains
This activity uses the information from the 'I spy' activity. Once the children have found as many of the plants and animals that they can, they can start to fill them into the correct places to make food chains. There are 3 sheets to choose from depending on how many food chains you think your children will be able to come up with. This activity can be done when back at school.

They should be able to use the information provided to work out that all food chains should start with a producer so can select any of the producers they have found and write one into the first box. They then need to select a herbivore or omnivore that would eat that plant to be the primary consumer and write it into the second box. Encourage them to select organisms that are from the same habitat. Finally, they will need to select an organism from their carnivore or omnivore list to be the secondary consumer and write it into the third box.

ACTIVITY 5: Food chain questions
This worksheet can be done at school or in the Park. It is a simple food chain and questions designed to get them to think about interdependence of organisms within a food chain.
Map of Marwell Zoological Park

For animal management reasons, this map may not always be accurate. Not to scale. 1:000.
Helping each other

All animals and plants depend on each other to survive. This is known as **interdependence**.

How can the following plants and animals help each other?

**Plant**
- Plants provide **nectar** for **bees** to drink.
- Bees help to pollinate **flowers**.

**Plant**
- Plants provide **seeds** for **monkeys** to eat.
- Monkeys spread the fruit’s **seeds**.

**Plant**
- Plants provide a **nest** for **birds** to build.
- Birds spread the plant’s **seeds**.

**Plant**
- Plants make **oxygen** for **cockroaches** to breathe.
- Cockroaches provide **nutrients** by recycling rotten vegetation.

**WORD BANK:**

- nutrients
- seeds
- nest
- nectar
- seeds
- fruit
- oxygen
- flowers
Helping each other

All animals and plants depend on each other to survive. This is known as **interdependence**.

How can the following plants and animals help each other?

**Plant**
- Plants provide bees with __________
- Bees help to pollinate __________

**Plant**
- Plants provide ________ for monkeys to eat
- Monkeys spread the fruit’s __________

**Plant**
- Plants provide a place for birds to ________
- Birds spread the plant’s __________

**Plant**
- Plants make ________ for cockroaches to breathe
- Cockroaches provide __________________ by recycling rotten vegetation

**WORD BANK:**
- nutrients
- seeds
- nest
- nectar
- seeds
- fruit
- oxygen
- flowers
Helping each other

All animals and plants depend on each other to survive. This is known as **interdependence**.

How can the following plants and animals help each other?

- Plants provide bees with **n**________
- Bees help to pollinate **f**________
- Plants provide **f**_______ for monkeys to eat
- Monkeys spread the fruit’s **s**_______
- Plants provide a place for birds to **n**_______
- Birds spread the plant’s **s**_______
- Plants make **o**__________ for cockroaches to breathe
- Cockroaches provide **n**____________ by recycling rotten vegetation

---

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Helping each other: ANSWERS

All animals and plants depend on each other to survive. This is known as **interdependence**.

How can the following organisms help each other?

- **Plants provide bees with nectar**
  - Bees help to pollinate **flowers**

- **Plants provide fruit for monkeys to eat**
  - Monkeys spread the fruit’s **seeds**

- **Plants provide a place for birds to nest**
  - Birds spread the plant’s **seeds**

- **Plants make oxygen for cockroaches to breathe**
  - Cockroaches provide **nutrients** by recycling rotten vegetation
Tropical World

Find a plant in ‘Tropical World’ and draw it in the box below.

Can you think of 3 ways that this plant is useful to animals?

Name an animal from ‘Tropical World’ that it helps, for each example.

<table>
<thead>
<tr>
<th></th>
<th>Animal it helps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
Encounter Village

Find a plant in ‘Encounter village’ and draw it in the box below.

Can you think of 3 ways that this plant is useful to animals?
Name an animal from ‘Encounter village’ that it helps, for each example.

1.  
   Animal it helps:

2.  
   Animal it helps:

3.  
   Animal it helps:
Marwell Zoological Park

Find a plant in ‘Marwell Zoological Park’ and draw it in the box below.

Can you think of 3 ways that this plant is useful to animals?

Name an animal from Marwell that it helps, for each example.

