

# KEY STAGE 2 YEAR 4



## EDUCATIONAL TALKS INFORMATION

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### Educational Talks

We currently offer the following talks to pupils in KS2:

**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.

The group size for talks will be limited to 20 children, so you may be given separate times for the same talk if your group is larger than 20 children. This is to ensure that all the children taking part get the most out of the session.

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.



## Talk Details

### 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 this is called a life cycle. This talk explores a selection of animals and looks at how they grow and 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 these forests. However, the rainforests only cover 5% of the land surface of the planet. The warm and moist climate means 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 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 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 4 learning outcomes

Below are the National Curriculum requirements for Year 4 and the educational talks we offer that are relevant to those outcomes.

## Living things and their habitats

### Statutory requirements

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways. (Classification, Predators and Prey, World of Plants)
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Classification)
- recognise that environments can change and that this can sometimes pose dangers to living things. (Habitats and Adaptations, Rainforests)

### Non-Statutory guidance

Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.





**Note:** Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.

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 might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

## Animals, including humans

### Statutory requirements

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.
- construct and interpret a variety of food chains, identifying producers, predators and prey. ([Life Cycles](#), [Predators and Prey](#))

### Non-Statutory guidance

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; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

