

KS1 - Year 2

Curriculum Links for Educational Talks



Educational Talks

We currently offer the following talks to children in KS1:

African Animals

Classification

Habitats and Adaptations

Life Cycles

Predators and Prey

Rainforests

Reptiles

World of Plants

During the talk the keeper will take you round to visit three or four different animals so that the children get to see a variety of species. This allows for a discussion of similarities and differences between the animals. The children will have the opportunity to ask and answer questions relating to the animals that they can see.



Talk details

Talks generally last around 30 minutes and will take place out in the Park in all weathers; please ensure that your pupils wear suitable clothes for the conditions. They are generally delivered by the keepers and may vary slightly between different staff members.

Unfortunately, we cannot guarantee which animals you will see during your talk, but you will get to learn more about three or four different species during your talk as the keeper takes you to visit their enclosures.

Please note: our school talks do not involve any hands-on contact with the animals.

African Animals

A great opportunity to find out more about the animals in the Park that are native to Africa. During the talk you will visit a variety of species and discuss the similarities and differences between them. The keeper will explain what they eat, what their natural habitat would look like and what their typical behaviour is. We will touch on features of predators and adaptations that the animal might have to help them survive in their habitat in Africa.

Classification

Classification is the grouping of plants and animals so that we can identify them quickly. The animal kingdom is usually split into two main groups – those with and those without backbones (vertebrates and invertebrates). This talk will mainly focus on the five main vertebrate groups: fish, amphibians, reptiles, birds and mammals. We will visit three or four animals and talk about the group they belong to, any adaptations of that animal and discuss what makes each group unique.



Habitats and Adaptations

Over a long period of time animals have developed special features that help them to survive in their environment, an **adaptation**. In our Habitats and Adaptations talk we will visit some animals from different habitats and take a look at the adaptations they have that help them to survive there. The animals that you see during your talk will vary depending on the keeper who delivers the talk and the section they work on, however we aim to include animals that come from a variety of habitats such as grasslands, rainforests, deserts or rivers.

Life Cycles

All animals are born, grow, reproduce, and eventually die which we call a **life cycle**. This talk explores a selection of animals and looks at how they grow, develop and how we care for them. During the talk you will take a look at some of our animals that perhaps have a more unusual life cycle as well as those that follow a more typical life cycle similar to humans.

Predators and Prey

In this talk, we will be looking at different predators and prey and look at the adaptations they have that help them to survive in their environments. We will discuss differences in senses, teeth, feeding techniques, bones, digestive systems, and behaviour that assist in life as the hunter or the hunted. We will touch upon food chains and the importance of predators and prey living together in one habitat.

Rainforests

Rainforests are found throughout the world with 70% of all known plant species and 50% of all known animal species living in the these forests. However, the rainforests only cover 5% of the land surface of the planet. The warm and moist



climate mean they are an easy environment for plants and animals to live in. During the talk we will look at a variety of animals that would live in the rainforests and how they survive there. We will talk about the importance of the rainforests and how they support the animals and plants that live in them.

Reptiles

This talk will look at the different types of reptiles including; snakes, lizards, caiman, and tortoises. The keepers will discuss the similarities and differences between varying reptile species and with each reptile we will look at what they eat, where they live and what they need in order to survive. This talk will also touch on life cycles and the changes some reptiles go through as they grow. Finally, we may look at ways that they may protect themselves through camouflage, colouration and even venom!

World of Plants

There are estimated to be over 400,000 species of plants worldwide which form the basis for life on Earth. Our World of Plants talk takes a look at just some of the ways that plants provide life, through flowers, food, oxygen and the regulation of the water cycle. Everything we eat comes directly or indirectly from plants. Throughout human history, approximately 7,000 different plant species have been used as food by people in the forms of fruit, grains and vegetables. In this talk, we examine some of the food plants that we can grow here at the Park and we may also discuss plants that can be used for other uses such as shelter, fuel, latex, clothing and pigments. The talk will also discuss some of the more unusual plants at the Park from carnivorous plants through to plants that were alive when the dinosaurs roamed the Earth!



Resources

If you decide to book a talk for your educational visit, we have created some free digital resources that will be made available to you ahead of the visit. These resources are comprised of a pre-visit and post-visit session guide, which includes general information and questions about the animals we have here at the Park that link to the talk you have booked with us, as well as some activity ideas or printable pages that the children can do with an adult or independently.

Year 2 learning outcomes

Below are the National Curriculum requirements for Year 2 and the educational talks we offer that are relevant to those outcomes.

Animals, including humans

Statutory requirements – Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive. (African Animals, Classification, Life Cycles, Reptiles)
- 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. (African Animals, Classification, Habitats and Adaptations, Predators and Prey, Rainforests, Reptiles)



- identify and name a variety of plants and animals in their habitats, including micro-habitats. ([Habitats and Adaptations](#), [Rainforests](#), [World of Plants](#))
- 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. ([Habitats and Adaptations](#), [Life Cycles](#), [Predators and Prey](#))

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) and ‘micro-habitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for 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 might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could



describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Plants

Statutory requirements - Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants.
(World of Plants)
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (World of Plants)

Non-Statutory guidance –

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. **Note:** Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

