

# 7. North Downs animal addresses

## Activity Description

The following activities provide a practical fun-filled way to introduce, review or reinforce learning about animals and their habitats using the North Downs as a case study. The animal address cards, profile pictures and worksheets can be used in a variety of creative ways and adapted according to key stage and developmental requirements. The children can become detectives and investigate some of the animals and plants of the North Downs.

### Resources include:

- North Downs animal address cards - these can be pre-cut or cut out by the children as part of the activity
- North Downs animal profile pictures - these can be pre-cut or cut out by the children as part of the activity
- Defining Downland habitats worksheet
- The North Downs 'A living landscape?' worksheet and photographs
- The North Downs 'A living landscape?' 7 characteristics of living things
- I spy Downland scenery
- Consumer groups worksheet
- Invertebrate or vertebrate worksheet
- North Downs animal groups worksheet
- Habitats and microhabitats worksheet
- Microhabitats pictogram worksheet

### Animal address

Location: Underground chalk tunnel

Location: Sheltered sett, woodland edge

Location: North Downs digger

Feature/adaptation: Long claws, black and white furry face

Food: Earthworm, insect, small mammal and egg eater

Feature/adaptation: Give birth to live young

Feature/adaptation: NOCTURNAL



Badger



# Activity Descriptions

To set the scene you may want to start by explaining that 'downland' is the name given to chalk countryside in southern England. Areas of downland are often referred to as 'Downs,' which get their name from the old English word dun, meaning hill!

Explain that, the Downs contain a rich mixture of habitats which provide home to many plants and animals. These habitats include chalk grassland, scrub, hedgerows, woodlands (ancient and coppice woodland, veteran trees and wood pasture), traditional orchards, chalk rivers, arable and mixed farmland. Further information on these habitats can be found in the introduction section of this pack. Key stage 2 groups can use the 'Defining Downland habitats' worksheet to investigate the variety of downland habitats.



## Activity 1: Guess who, animal address game?

Sort the children into small groups (ideally a maximum of 6 children per group) and hand them a pack of the North Downs animal address cards and animal profile pictures. Explain that their challenge is to match the animal addresses with the animal profile pictures provided. Advise the children to lay out the profile pictures so they can be seen by all group members. Ask them to each select an animal address and take it in turns to read their address card aloud. Can they work as a team to match all the animal addresses with their correct animal profile picture?

Explain to the class that the address cards will provide information about the animals':

**Location/habitat** - A habitat is a home for plants and animals. For example, chalk grassland or coppice woodland. A micro-habitat is a very specific, small home for plants and animals. For example, under a stone, within a tree hollow or log pile.

**Features or adaptations** - Animals depend on their physical features to help them get their food, keep safe, build homes, withstand weather, attract mates and reproduce (make babies). These physical features are called adaptations. These special body features make it possible for the animal to live in a particular place and in a particular way.

**Food** - The food the animal eats is often called their diet. Animals are called consumers, because they must eat (consume) other animals and plants. There are different types of consumers in the animal kingdom. A carnivore is an animal that only eats other animals. A herbivore is an animal that only eats plants and an omnivore is an animal that eats both plants and animals.

Have the groups managed to match the animals to the addresses correctly? This activity lends itself well to class discussions and leads on nicely to the grouping and classification of animals.





Chalkhill blue butterfly



Barn owl



Common pipistrelle bat



## Activity 2: Grouping and classification

Once the animal address cards and profile pictures have been matched correctly, explain that animals can be grouped according to their features and adaptations, diet and habitat/s. Give the groups time to discuss how they could sort the animals in different ways. Could they be sorted into groups according to their number of legs, the colour or thickness of their fur, the way they move and the habitat they live in? Ask each group to demonstrate and explain to the class how they have sorted the animals.

## Activity 3: A living landscape

Use the North Downs 'A living landscape?' worksheet and photographs of plants, animals, features and landmarks to begin exploring and comparing the differences between things that are living and non-living. The 7 characteristics of living things and the 'I spy Downland scenery' worksheets can be used to support this activity.

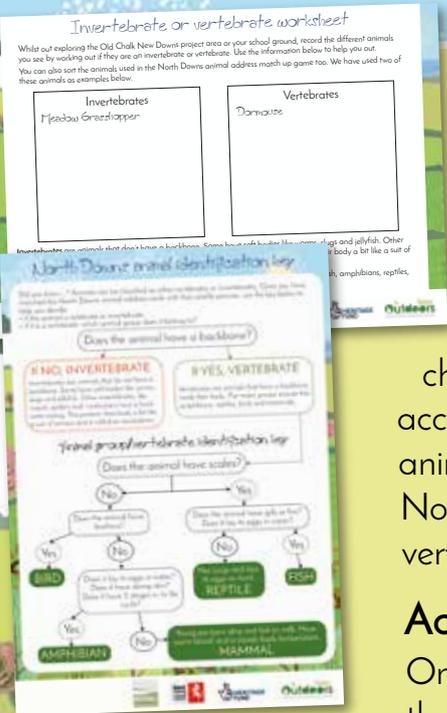


Alternatively, why not set-up a treasure hunt outside of the classroom as an active way of introducing the topic of 'living and non-living' things? This activity should provoke discussions about the 7 characteristics which make something 'living' rather than 'not living'. Hide the photographs (treasures) from the North Downs 'A living landscape?' worksheet provided around the school grounds and provide a list of these special treasures, so the children know what to find and collect. Add extra excitement to the activity by providing a treasure box or special bag/container to collect the treasures/photographs in and give them a time limit! Once each photograph has been collected challenge the children to work in teams and sort them into two groups giving reasons for why they have done this. Hopefully the children will have grouped their finds in different ways. Encourage them to discuss why they have sorted the photographs like they have. Can the children use their powers of observation to look at their treasures and sort them into 2 groups according to the those which are 'living' and those that 'have never been alive?' Work together as a class to create a list of what living things need and what they can do. Hand out the North Downs 'A living landscape?' worksheet and see if the children can complete the table.

