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| **Logo  Description automatically generatedLogo  Description automatically generatedWhingate Primary School – Science** | |
| Living Things and their Habitats | Shape  Description automatically generatedYEAR 6 |

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| Interesting Fact 1: | Interesting Fact 2: | Interesting Fact 3: | Interesting Fact 4: | Your Interesting Fact : |
| Scientists estimate that Planet Earth is home to 8.7 million different species. | Aristotle (384BC-322BC) was the first person to try and classify living things into groups. | Carolus Linnaeus (1707-1778) made it his life’s work to develop a way to classify and name all life on Earth | There are seven divisions in the system: Kingdom, Phylum, Class, Order, Family, Genus, Species |  |

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| Diagrams: | Vocabulary: | What we will learn in this unit (skills): |
|  | **amphibians** - A cold-blooded vertebrate animal.  **arthropod** – An invertebrate animal with an exoskeleton.  **bird** - A warm-blooded egg-laying vertebrate animal.  **classification** - The arrangement of animals and plants in taxonomic groups according to their observed similarities.  **distinguish** - To recognise or understand the difference between two things, or to provide a quality that makes something different or special.  **fish** - A limbless cold-blooded vertebrate animal with gills and fins living wholly in water.  **insect** - A small arthropod animal that has six legs and generally one or two pairs of wings.  **invertebrate** - An animal lacking a backbone.  **mammal** – A warm-blooded vertebrate animal  **microorganism** - a microscopic organism  **reptiles** - vertebrate animals.  **taxonomic** - Concerned with the classification of things, especially organisms.  **organism** - An individual animal, plant, or single-celled life form.  **vertebrate** – An animal distinguished by the possession of a backbone or spinal column. | We will:  **Ask questions** - Recognise scientific questions which do not yet have definitive answers and use a range of scientific enquiries to explore possible answers.  **Make predictions** - Identify scientific evidence that has been used to support or refute ideas or arguments and use this to support predictions.  **Record data** - Record data and results of increasing complexity using classification keys.  **Draw conclusions** - Provide straightforward explanations for differences in repeated measurements or observations. |
| Sticky Knowledge: | What we will learn in this unit (knowledge): |
| - Living things can be classified into four broad groups: invertebrates, vertebrates, plants, and micro-organisms. These groups are further sub-divided.  - We can identify an unknown plant or species using their characteristics. | -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.  - Explain who Carl Linnaeus was and his influence in scientific classification. |
| Assessment (Fill in the gaps): |
| A **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is an animal of a large group distinguishes by the presence of a backbone.  An **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is an animal lacking a backbone. |