

Humans and Other Animals: Extinction, Risk or Survival?

KS3

National curriculum objectives



Working scientifically national curriculum objective:


- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Subject Knowledge national curriculum objective:

Genetics and evolution: Inheritance, chromosomes, DNA and genes

- changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.

Resources
(you will need):

LOA 10 (fox) PDF 

[CLICK TO DOWNLOAD](#)



15 MINUTE STAND ALONE OR OPENING ACTIVITY

Activity content:

Using the LOA 10 (fox) PDF, ask pupils to consider in recent times, why the Red fox has appeared in urban environments when they are 'wild' animals? Why would a wild animal 'choose' to live amongst predators, i.e. humans? What changes in the wider environment have caused their behaviour to change? What behaviours have changed? Is the Red fox therefore at risk of being discontinuous? What do humans need to do in order to avoid unconsciously ending a species?

Thinking about how changes to land use affects animal populations, and resulting food chains, what impact might the dying out of a specific species, such as the fox, have on the rest of a food chain or food web? How have different species adapted? For instance if the urbanised Red fox is reliant on human food waste, is the species at risk or are we contributing to the survival?

To what extent can learners apply and extend this knowledge to other species around the world, such as Bears in the Americas or Asia, monkeys in Africa or gulls in Europe.

Class reflection:

Provide learners with a list of animals from around the world that has learnt to co-exist alongside humans. Pupils should consider why it might be beneficial for the animal to adapt it's wild behaviours. What connects them all? Pupils should consider a single word that describes the connection.

Homework idea:

Provide learners with a list of animals that are extinct and ask them to think about and/or research how they became extinct. What connects them all? Pupils should consider a single word that describes the connection.

Philosopher question:

Consider which of the animals do they think might be discontinuous in the future, why? What is threatening the species? How can we mitigate this? Who has more right to exist in that space? How can humans and urbanised animals co-exist? If humans have urbanised a natural environment, then should they seek to protect the Red Foxes that live there?