

Osmington Bay



Year 12
Biology ecology
trip



Highlands School
& Sixth Form

June 2024



Arriving at Osmington Bay



Our year 12 biology students embarked on an exciting trip to Osmington Bay, where they immersed themselves in hands-on learning experiences. This beautiful coastal area provided a rich environment for studying marine biology, coastal ecosystems, and geological formations. Through guided activities and fieldwork, students gained invaluable insights and a deeper appreciation for the natural world, enhancing their classroom knowledge with real-world observations.



First session of the day, preparing for River Wey



Stream ecology session on the River Wey

This session started off with a short introductory talk before heading out to the river. The session looked at the distribution of invertebrates in the river and how this is affected by various environmental factors.

The group collected data on the physical characteristics of the river, including the width, depth and velocity as well as conducting kick samples to investigate the distribution of invertebrates.

The data collected was used to calculate pollution indices (Biological Monitoring Working Party Score), or with Simpson's Index of Diversity.



'Chill session' on the beach

After a delightful visit to the River Wey, where our students explored the serene surroundings and enjoyed the cool, refreshing waters, the students headed to the nearby beach for a relaxing chill session.

The golden sand and clear blue sky provided the perfect backdrop for an afternoon of unwinding, ready for day two's adventure.



Psammoseral succession session at studland

The heathland sand dune ecosystem is an ideal location for studying the abiotic and biotic factors of succession and the influences that affect this process.

Fieldwork included an interrupted belt transect across the dune system collecting data on height change, abiotic factors and vegetation cover.

There was also the opportunity to do some random sampling within the different zones to use a variety of techniques.

There were also opportunities to study different approaches to sustainable development and how humans impact succession. This session lends itself perfectly to Required Practical 12, (investigation of a named environmental factor on the distribution of a given species).



Activity day

As the students wrapped up their enlightening trip to Osmington Bay, they were treated to a day filled with exhilarating activities, including zip lining and archery.

After days of immersive learning and exploring the coastal ecosystems, this final day offered a perfect blend of adventure and fun.



As an A-Level Biology teacher, leading field trips has always been an enriching experience that blends education with real-world exploration. During our recent trip, I watched our students' classroom knowledge come alive as they conducted hands-on research in diverse ecosystems. They eagerly identified species, analysed ecological interactions, and collected data, fostering their curiosity and scientific thinking. It was incredibly rewarding to see their excitement and growing appreciation for biology. This immersive learning environment not only deepened their understanding but also strengthened our classroom community, making it an unforgettable educational adventure for everyone involved.

I really enjoyed the trip there were a lot of laughs and jokes but we also got to learn a lot about the different habitats and the creatures that inhabit them. I loved that we were able to discover new things in a more interactive environment.

Rhea Mehta, biology student

Ms Alver, Director of science

It has been amazing supporting the year 12 biology trip.

The students' behaviour was exemplary and the amount of focus, engagement, resilience and enthusiasm they showed for their work, was a joy to observe.

They worked really hard and were great role models for all the younger students on site.

The trip was a great way for students to apply their knowledge of ecology in a real life investigation. The students carried out ecological research, collected data before statistically analysing the data, applying their classroom content. All the students got involved in the different parts of the research and it was lovely to see them all immerse themselves into the experience and learn outside of the classroom. All students developed a sense of adventure and got involved with every aspect of the research, creating long lasting memories.

Ms Ward, Science teacher

Ms O'Sullivan, Behaviour mentor