



Teacher Resource

David Attenborough

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What did David Attenborough study at university?
2. Where did David Attenborough work as a TV producer?
 - a. ABC
 - b. BBC
 - c. CBC
3. What was 'Life on Earth' about and why was it important?
4. What is David Attenborough's legacy? Describe using your own words.
5. What are some other achievements David Attenborough is known for? Give two examples.

Activity: Personal Response

Respond to the BTN David Attenborough story as a class. Students will complete one or more of the following incomplete sentences:

- David Attenborough is an important person because...
- It was interesting to learn...
- These are five words that I would use to describe David Attenborough...
- This story made me feel...
- It is important to celebrate David Attenborough because...

Activity: Class Discussion

After watching the BTN story, hold a class discussion using the following discussion starters.

- What did the BTN story tell you about the life of David Attenborough?
- Name at least one of his achievements.
- What impact has David Attenborough had?
- What do you think people can learn from him?
- What questions do you have about David Attenborough?



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KEY LEARNING

Students will learn about the life and legacy of David Attenborough.

CURRICULUM

Science – Year 5

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.

Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Science – Year 7

People use science understanding and skills in their occupations, and these have influenced the development of practices in areas of human activity.

Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN David Attenborough story. Here are some words to get them started.

NATURALIST	CONSERVATION	ADVOCATE
LEGACY	NATURAL HISTORY	SPECIES

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Who is David Attenborough?

Students will develop a biography of David Attenborough. Begin by discussing with students what a biography is. What information is included in a biography and what does it tell us about a person?

Students can use the following questions to guide their research.

- When and where was David Attenborough born?
- What are some of his achievements? Choose one to explore in more detail.
- How are his achievements recognised?
- How has David Attenborough made an impact on people's lives?
- What do you admire about him?
- What is David Attenborough's legacy?



[Source of image](#)

The following are quotes from David Attenborough. Choose one to respond to and share your response with another student or the class.

"The natural world.. is the greatest source of so much in life that makes life worth living."

"I just wish the world was twice as big and half of it was still unexplored."

"Cherish the natural world, because you're part of it and you depend on it."

Further Research

Students will choose one of the activities below to further explore the life and work of David Attenborough.

Interview

Imagine you could sit down and talk to David Attenborough. What questions would you ask about his life and achievements?

Portrait

Create a portrait of David Attenborough. Explore and experiment with different techniques and mediums to produce a portrait.

Letter

Write a letter to David Attenborough telling him how he has inspired you.

Activity: Species Profile

Students will choose a species named after David Attenborough and create a profile. Use [this list](#) to help choose a species.

Research

Students will research the following and then share their research findings with the class or create a display in the classroom.

- Illustration or photo
- Name (common and scientific name)
- Appearance
- Habitat
- Threats
- Unique features
- Interesting facts
- Why was the species named after David Attenborough?



Activity: Become a Naturalist

David Attenborough is one of the world's most famous naturalists. Provide students with the opportunity to think and behave like a naturalist, a person who studies and observes nature. In this activity students will explore a natural habitat in their local area, identify plants and animals in the area and document what they find.

Students can work individually, in pairs or small groups, using the following as a guide.

Step 1: Plan

Plan a visit to a local nature reserve or your own school yard to explore and identify plants and animals. You will need to write a list of tools you may need for the investigation, for example: pen and paper for taking notes, camera and magnifying glass. Predict what you might see and find. Think about what a naturalist would need on an investigation.

Step 2: Explore

Visit the habitat and carry out an exploration of the area. Choose a spot in the environment to investigate. Consider exploring the area from different angles, closeup or far away. Look and listen for evidence that animals live in the area.

Step 3: Collect

Once you have found an animal in the area, begin to study the animal and the plants around it in more detail. Collect as much data as you can about it and record what you find. You may write notes and sketch what you see to help in your investigation. Record what you see with a stills or video camera.

- What does the species look like? Take photos and draw pictures. Describe its characteristics.
- What is the animal doing? How does it interact with the environment? Record the behaviour of the animal.
- What does the environment look like? Describe. Can you identify any plants?
- Ask one “how” and one “why” question about what you see.

Return to the classroom and share/compare your findings.

Step 4: Analyse

Analyse your findings and write a short summary of your investigation.

- Did you find any animals during your investigation? If yes, identify and describe what you found. If you didn't see any, did you find any evidence that animals live in the area?
- How could you help protect this habitat?

Step 5: Research

Respond to one or more of the following:

- What is the scientific name of the species?
- Explore the taxonomy of the species and categorise the information you find using the classification system.
- Why is this animal or plant important?
- Investigate what citizen science projects are happening to help monitor or protect this species.
- What might you notice if you visit this animals' habitat at different times of the day or year?
- How has this species adapted over time to survive in their environment? Research some specific adaptations they have made to survive in their habitat.
- Where is this species on the food chain? Predict what might happen if they are removed from the food chain.
- Are there any examples of a conservation project helping this species?

Step 6: Reflect

Reflect on the investigation by responding to one or more of the following questions:

- What did you enjoy about this investigation?
- What did you find surprising?
- What would you do differently next time?

Useful Websites

- [In Pictures: Creatures named after Sir David Attenborough](#) – Newsround
- [David Attenborough](#) – BTN
- [David Attenborough](#) – Britannica Kids
- [Plans for a night of music to celebrate David Attenborough's 100th birthday](#) – Newsround