## Activity 4: Consumer groups

Ask the children to sort the animal address cards and pictures according to the animal's diet/the food they eat. Use the consumer groups activity worksheet provided to sort the animals into 3 consumer groups: herbivores, carnivores or omnivores?





## Activity 5: Invertebrates or vertebrates

Explain that animals can be divided into groups or 'classified' by looking at the similarities and differences between them.

Describe how animals are divided into two main groups; animals that have a backbone are called vertebrates, animals that don't have a backbone are called invertebrates. Ask the

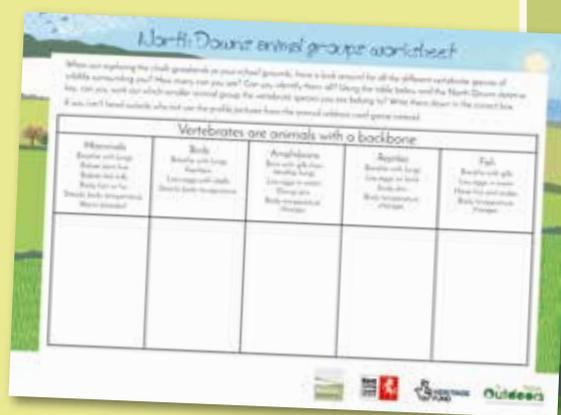
children to sort the animal address cards and profile pictures according to whether the animal is an invertebrate or vertebrate. The animal address cards should provide lots of helpful information. Use the North Downs detective's animal identification key and invertebrate or vertebrate worksheet.

## Activity 6: Animal groups

Once the children have separated out the invertebrates from the vertebrates

explain that vertebrates and invertebrates can be divided into smaller groups. For example, insects, crustaceans and spiders are invertebrates which have hard bodies/exoskeletons, whereas worms, molluscs and jellyfish are invertebrates with soft bodies. Vertebrates are divided into fish, amphibians, reptiles, birds and mammals.

Challenge the children to sort the animal address cards and profile pictures into their different animal groups. The children can use the clues on the animal address cards and the North Downs detective's animal identification key to begin sorting/classifying the creatures.



## Activity 7: Microhabitats

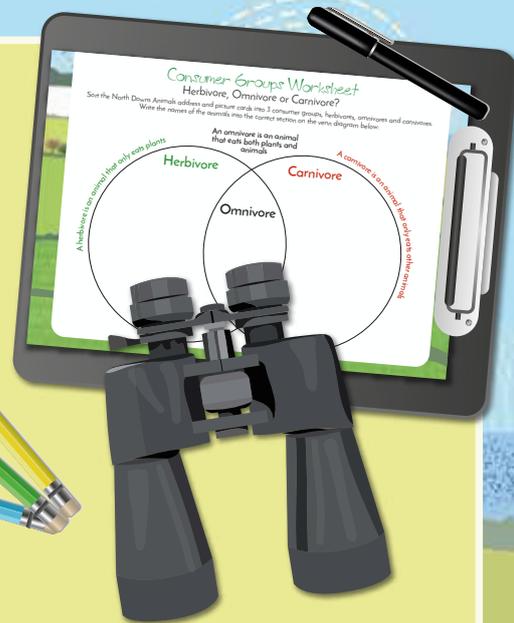
Use our North Downs habitats and microhabitats worksheet to introduce the terms 'habitat' and 'microhabitat'. This topic can be brought to life by venturing outside the classroom and exploring one of the recommended gateway sites or your school grounds. Once armed with magnifying glasses, bug pots etc. tell the children they are going to pretend to be 'BFGs' 'Big Friendly Giants.' Their challenge is to see how many different habitats and microhabitats they can find and use the microhabitats pictogram worksheet to record some of the creatures that live in these miniature worlds.

Explain that a pictogram is a chart that uses pictures to represent data. Pictograms are set out in the same way as bar charts, but instead of bars they use columns of pictures to show the numbers involved. Can the children use their findings to create a pictogram of the animals in their microhabitats? Can they describe how the animals are suited to live in that microhabitat?



## Equipment:

- Animal address cards and animal profile pictures
- Specified worksheets for each activity listed under resources
- Magnifying glasses
- Bug pots and paintbrushes
- Binoculars
- Clipboards
- Pen/pencils



## Curriculum links

### KS1 Science

#### Animals -

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

#### 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 living plants and animals in their habitats, including microhabitats.

### KS2 Science

#### Working scientifically -

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

#### Living things and their habitats -

Recognise that living things can be grouped in a variety of ways.

Identify and name a variety of living things in their local and wider environment.

Give reasons for classifying plants and animals based on specific characteristics.

### KS1 English

Spoken language, reading, writing, spelling and vocabulary.

## Extension activities:

Encourage the children to investigate other animals which inhabit the North Downs or a nearby green space. Which habitat/s do they live in? Do they have any special body features (adaptations)? What do they eat?

Provide the children with a set of objects and ask them if they can discuss how they are different or like one another. Can they group other objects based on shared characteristics? This activity provides a good introduction to sorting animals into their groups.

Using the North Downs classification key and other keys as examples, ask the children if they can design their own key? Can they ask/write down questions, each with two possible answers? These two answers then lead to another question or identify an animal.