

# GEOGRAPHY learning springboards

Pappus

## Worldwide distribution of the *Pappus* 15 key plants

### Mapping the distribution of plants locally

**Aim:** Pupils use secondary sources of information, for example the *Pappus* Plant ID sheets and internet maps, to think about why plants grow where they do around the world.

**Resources:**

- The *Pappus* Plant ID sheets for Horse Chestnut, Willow and Poppy
- The internet maps shown in hyperlinks below

Phytogeography or botanical geography is the branch of biogeography that is concerned with the geographic distribution of plant species and their influence on the Earth's surface. The *Pappus* Plant ID sheets give information about the geographical distribution of plants and the environmental conditions they grow in.

Compare these three plants and their distribution data as indicated via the hyperlinked maps – please copy the links carefully if you are typing into a browser!

- Horse Chestnut: *Aesculus hippocastanum*
  - <https://www.gbif.org/species/3189815>
- Common Poppy: *Papaver rhoeas*
  - <https://www.gbif.org/species/2888443>
- White willow: *Salix alba*
  - <https://www.gbif.org/species/5372513>

**More springboards:**

- Science Learning Springboards: several include seed dispersal activities

**Key vocabulary:**

Climate zones, biomes and vegetation belts

**Success Criteria**

- ✓ I understand and can describe why a plant grows in a given location

## Mapping school grounds by habitat

### Map the grounds

**Aim:** Pupils map an agreed location in detail (the school grounds would work best, or a residential site), as a resource for future activities in geography, maths, and science.

**Resources:**

Compass, OS maps and keys, school site (or other) site plan, *Pappus* Plant ID sheets

**Activity:**

- Provide pupils with a base map of the grounds or study site. The person responsible for school grounds – a maintenance supervisor or bursar - should have one. You may need to simplify it for pupils' use, and you may choose to mark a 10m grid over it.
- Pupils mark the north point and plot key features on their map using symbols, which should be explained in a key; these could be the OS map symbols or each pupil's own invention. If pupils use their own symbols a comparison can be made at the end of the task and a discussion on why there is a need for consistency of symbols.
- Set tasks for other pupils/groups to find key plants/trees/habitats, using compass directions and/or coordinates. Note: pupils must have the answers ready for other groups to mark their work.
- Pupils can compare the school location with the residential location. What are the similarities and differences in the flora and fauna and the geographical features such as rivers and hills?

**More springboards:**

- Geography Learning Springboards: Field work

**Key vocabulary:**

Compass points, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, co-ordinates grid, directions, flora, fauna

**Success Criteria**

- ✓ I can use fieldwork and observational skills to observe, measure, record and present the human and physical features of a location and the geography of my school and other locations
- ✓ I can describe the difference in physical and human features
- ✓ I can use compass directions

