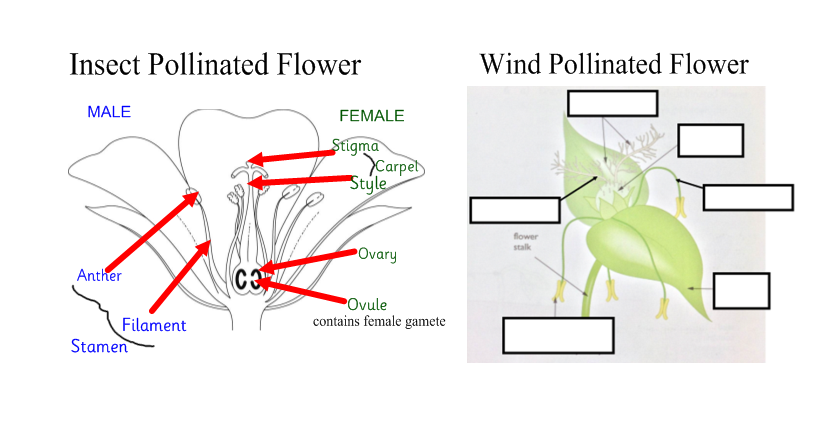
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| --- | --- | --- | --- |
| **Topic** | Pollination in plants | **Level** | GCSE (or any course for students aged 14-16) |
| **Outcomes** | 1. To describe and explain adaptations of wind, insect and mammal pollinated plants | | |

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1. Label the wind pollinated flower above.

2. Compare the structures of insect and wind pollinated flowers.

(Use correct comparative language. See box **below** for support)

3. Explain the significance of **two** of these adaptations to the plant for pollination.

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**Literacy support – comparative language**

When comparing structures ensure they are referring to the same point (the colour of the petal, for example)

***Whereas*** is a good connective to use.

…………………………………………………. ***whereas*** ………………………………………………

e.g. The insect pollinated flower has large, brightly coloured petals ***whereas*** the wind pollinated flower has smaller, duller coloured flowers.

You have looked at the adaptations for the insect and wind pollinated flowers.

**Designing a mouse pollinated flower**

So far we have looked at the adaptations for insect and wind pollinated flowers. You are now going to design your own flower that is pollinated by a mouse.

[](http://www.google.co.uk/url?sa=i&rct=j&q=rat+pollination&source=images&cd=&ved=0CAcQjRw&url=http://www.bbc.co.uk/news/science-environment-15738837&ei=UeVuVbPNHaqt7AaHs4OIBQ&bvm=bv.94911696,d.ZGU&psig=AFQjCNHEeOTueprVq0ZpZ-rM67cd-6KZKg&ust=1433417401776324)

**Designing a mouse pollinated flower**

You design must include:

* A diagram of the flower
* All parts labelled
* An explanation of each adaptation

It does actually exist!! <https://www.youtube.com/watch?v=Pwp5VRV4ZxY>

Progress: further resources on plants are available here:

<http://thescienceteacher.co.uk/plants/>