

Muncaster Hawk & Owl Centre Suggested Topics of Study

A visit to the Muncaster Hawk and Owl Centre can provide school groups with the opportunity to cover a wide range of topics from the current curriculum. We always advise schools to plan to see at least one of our daily flying demonstrations during their visit as this is where visitors get the opportunity to see the birds in flight and hear an expert commentary from our falconers.

We suggest the following links to study during your visit:

Many of these topics can be expanded upon and explored more deeply with young people in secondary education and beyond.

Science

Animals and habitats. Discover the habitat and environments in which birds of prey live. – *Year One*

The Food Chain. Understand that every living thing is part of the food chain and how birds of prey which catch their prey protect themselves from other predators. – *Year Two*

Animal groups. See different groups of birds of prey in flight and hear about how their adaptations mean they belong to different groups of raptors. – *Year Three and Four*

Conservation and Environment. Discover the way in which birds of prey are affected by changes in their environment and where those changes come from. – *Year Four*

Digestion. Learn about the food of a bird of prey and how it is digested. See Owl pellets up close. – *Year Four*

Predators and Prey. Develop an understanding of the food chain and how adaptations can make an animal a predator or prey. – *Year Four*

Life Cycles and Processes. Discover the changes birds of prey go through throughout the year – moulting, breeding and rearing youngsters are great examples of this. – *Year Five*

Classification and Evolution. How do we group birds of prey into categories and how have they evolved to become some of nature's finest predators? – *Year Six*

Curriculum Links – KS1 and KS2 Science, Animals Including Humans, Living things and their Habitats
National Curriculum (NC) (DfE, 2014)

Whilst most links are science-based, there is also opportunity for teachers to link their visit to other aspects of the curriculum. For example:

PSHE – caring for and understanding our natural world. Understanding the human impact on nature.

Art and Design – Birds of prey make fantastic subjects for art and photography students.

English – Narrative and storytelling can easily be inspired by nature and birds in flight.

History – The Castle staff at Muncaster offer a wide range of historical themed study visits (see the Keystage links) but please ask to speak to a member of staff in the Hawk & Owl Centre for additional input on falconry as an historical activity.

Full Curriculum links:

Science

Year 1

Animals, including humans

Pupils should be taught to:

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

describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

"explore and answer questions about animals in their habitat"

Year 2

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

Pupils should be taught to:

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)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Year 3

Pupils should be taught to:

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

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

Pupils should be taught to:

recognise that living things can be grouped in a variety of ways
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
recognise that environments can change and that this can sometimes pose dangers to living things
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

Year 5

Pupils should be taught to:

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

Year 6

Pupils should be taught to:

describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
give reasons for classifying plants and animals based on specific characteristics

Evolution and inheritance

Pupils should be taught to:

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution