

UNIT 1: ANIMALS IN THEIR ENVIRONMENT

~ COMPARING DOMESTIC & WILD ANIMALS ~

DOMESTIC ANIMALS



Any animal that depends on a human for food, water and shelter, e.g. chickens, goats and dogs.

WILD ANIMALS



Have evolved behaviours and adaptations to suit their natural environment that helps them to survive.

~ DIFFERENT ENVIRONMENTS WHERE WILD ANIMALS LIVE ~

Environment the complex range of external physical conditions in which organisms (animals, plants etc) live.

Habitat The natural home or environment of an animal, plant, or other organism, or a particular type of environment regarded as a home for organisms.

Examples of habitats include mountains, forests, lakes and rivers, grasslands and deserts. Within these habitats you also have differences in temperature and rainfall, creating many different combinations of physical conditions.

Wild animals have **adapted** to live in many different habitats. Examples of adaptation include thickness of fur (for temperature), shape of a bird's beak (for feeding), size of eyes (for seeing in the light or dark), and colour of skin/fur (for camouflage).

~ GLOBAL PERSPECTIVE: LIVING IN THE ARCTIC ~

Imagine living in a place where there is always ice and snow and where temperatures dropping as low as -50c (water freezes to ice at 0c so this is a lot colder than ice!). This is what it is like to live at the top of the world in The Arctic. Polar bears are the biggest land carnivore in the world and they have adapted to survive in the Arctic.

- ◆ White fur helps polar bears to blend in with the snow and ice.
- ◆ A layer of fat under their skin plus very thick fur helps them to keep warm.
- ◆ Wide large paws helps a polar bear to walk in the snow.

...LET'S INVESTIGATE...

Ask learners class to imagine what it would be like for them to live in the Arctic. How they would feel if they were a polar bear in Malawi? Do they think they would survive? Why do they think this? Get them to think of other animals and adaptations they have made to live in their environment.