1. Animal it helps:

2. Animal it helps:

3. Animal it helps:
My food chain

A food chain at Marwell Zoological Park is:

Producer:

This is the plant

Primary consumer:

This is the animal that eats the plant

Secondary consumer:

This is the animal that eats the first animal
My producer

Here is a picture of the producer in my Marwell food chain:

The habitat that my producer is found in is…

My producer is useful to animals because…

My producer is useful to humans because…
Here is a picture of the primary consumer my Marwell food chain:

The habitat that my primary consumer is found in is…

The country that my primary consumer is found in is…

The conservation status of my primary consumer is…

The diet of my primary consumer is…
My secondary consumer

Here is a picture of the secondary consumer my Marwell food chain:

The habitat that my secondary consumer is found in is…

The country that my secondary consumer is found in is…

The conservation status of my secondary consumer is…

The diet of my secondary consumer is…
I spy producers…

A food chain always starts with a **producer**, which is an organism that makes food. This is usually a green plant, because plants can make their own food by photosynthesis.

**TASK:** Can you find the following producers and the answer to their interesting question?

<table>
<thead>
<tr>
<th><strong>Producer</strong></th>
<th><strong>Plant</strong></th>
<th><strong>Question</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Devil’s ivy</td>
<td><em>Epipremnum pinnatum 'Aureum'</em></td>
<td>Q. What part of the plant is used to attach it to trees?</td>
</tr>
<tr>
<td>Mosaic plant</td>
<td><em>Fittonia verschaffeltii arggronewa</em></td>
<td>Q. What is the belief in the mystical qualities of a plant called?</td>
</tr>
<tr>
<td>Sugar cane</td>
<td><em>Saccharum officinarum</em></td>
<td>Q. How much of the world’s sugar is supplied by these plants?</td>
</tr>
<tr>
<td>Sago palm</td>
<td><em>Cycas rumplii</em></td>
<td>Q. What large reptile fed on this plant?</td>
</tr>
<tr>
<td>Rosy periwinkle</td>
<td><em>Catharantus roseus</em></td>
<td>Q. What diseases can be treated using this plant?</td>
</tr>
<tr>
<td>Plant Name</td>
<td>Scientific Name</td>
<td>Question</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Philodendron</td>
<td><em>Phylodendron Bipinnatifidum</em></td>
<td>Q. Why does this plant have long ‘tears’ in its leaves?</td>
</tr>
<tr>
<td>Vanilla orchid</td>
<td><em>Vanilla planifolia variegata</em></td>
<td>Q. Why is vanilla so expensive?</td>
</tr>
<tr>
<td>Bird’s nest fern</td>
<td><em>Asplenium nidus</em></td>
<td>Q. What time period do these plants date back to?</td>
</tr>
<tr>
<td>Pineapple</td>
<td><em>Ananas comosus</em></td>
<td>Q. What cloth can be made from pineapple leaves?</td>
</tr>
<tr>
<td>Birth wort</td>
<td><em>Aristolochia gigantea</em></td>
<td>Q. Why does this plant have pouches to trap insects?</td>
</tr>
<tr>
<td>Swiss cheese plant</td>
<td><em>Monstera deliciosa</em></td>
<td>Q. Why do the leaves of this plant have holes in them?</td>
</tr>
<tr>
<td>Joseph’s coat</td>
<td><em>Codiaeum variegatum 'Petra’</em></td>
<td>Q. What disease can be treated using this plant?</td>
</tr>
</tbody>
</table>
A food chain always starts with a **producer**, which is an organism that makes food. This is usually a green plant, because plants can make their own food by photosynthesis.

