

LEARNING with
LONGLEAT



Safari Tour Predators

BEST PREDATOR AWARD



Curriculum links:

This resource can be used for **KS3** or **KS4** work on adaptations, focused here on predators but could also be used for prey species. To get the most of the research we suggest that you may want to introduce the visit after you have covered:

- Definitions of predator and prey
- Feeding (including how animals acquire food and how they eat)

We have planned this resource to specifically look at how predators hunt, feed and eat and the adaptations that make them good at these activities.

Before your visit

We have a selection of predators at Longleat and we suggest that you focus these activities on at least three of them. You may want to begin with identifying what a predator is and then to generate a class discussion and ask them to vote for who they initially think is the best predator. It may be worth considering how you might 'measure' a predator and ask them to explain their initial thoughts in their books.

Following on, we have included some pictures you may want to suggest as stimuli for **Activity 1**. This activity is designed to engage the students in the task and encourage them to generate questions for their research.

We then suggest that you allocate time for students to research how the different predators catch (either from a social and physical point of view), kill and eat their prey. We have included a writing frame for other age groups and some links to useful websites which you may wish to use.

- Activity 1: Research predators
- Optional writing frame for research at end of pack



During the safari

When you tour the safari in your school coach please note students may have difficulty in viewing animals on the opposite sides of the bus and therefore we suggest that you ask students to work in pairs (on either side of the bus).

For **Activity 2**, we have provided pictures of the main predators in the park that we encourage the students to annotate with key adaptations that enable them to hunt, kill and eat. A lot of this information will have been elicited from their research however as you tour the park you may want to ask your guide (if you have one) to focus on specific information relating to this topic. We have also provided some questions for students to consider whilst they are in the park including electing their favourite 'predator'.

You can see different skulls and other information up at the African painted dogs lookout before you continue on your safari.

- Activity 2: Predator adaptations

Following your visit

The key to this resource is allowing the students to:

- Identify animals physical and behavioural adaptations
- Ascertain how these adaptations allow a predator to hunt, kill and eat
- Evaluate how adaptations make a predator the 'best'

We have included a range of options in **Activity 3** to do this and included some extension areas you may wish to consider for extension work or **KS4**.

Activity 1: Research predators



Research your predators. Which one is the most skilled at catching, killing and eating?

Name

Name

What makes it a good predator?

What makes it a good predator?

Interesting facts

Interesting facts

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Activity 2: Predator adaptations

Amur Tiger



Activity 2: Predator adaptations



African lion

Activity 2: Predator adaptations

Cheetah



Activity 2: Predator adaptations



Spotted hyena

Activity 2: Predator adaptations



European wolf

Activity 2: Predator adaptations



African painted dog

Activity 3

Learning objectives

- To describe adaptations of predators that enable them to catch, kill and eat prey
- To evaluate the benefits of predators' adaptations

Teachers notes

Following your visit to Longleat, students are encouraged to consolidate their work on predators' adaptation by using one or more of the following activities:

Activity 3a: Tally charts and bar graphs

Students may want to gather their results as a class in the form of a tally table which can be extended with bar graph work. You may want them to cross analyse this with the vote taken prior to their research and visit to Longleat.

Activity 3b: Poster

Students can use their pictures with annotations from the safari to put together a poster which demonstrates how and why they believe their predator is the best at Longleat.

Activity 3c: Presentation

You may wish to ask students to run a presentation on their chosen predator and how they have come to the conclusion that it is the best predator. This can be done by using their worksheets from the park, by putting together an IT presentation or alternatively, students can present following on from designing a poster. This may be an opportunity for class discussion about what makes a good predator.

Activity 3d: Debate

There is an opportunity here to have a debate or competition relating to the information gained in research and on the Longleat Safari. Students can put forward their argument as to why their predator is best. Using peer assessment students could decide the winner or to encourage further debate groups could be given points as following:

A	Adding a point	1 point
B	Building on a point	2 points
C	Contesting a point	3 points

Extension work or KS4:

- Identifying misconceptions (i.e. big animals are predators)
- Scavengers (i.e. Vultures – where do they fit in?)
- Designing an identification key
- How prey animals are adapted to avoid being caught
- Link to how adaptations enable animals to compete for limited resources

Activity 3b: Poster

Design a poster on your favourite predator

Use information from your research to tell people about the adaptations that help them be such a good predator.

Resources used:

Nominate your winner!



I think the best predator award should go to...

My reasons are:

1.

2.

3.

