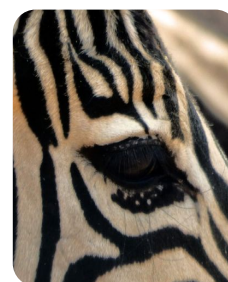


Key Stage 1 & Key Stage 2

## AFRICAN ANIMALS

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### General points about this talk:

Talks generally last 30-40 minutes and take place out in the Park in all weathers; please ensure that your pupils wear suitable clothes for the conditions.

Talks are generally lead by the keepers on this section so they may vary slightly between different staff members. We will adapt this talk according to the age of the children and as such it is suitable for pupils from KS1 right through to GCSE level.

As this talk is held in a more open part of the Park we can cater for up to 25 children per talk.

The normal meeting point for this talk will be at the rhino house but it may start at the lion enclosure.

### What we will cover in the talk:

The African savanna ecosystem is a tropical grassland area with warm temperatures all year round and a distinct rainy season where anything from 38 to 63cm of rain can fall. The savanna covers around half of Africa and is characterized by grasses and small or dispersed trees that that allows the sunlight to reach the ground. The plants and animals that live in the African savanna form a complex food web with interactions between carnivores, herbivores, producers and scavengers.

In this talk we focus mainly on the herbivores and carnivores that we have at the Park including rhinos, giraffes, zebras and lions. We take a look at the adaptations they have that allow them to feed on the plants or animals that they eat and will discuss the words that we use to describe animals that eat only plants (herbivores), animals (carnivores) and animals that eat both (omnivores). We may discuss teeth and eye positions, hunting techniques amongst predators and ways that prey animals can protect themselves. We also focus on the adaptations that these animals have that enable them to live in hot climates.

For older pupils we may also discuss conservation of the savanna, especially with reference to rhino poaching and the measures being taken combat it.



## Animals we may include:

We cannot guarantee which animals you will see during your talk but you will visit at least three of the following:

White rhino	Clouded leopard
Chapman's zebra	Slender-tailed meerkat
Giraffe	Asiatic lion

## Areas of the new National Curriculum that this talk addresses:

### Year 1

Animals, including humans:

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

**Non-statutory guidance:** Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat;

### Year 2

Living things and their habitats:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Animals, including humans:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)



**Non-statutory guidance:** Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals). Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the processes of reproduction and growth in animals.

### Year 3

Animals, including humans:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

**Non-statutory guidance:** Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.

### Year 4

Living things and their habitats:

- recognise that environments can change and that this can sometimes pose dangers to living things
- Animals, including humans:
- construct and interpret a variety of food chains, identifying producers, predators and prey

**Non-statutory guidance:** Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences.



## Year 5

Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

**Non-statutory guidance:** Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans.

## Year 6

Evolution and inheritance

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

**Non-statutory guidance:** Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