**Task:** Can you find the following producers and the answer to their interesting question?

| ![Image of Devil's Ivy](image1) | **Devil's ivy (Epipremnum pinnatum 'Aureum')**  
Q. What part of the plant is used to attach it to trees?  
*The roots* |
| ![Image of Mosaic Plant](image2) | **Mosaic plant (Fittonia verschaffeltii arggronewa)**  
Q. What is the belief in the mystical qualities of a plant called?  
*Raoism* |
| ![Image of Sugar Cane](image3) | **Sugar cane (Saccharum officinarum)**  
Q. How much of the world’s sugar is supplied by these plants?  
*55%* |
| ![Image of Sago Palm](image4) | **Sago palm (Cycas rumplii)**  
Q. What large reptile fed on this plant?  
*Dinosaurs* |
| ![Image of Rosy Periwinkle](image5) | **Rosy periwinkle (Catharantus roseus)**  
Q. What diseases can be treated using this plant?  
*Leukaemia, Hodgkins disease and other cancers* |
<table>
<thead>
<tr>
<th>Image</th>
<th>Plant Name</th>
<th>Question</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Philodendron" /></td>
<td>Philodendron (<em>Phylodendron Bipinnatifidum</em>)</td>
<td>Q. Why does this plant have long ‘tears’ in its leaves?</td>
<td><em>To shed excess water</em></td>
</tr>
<tr>
<td><img src="image" alt="Vanilla orchid" /></td>
<td>Vanilla orchid (<em>Vanilla planifolia variegata</em>)</td>
<td>Q. Why is vanilla so expensive?</td>
<td><em>The seed-pods take seven months to mature and another month to process to produce vanillin</em></td>
</tr>
<tr>
<td><img src="image" alt="Bird's nest fern" /></td>
<td>Bird’s nest fern (<em>Asplenium nidus</em>)</td>
<td>Q. What time period do these plants date back to?</td>
<td><em>Carboniferous</em></td>
</tr>
<tr>
<td><img src="image" alt="Pineapple" /></td>
<td>Pineapple (<em>Ananas comosus</em>)</td>
<td>Q. What cloth can be made from pineapple leaves?</td>
<td><em>Pina</em></td>
</tr>
<tr>
<td><img src="image" alt="Birth wort" /></td>
<td>Birth wort (<em>Aristolochia gigantea</em>)</td>
<td>Q. Why does this plant have pouches to trap insects?</td>
<td><em>To ensure they are covered in pollen before escaping to enter and fertilise another flower</em></td>
</tr>
<tr>
<td><img src="image" alt="Swiss cheese plant" /></td>
<td>Swiss cheese plant (<em>Monstera deliciosa</em>)</td>
<td>Q. Why do the leaves of this plant have holes in them?</td>
<td><em>To shed excess water</em></td>
</tr>
<tr>
<td><img src="image" alt="Joseph's coat" /></td>
<td>Joseph’s coat (<em>Codiaeum variegatum 'Petra’</em>)</td>
<td>Q. What disease can be treated using this plant?</td>
<td><em>Leprosy</em></td>
</tr>
</tbody>
</table>
I spy herbivores…

Animals that eat plants are called **herbivores**. They are the next stage of a food chain and are known as **primary consumers**.

<table>
<thead>
<tr>
<th><strong>Atlas moth</strong></th>
<th>Q. What do the adult moths feed on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of Atlas moth]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Golden eyed Peruvian stick insect</strong></th>
<th>Q. What trees do these insects eat from in the wild?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of Golden eyed stick insect]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fregate Island beetle</strong></th>
<th>Q. What do the larvae feed on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of Fregate Island beetle]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Giant leaf insect</strong></th>
<th>Q. What is unusual about how these insects can breed in captivity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of Giant leaf insect]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Heliconid Butterflies</strong></th>
<th>Q. What flower do these butterflies lay eggs on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of Heliconid Butterflies]</td>
<td></td>
</tr>
</tbody>
</table>

**TASK:** Can you find the following herbivores and the answer to their interesting question? ✅ the herbivores as you spot them

**Diagram:**

- **Producer** (plant)
  - **Primary consumer (Herbivore / omnivore)**
    - **Secondary consumer (Carnivore / omnivore)**

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Animals that eat plants are called **herbivores**. They are the next stage of a food chain and are known as **primary consumers**.

