Th

Questions

Who was the scientist Carl Linnaeus and what did he do?

How do we classify vertebrates?

How do e classify invertebrates we know?

How do we classify invertebrates we know know? (Sponges, jellyfish and flatworms)

How do we classify invertebrates we don’t know? (Starfish and Sea urchins, Crustacea and Myriapoda)

What animals can I classify?

What animals and plants exist in my local environment?

**Big Ideas/Substantive Concepts**

Pioneering Scientists

Classification

Apply

Pupils should be taught 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
* give reasons for classifying plants and animals based on specific characteristics

**Key Vocabulary**

|  |  |
| --- | --- |
| **Tier 2** | **Tier 3** |
| characteristic | fungus |
| interdependence | arthropod |
| specific | taxonomy |
| categorise | kingdom |
| primitive | phylum |
| hierarchy | genus |
|  |  |
|  |  |
|  |  |
|  |  |

Year 6: Living Things and their Habitats

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

|  |
| --- |
| **Year 4:** Living things and their habitats**Year 5:** Living things and their habitats**Year 5:** Animals, including humans |

Working Scientifically

|  |  |  |  |
| --- | --- | --- | --- |
| Plan enquiries, including recognising and controlling variables where necessary | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work | Take measurements, using a range of scientific equipment, with increasing accuracy and precision | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models |
| Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions | Present findings in written form, displays and other presentations | Use test results to make predictions to set up further comparative and fair tests | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments |

**Outdoor Learning Opportunities**

Alfresco Learning: UKS2 - Working Scientifically

Alfresco Learning: Year 6 - Living Things