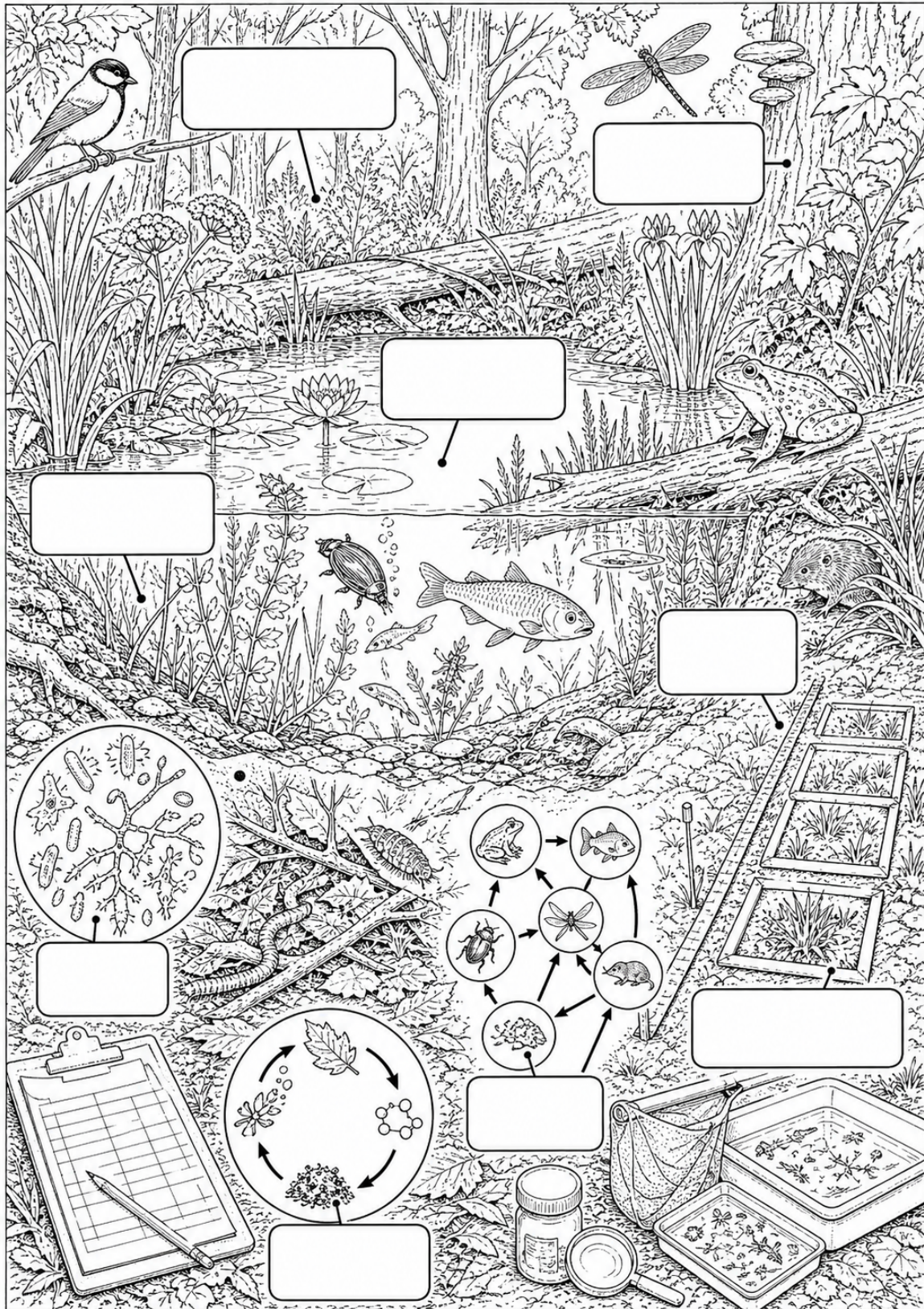


Ecology Fieldwork: Evidence Across an Ecosystem

KS4 / GCSE / Year 10 - Biology

Annotate producer, consumer, decomposer, abiotic factor, food web, nutrient cycle, quadrat, transect and sampling bias. Design a repeatable comparison between two



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Parent & Teacher Guidance

Curriculum focus

Topic: Ecology. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: the mapped programme of study.

Before you begin

Review the picture together and ask the learner what they already notice about Ecology. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Ecology. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Ecology can you explain using the picture?

Answers and checking

Producers capture light energy; consumers feed on organisms; decomposers recycle mineral nutrients. Food-web arrows show biomass/energy transfer from food to consumer. A fair field comparison defines independent/dependent variables, systematic or random sampling, repeats, controlled method and relevant abiotic measurements.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