**TASK:** Can you find the following herbivores and the answer to their interesting question?

<table>
<thead>
<tr>
<th><strong>Herbivore</strong></th>
<th><strong>Question</strong></th>
<th><strong>Answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlas moth</td>
<td>Q. What do the adult moths feed on?</td>
<td>Nothing – they survive on reserves in their body</td>
</tr>
<tr>
<td>Golden eyed Peruvian stick insect</td>
<td>Q. What trees do these insects eat from in the wild?</td>
<td>Pepper trees</td>
</tr>
<tr>
<td>Fregate Island beetle</td>
<td>Q. What do the larvae feed on?</td>
<td>Rotten, decaying wood</td>
</tr>
<tr>
<td>Giant leaf insect</td>
<td>Q. What is unusual about how these insects can breed in captivity?</td>
<td>They can breed without males</td>
</tr>
<tr>
<td>Heliconid Butterflies</td>
<td>Q. What flower do these butterflies lay eggs on?</td>
<td>Passion flower</td>
</tr>
</tbody>
</table>
I spy carnivores…

Animals that eat other animals are called **carnivores**. They are **secondary consumers** as they are the next stage in the food chain.

**TASK:** Can you find the following carnivores and the answer to their interesting question?

<table>
<thead>
<tr>
<th>Carnivore</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green tree python</td>
<td>Q. How many eggs do these pythons usually lay?</td>
</tr>
<tr>
<td>West African dwarf crocodile</td>
<td>Q. When not breeding, how do these crocodiles like to live?</td>
</tr>
<tr>
<td>Red-bellied piranha</td>
<td>Q. What do piranha teeth look like?</td>
</tr>
<tr>
<td>Poison dart frogs</td>
<td>Q. What eight-legged creatures do these frogs like to eat?</td>
</tr>
<tr>
<td>Beaded lizard</td>
<td>Q. What country is this venomous lizard from?</td>
</tr>
</tbody>
</table>
Animals that eat other animals are called **carnivores**. They are **secondary consumers** as they are the next stage in the food chain.

**TASK:** Can you find the following carnivores and the answer to their interesting question?

<table>
<thead>
<tr>
<th>Carnivore</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green tree python</strong></td>
<td>Q. How many eggs do these pythons usually lay?</td>
<td>12-25</td>
</tr>
<tr>
<td><strong>West African dwarf crocodile</strong></td>
<td>Q. When not breeding, how do these crocodiles like to live?</td>
<td><strong>Solitary</strong></td>
</tr>
<tr>
<td><strong>Red-bellied piranha</strong></td>
<td>Q. What do piranha teeth look like?</td>
<td><strong>Sharp triangular teeth</strong></td>
</tr>
<tr>
<td><strong>Poison dart frogs</strong></td>
<td>Q. What eight-legged creatures do these frogs like to eat?</td>
<td><strong>Spiders</strong></td>
</tr>
<tr>
<td><strong>Beaded lizard</strong></td>
<td>Q. What country is this venomous lizard from?</td>
<td><strong>Mexico</strong></td>
</tr>
</tbody>
</table>
Animals that eat other animals and can also eat plants are called **omnivores**. They can be primary or secondary consumers.

**TASK:** Can you find the following omnivores and the answer to their interesting question?

<table>
<thead>
<tr>
<th>Omnivore</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacu</td>
<td>Where in South America is this fish found?</td>
</tr>
<tr>
<td>Plecostomus</td>
<td>Where in South America is this fish found?</td>
</tr>
<tr>
<td>Catfish</td>
<td>Where in South America is this fish found?</td>
</tr>
<tr>
<td>Oscar</td>
<td>Where in South America is this fish found?</td>
</tr>
</tbody>
</table>
Animals that eat other animals and can also eat plants are called **omnivores**. They can be primary or secondary consumers.

**TASK:** Can you find the following omnivores and the answer to their interesting question?

<table>
<thead>
<tr>
<th>Omnivore</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacu</td>
<td>Where in South America is this fish found?</td>
<td>Guyana</td>
</tr>
<tr>
<td>Plecostomus</td>
<td>Where in South America is this fish found?</td>
<td>Central and South America</td>
</tr>
<tr>
<td>Catfish</td>
<td>Where in South America is this fish found?</td>
<td>Amazon and Orinoco</td>
</tr>
<tr>
<td>Oscar</td>
<td>Where in South America is this fish found?</td>
<td>Amazon</td>
</tr>
</tbody>
</table>
Food chains

Food chains have arrows to show what each organism is eaten by:

Producer

Is eaten by

Primary consumer

Is eaten by

Secondary consumer

plant

Herbivore / omnivore

Carnivore / omnivore

What other food chains can you find using your I spy information?
Food chains

Food chains have arrows to show what each organism is eaten by:

Producer

Is eaten by

Primary consumer

Is eaten by

Secondary consumer

plant

Herbivore / omnivore

Carnivore / omnivore

What food chains can you find using your I spy information?
Food chains

Food chains have arrows to show what each organism is eaten by:

- **Producer**
  - *plant*

- **Primary consumer**
  - *Herbivore / omnivore*

- **Secondary consumer**
  - *Carnivore / omnivore*

What food chains can you find using your I spy information?

