

Secrets of the Woods
The Jurassic Coast
A Whale of a Tale

Name: _____

Class: _____

Date: _____

Raw Score

Scaled Score

Teacher's Notes:

secrets of the woods

INTRODUCTION

Think of woodlands as magical places – a world of mystery, waiting to be discovered. Make the most of your walk in the woods. Explore its secrets. Find out how every part of it, from tiny life-forms in the soil to the leafy canopy at the top of the trees, contributes to life in the woods.

CANOPY

Trees try to maximise the amount of light reaching them. So they form a canopy of leaves at the top of their branches. The branches of trees next to each other overlap, providing safe routes through the woods for birds and animals such as squirrels. Spreading leaves also limit the amount of light that reaches plants on the ground.

TREE TRUNKS

Cracks and crevices in bark provide homes for lots of insects and food for birds, such as woodpeckers, tree creepers and nuthatches. Bigger holes offer protection for roosting bats and the nests of owls and others.

UNDERSTOREY

At a lower level are bushes that have adapted to grow in darker conditions by sprawling sideways to increase their chances of receiving light. They often provide berries and nuts for animals. Other climbing plants – honeysuckle and ivy – use existing bushes and trees to climb up towards the light.

DEAD WOOD

Fallen, rotting branches provide a home for mosses, lichens and fungi (that need little light), and a wide range of insects and other invertebrates.

FLOWERS AND HERBS

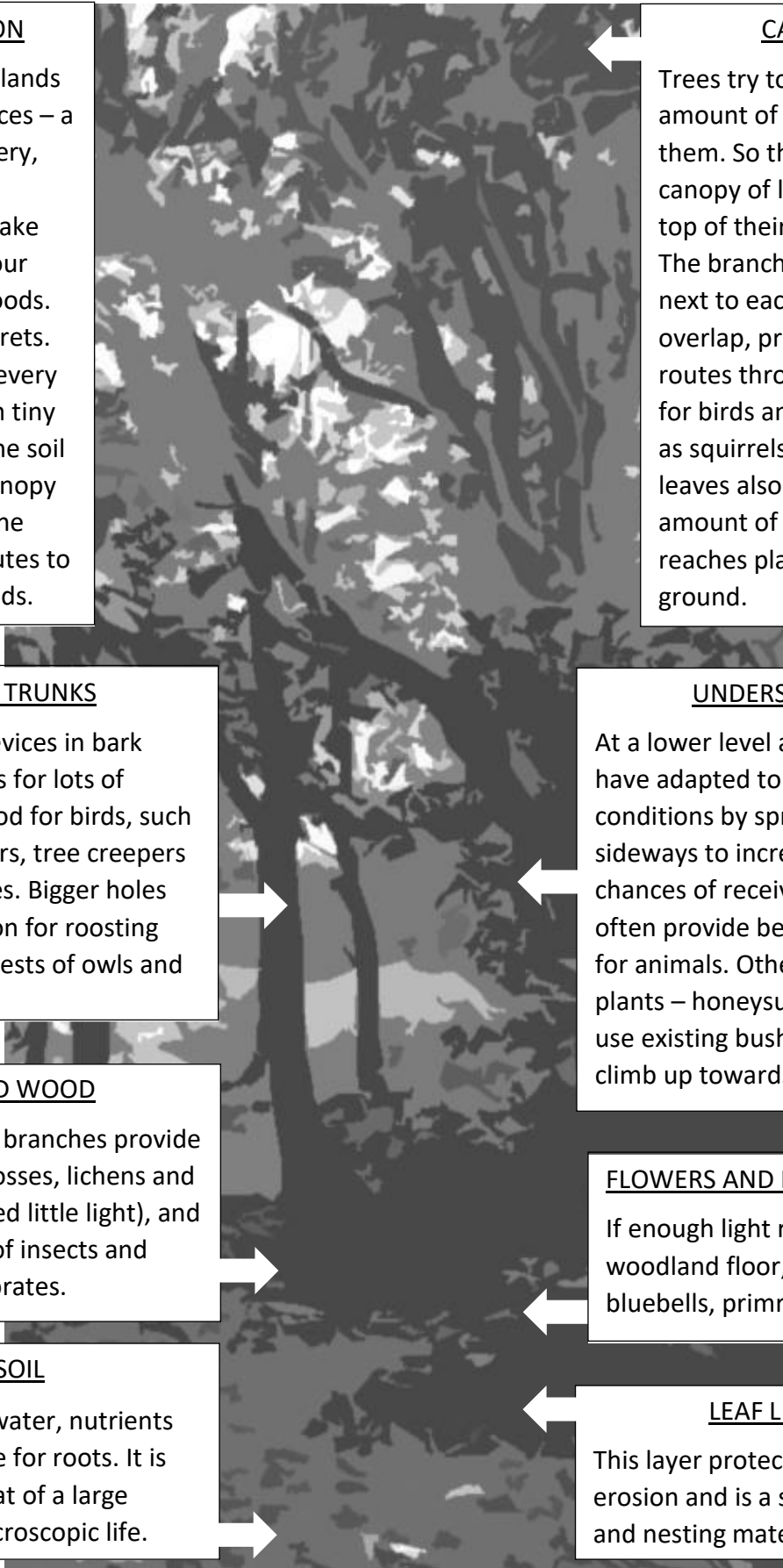
If enough light reaches the woodland floor, you will find bluebells, primroses and ferns.

