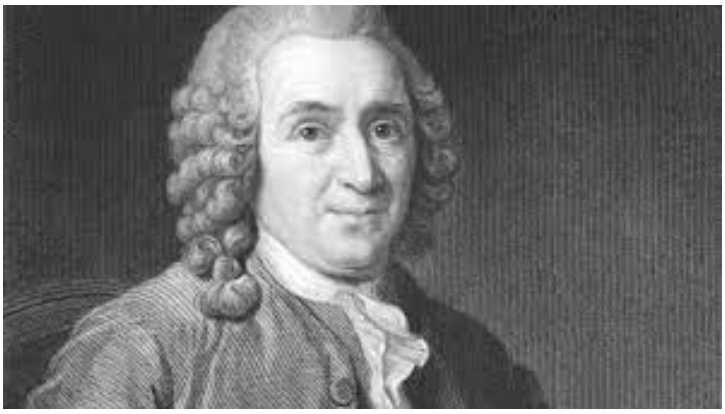
Living Things and their Habitats

Legacy



Prior Knowledge

Year 2: Explore and compare the differences between things that are living, dead, and things that have never been alive.

Year 3: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

Year 4: 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.

Year 5: 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.

Future knowledge

KS3: Cellular respiration aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life a word summary for aerobic respiration.

My Component Knowledge:

Lesson 1: I can explore the requirements for life and the differences between living and non-living things.

Lesson 2: I can group animals and plants based on their features.

Lesson 3: I can use scientific reasoning to classify animals.

Lesson 4: I can use classification keys to create questions and classify living things.

Lesson 5: I can group and classify microorganisms.

Lesson 6: I can explore the work of significant scientists.

My Composite Knowledge:

I can describe and discuss the different ways organisms can be classified and why this is.

My Powerful Knowledge:

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.

Who was Carl Linnaeus and why is he so significant?

What is the difference between a plant and a fungi?

How can micro-organisms be classified?

How do organisms change?

How can organisms be linked?

Key Vocabulary

Tier 1: animal, plant, group

Tier 2: classify, standardised, division, category, characteristics, features, living, non-living, dead

Tier 3: organism, micro-organism, monera, protista, fungi, Kingdom, phylum, class, order, family, genus, species, binomial system

Working Scientifically

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Use and develop keys and other information records to identify, classify and describe living things (non-statutory).

Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment (non-statutory).

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time (non-statutory).