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]
6. [ ]
7. [ ]
8. [ ]
9. [ ]
10. [ ]
11. [ ]
12. [ ]
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18. [ ]
19. [ ]
20. [ ]
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22. [ ]
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24. [ ]
25. [ ]
26. [ ]
27. [ ]
Food chains: ANSWERS

Food chains have arrows to show what each organism is eaten by:

Is eaten by
Producer [plant] Is eaten by Primary consumer [Herbivore / omnivore] Is eaten by Secondary consumer [Carnivore / omnivore]

What food chains can you find using your I spy information?

Any reasonable combinations of the following:

- Devil’s ivy
- Parrot flower
- Sugar cane
- Avocado pear
- Rosy periwinkle
- Joseph’s coat
- Vanilla orchid
- Bird’s nest fern
- Pineapple
- Birth wort
- Swiss cheese plant
- Peace lily

- Atlas moth
- Golden eyed Peruvian stick insect
- Fregate Island beetle
- Giant leaf insect
- Heliconid butterflies
- Pacu
- Plecostomus
- Catfish
- Oscar

- Green tree python
- West African dwarf crocodile
- Red- bellied piranha
- Poison dart frogs
- Beaded lizard
- Pacu
- Plecostomus
- Catfish
- Oscar
Food chain questions

What would happen to the numbers of producers, primary consumers and secondary consumers in the following food chain in these different situations?

1. If the grass caught fire the…
   - Producers would increase / decrease
   - Primary consumers would increase / decrease
   - Secondary consumers would increase / decrease

2. If the cheetah were hunted the…
   - Producers would increase / decrease
   - Primary consumers would increase / decrease
   - Secondary consumers would increase / decrease

3. If the gazelle couldn’t find a water hole and died of thirst, the…
   - Producers would increase / decrease
   - Primary consumers would increase / decrease
   - Secondary consumers would increase / decrease

Remember: When one part of a food chain is altered, it affects the other parts of the food chain.
Food chain questions: ANSWERS

What would happen to the numbers of producers, primary consumers and secondary consumers in the following food chain in these different situations?

1. If the grass caught fire the…
   - Producers would increase / decrease
   - Primary consumers would increase / decrease
   - Secondary consumers would increase / decrease

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   - Producers would increase / decrease
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Remember: When one part of a food chain is altered, it affects the other parts of the food chain.
Marwell Resource Evaluation Form

Resource: KS2 Interdependence

School: ___________________________ Your name: _________________

Date resource used: ____________

1. Which parts of the resource did you try?
   - ACTIVITY 1: Helping each other
   - ACTIVITY 2: My food chain
   - ACTIVITY 3: I spy
   - ACTIVITY 4: Food chains
   - ACTIVITY 5: Food chain questions

2. Did your students learn anything by carrying out the activities?
   - Yes
   - No

3. How enjoyable did your students find the resource?
   - Not at all
   - Quite
   - Enjoyable
   - Very

4. Please rank (1 is highest) your top three reasons for choosing to do this resource:
   - Fits in with the topic we are doing
   - Looked fun
   - It is educational
   - To keep children focussed in the park
   - Good curriculum links
   - Added value for money
   - To meet ‘Learning outside the classroom’ objectives
   - Other

5. How easy to understand were the teacher guidelines for the activities?
   - Impossible
   - Not very clear
   - Ok
   - Clear

6. How easy did you find it to carry out the activities in the Park?
   - Impossible
   - Difficult
   - No problems
   - Easy

7. If you have any comments to improve the resource, write them here:

Return to: Conservation Education Centre, Marwell Zoological Park, Colden Common, Hants, SO21 1JH