SOIL

Soil provides water, nutrients and anchorage for roots. It is also the habitat of a large amount of microscopic life.

LEAF LITTER

This layer protects the soil from erosion and is a source of food and nesting materials.



1. In woodland, where is the **leafy canopy**?

1 mark

2. Write down **two** phrases from the **INTRODUCTION** that are there to persuade the reader to go for a walk in the woods.

1)

2)

2 marks

3. Look at **CANOPY**. It describes how the branches of trees overlap. How does this help squirrels?

1 mark

4. What advantage do tall trees have over smaller plants?

1 mark

5. How have bushes adapted to cope with lower amounts of light?

1 mark

6. Woodlands provide lots of food for animals. Describe **two** of the foods mentioned in the text and where in the woods they are found.

food	where it is found in the woods
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

2 marks

7. Flowers such as bluebells and primroses are found in woods. According to the text, what must they have in order to grow?

1 mark

8. Write down **two** things nesting birds find useful in woodland.

1)

2)

2 marks

9. Write down **two** things you are likely to find among rotting branches.

1)

2)

1 mark

10. The word **anchorage** in the section on **SOIL** comes from the word **anchor**. How is it used here? **Tick one.**

the trees are prevented from moving in the wind

☐

the trees draw up water through their roots

☐

the roots stop the tree from blowing over

☐

1 mark

11. What is special about the way ivy grows?

1 mark

12. How does leaf litter protect the soil?

1 mark

13. Most of the boxes of information have arrows attached to them. Why do you think the writer has done this?

1 mark



Mary Anning was born in 1799 and raised in Lyme Regis in Dorset. She had no scientific training, but her special collection of fossils was of particular interest to scientists. For, at the time, very little was known about prehistoric animals.

Her parents were so poor, of the nine children they had, only two survived – Mary and her brother, Joseph. When she was eleven, her father died falling off a cliff, which made it even more important that Mary should find interesting pebbles and shells that visitors to the seaside might buy as souvenirs.

Although she was too poor to go to school, she was able to read and write, and was able to read about geology (how rocks are formed) and anatomy (how bodies work). She also drew many of the fossils she started to find on the beach. In prehistoric times, approximately 200 million years ago, Dorset was underneath the sea. As a result, there are many fossilised bones of creatures embedded in the rock and clay of the cliffs.

One day, when she and Joseph were searching for fossils, they discovered part of a crocodile-like skull sticking out of the rock. Carefully chipping away at the rock, they revealed the first complete skeleton of an ichthyosaurus. The word means *fish-lizard*.



This created great excitement among scientists. Consequently, she became something of a celebrity. Professors of science wrote her letters and sent money to help her with her searches. She continued to successfully scour the beach for fossils and, unintentionally, helped to change what we know about life on Earth in prehistoric times. Soon, she was able to set up her own shop selling fossils to visitors. Nowadays, the Lyme Regis Museum is located on the spot where Mary Anning lived.

FOSSILIST'S GUIDE

The serious fossil hunter needs some important pieces of equipment. To remove possible fossils intact from rock, you will need a strong hammer and a chisel. To protect your eyes from flying rock splinters, safety glasses will prevent injury. A waterproof bag with strong straps and easily accessible pockets will be required for possible finds as well as sandwiches and a bottle of water. Sturdy walking boots will protect your ankles on uneven ground.

A final word of warning: NEVER ATTEMPT TO CLIMB THE CLIFFS.



