



# What are the key issues affecting bees?

## Geography – Y3 – Lesson 2



### Geographical Knowledge and Concept

Human and Physical Geography  
Physical Processes and Environmental Impacts

### Resources

- Activity worksheets
- Challenge worksheet
- PPT
- Whiteboards and pens

### Teaching Input

- **How can we make our school environment more bee-friendly?** – Go through the key questions and the geographical knowledge and skills used to answer those questions.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Let's discuss** – Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class before Lula and Florence explain the answers on the following two slides.
- **The importance of bees** – Share facts that bees are believed to be the most efficient pollinators, as they rely upon pollen and nectar for feeding their young. This means they may visit more flowers and spend longer searching for food than some other groups of flower visitors. Also, bees are known to repeatedly visit flowers of the same species, increasing the chances of a successful pollen transfer that leads to pollination.
- **East of England region** – Introduce the case study about the East of England region over the following six slides. Share the video link with children to show the work being carried out by Buglife:  
[www.youtube.com/watch?v=SoCa7kpZEEY](http://www.youtube.com/watch?v=SoCa7kpZEEY)
- **Let's discuss** – Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following two slides.
- **Changes in land use** – Share the information on the slide with the children.
- **Pesticides and herbicides** – Share the information on the slide with the children.
- **Climate change** – Share the information on the slide with the children.
- **Bee conservation** – Share the conservation ideas, which include: planting wildflowers, having more bee-friendly gardens, trying to buy organic food that has not been sprayed with pesticides or herbicides, supporting British bees and beekeepers by buying local honey, creating a bee hotel, spreading the word in school and the local community about ways to protect bees.
- **Activity 1** – Children are to complete the activity 1 worksheet by writing a letter to the town Mayor to explain the threats bees face today. Highlight the risks for the future and mention any ways you think bees could be conserved—three differentiated worksheets to select from.
- **Challenge** – Children are to use the knowledge they have gained to create an information leaflet about the East of England region to show what is happening in this region on their challenge worksheets. They are to focus on the decline of bees and how their numbers are being conserved.

### LA

Begin to understand that bee numbers are declining across the UK.  
Begin to understand how B-Lines can help conserve bees.  
Begin to explain why bee numbers are declining.

### MA

Be able to understand that bee numbers are declining across the UK.  
Be able to understand how B-Lines can help conserve bees.  
Be able to explain why bee numbers are declining.

### HA

Be able to confidently explain and understand that bee numbers are declining across the UK.  
Be able to confidently explain and understand how B-Lines can help conserve bees.  
Be able to confidently explain why bee numbers are declining.

### Challenge

Children are to use their knowledge to create an information leaflet about the East of England region to show what is happening in this region, focusing on the decline of bees and how their numbers are being conserved.

### Self-assessment

I can understand that bee numbers are declining across the UK.  
I can understand how B-Lines can help to conserve bees.  
I can explain why bee numbers are declining.

### Key Vocabulary

**conserve** – protect something from harm  
**pollinator** – anything that helps carry pollen from the male part of the flower to the female part of the same, or another, flower  
**extinct** – when a species has been wiped out, and there are no more living  
**species** – a group of similar living things  
**colony** – a group of living things of one kind living together  
**herbicides** – substances used to control undesired plants, also known as weed killers

**nectar** – a sugary juice that bees suck out of flowers to give them energy  
**pollen** – a yellow, dust-like powder from the male parts of flowers  
**pollination** – the transfer of pollen from the male part of one flower to the female part of another flower  
**reproduction** – the process that creates new life, e.g., babies, young animals or new plants  
**heathland** – a shrubland habitat with open, low-growing woody plant life  
**pesticides** – chemicals used in gardens and fields to kill pests

### Assessment Questions

What has happened to bee numbers in the last century?  
What work has been carried out across the UK to conserve bees?  
What are the factors causing bee numbers to decline?

