Y3 – Conservation of bees – How can we make our school environment more bee friendly? Lesson 1

Lesson	1 of 5

Learning objective

I can describe how bees help plants grow and understand how this affects people and other living things.

National Curriculum links

NC KS2:

Children will:

- describe and understand key aspects of human geography, land use, economic activity including trade links and the distribution of natural resources including food, minerals and water

Key lesson question	Why are bees important for our planet?

Resources

- lesson presentation (PPT)
- activity worksheet
- practical activity ideas and resources

Teaching input

- **How are geographical knowledge and concepts developed in this unit?** – Introduce the geographical concepts and knowledge focus for the lesson.
- **How can we make our school environment more bee friendly?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Human and physical geography** – Introduce Florence. She explains her role as a countryside ranger and how it links to human and physical geography.
- **Let's discuss** – Children should look at the images of bees with their learning partner and discuss what bees do e.g. make honey, drink nectar, pollinate. Take feedback from the class before revealing the answers on the following slide. Share the new word alerts and check for understanding.
- **Let's watch** – Watch the video which explains the importance of bees in the pollination process and how pollination is vital for plants to grow fruit and seeds and therefore food for humans. After watching the video, the children should discuss the question with their learning partner, how bees help flowers, using the sentence starters and word bank to help them. Take feedback from the class before revealing the answers on the following slide. Then, watch the video footage of a bee pollinating a flower.
- **Why do bees matter?** – This slide explains how even meat production is reliant on bees as they pollinate crops such as alfalfa, which feeds animals.
- **Where in the world do bees live?** – Share what Florence says about how bees live all over the world. Explain that we rely on bees and need to ensure we help them survive.
- **What do bees need to survive** – Share the four key features of a bee-friendly habitat with the children. Ensure the children understand bees need food (nectar/pollen), shelter, water and sunshine to survive. You may choose to take the opportunity to clear up the misconception that all bees live in hives. The vast majority of bees do not live in hives. Living in a hive (social nesting) is actually the exception rather than the rule for bees.
- **How does the climate affect bees?** – Share what Florence has to say about climate and bees.
- **Let's discuss** – Ask the children to discuss the question with their learning partner - What do you think happens to bees if the climate is too hot? Encourage the children to use the sentence starters to support their discussions. Take feedback from the class before revealing the answers on the following slide.
- **Bees and our food - UK** – Introduce Savas, the agricultural geographer. Over these two slides, Savas explains that UK farmers rely on bees so that they can grow crops for people to eat. Look at the images of food grown in the UK that rely on bee pollination.
- **Bees and our food - around the world** – Share what Savas says about foods grown around the world pollinated by bees.
- **More than just food** – Explain that it is not just food crops that bees pollinate and that humans rely on – it is also crops such as cotton, sunflowers and lavender.
- **Activity** – Children are to complete the tasks on their activity worksheet, ordering the words to show how bees help us get food, draw and label a recent meal and list foods that we couldn't have if bees don't pollinate the plants.
- **Challenge** – Children consider what might happen if bees became extinct and discuss the question with their learning partners. Encourage them to use the sentence starters to support their discussion. Take feedback from the class before revealing the answers on the following slide.

Main activity

On their activity worksheets, children will order the words to complete the diagram showing how bees help us to get food. Then they will recall, draw and label a recent meal they have eaten. Finally, they will list the familiar foods that they wouldn't be able to eat if bees did not pollinate the plants.

Challenge

What if there were no more bees?

Cumulative quiz questions

1. True or false? Bees are only important because they make honey for humans.

2. Why are bees an important natural resource?

3. Name four things that bees need to survive.

Self-assessment

- I can explain the importance of bees.
- I can understand how bees help us grow food.
- I know what bees need to survive.

Key vocabulary

bee – a flying insect that makes honey and helps plants pollinate
crops – plants that people grow to eat or make things with
natural resource – something that comes from the Earth and is used by people and other living things
rely – to depend on something or someone because you need it
survive – to stay alive, even through difficult times