1. Describe **two** of the tragic events that happened in Mary's family as she was growing up.

1) _____

2) _____

2 marks

2. How did the family try to make some extra money?

1 mark

3. What kind of books were among those she read?

1 mark

4. Why were scientists interested in her collection of fossils?

1 mark

5. Why are there so many fossils to be found along the coast of Dorset?

2 marks

6. How did Mary Anning become a celebrity?

1 mark

7. How did life become better for her after the discovery of the ichthyosaurus fossil?

1 mark

8. 'She continued to successfully scour the beach for fossils and, unintentionally, helped to change what we know about life on Earth in prehistoric times.'
What does **unintentionally** mean? Circle one.

without meaning to

deliberately

without stress

1 mark

9. Apart from finding your own fossils on the beach, where in Dorset do you think you might be able to see some fossils?

1 mark

10. 'To extract possible fossils intact from rock...'
What does **intact** mean?
Circle one.

hidden

sharp

complete

1 mark

11. Write down **two** examples of equipment, suggested in the **Fossilist's Guide**, a serious fossil hunter would need in order to remove fossils from rocks.

1) _____

2) _____

1 mark

12. Why do fossil hunters need to protect their eyes?

1 mark

13. Why do fossil hunters need sturdy boots?

1 mark

14. The last sentence in the **FOSSILIST'S GUIDE** is in bold. Why do you think that is?

1 mark

A Whale of a Tale

Test C - Year 5

Sunday 12th – LAST DAY of the holidays

Dear DIARY,

I must put this down on paper before the memory fades like the sea washing AWAY A footprint in the sand.

Despite the dark clouds, I went to the beach for the last time this morning. I watched a ship motionless on the horizon. I held a shell up to my ear. "STAY AWAY, stay..." it seemed to whisper. Huh! My imagination!

Then, down by the black rocks, I spotted something sticking half out of the sand. You couldn't miss it. A wonderful thing. A treasure. It looked exactly like the horn of a unicorn. Of course, it had to be a narwhal's tusk – one of those smaller Arctic whales. But this WAS treasure just the same.

As I got closer the WAVES beat against the rocks like rolling thunder. Something told me the tusk wasn't mine to touch. I should LEAVE it to take its chances with the tide.

Brushing AWAY the sand clinging to it, I couldn't believe my eyes. It WAS gold! As I struggled to dislodge it, the WAVES Battered the rocks AS if in a RAGE. The seagulls screeched and dived at me. I GAVE one last heave and fell BACKWARDS with the tusk in both hands. It WAS mine! But my BACK slammed hard against the sand. I felt dazed. Sick.

Immediately, some mysterious force took me to the ship on the horizon – a whaleboat, surrounded by whales in a frenzy of anger. The engines were grinding, but no movement. The whale hunters, paralysed, stared straight ahead, trapped by some spell. "The giants of the deep," WAS all they mumbled.

I don't know how I knew what to do, but I did. The crew looked even more terrified when I held up the narwhal tusk. WAVES CRASHED high above the boat. Thunder CRACKED around our heads. I threw the golden tusk BACK, returning it to the sea.

Then... what? Everything went calm. No boat. No CRASHING WAVES. I WAS lying on the beach, getting my breath BACK, wondering who to tell... And what to tell them.



1. What is like the sea washing away a footprint in the sand?

1 mark

2. This wasn't the writer's first visit to the beach. Write down the words that tell you.

1 mark

3. The boat on the horizon is described as **motionless**. What does **motionless** mean? Tick one.

without feelings

☐

not moving

☐

far away

☐

1 mark

4. What does the writer not take seriously – as just **My imagination**?

1 mark

5. Where on the beach was the narwhal tusk when the writer spotted it sticking out of the sand?

1 mark

6. The writer describes the tusk in **two ways** that suggest how special it appears to be. What are they?

1) _____

2) _____

2 marks

7. What is the narwhal tusk similar to?

1 mark

8. What do you think would happen to the tusk if it had been left to **take its chances with the tide**?

1 mark

9. Look at the paragraph beginning: **I brushed away the sand...**
Two things appear to be trying to protect the narwhal tusk.
What are they?

1) _____

2) _____

2 marks

10. How was the writer carried out to the whaleboat?

1 mark

11. Who or what are the giants of the deep?

Test C - Year 5

1 mark

12. What do you think happened to the crew of the whaleboat when the narwhal tusk was returned to the sea?

2 marks

13. Why do you think the writer has written: **Then... what?**

1 mark

14. Some words have been used in the diary that mean what they sound like. This is called onomatopoeia.

Tick all three examples.

horizon

☐

screeched

☐

grinding

☐

cracked

☐

beach

☐

2 marks