

Living Things and their Habitats: Classification

Big Idea 7: Organisms are organised on a cellular basis and have a finite life span.

Big Idea 12: Scientific explanations, theories and models are those that best fit the evidence available at a particular time.

Our Inspirational Scientists: Beatrix Potter

In this unit, we will build on our knowledge of classification from Year 4 and look at the classification of invertebrates, plants and microorganisms in more detail. We will explore further the main vertebrate groups as well as exploring the world of invertebrates and microorganisms including growing our own micro-organisms on agar plates and exploring the world of fungi like Beatrix Potter.



These are the key skills and knowledge you will gain through this unit:

Scientific Knowledge	• 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.
Working Scientifically	• Use test results to make predictions for further tests. • Make careful and focused observations; • Independently group, classify and describe living things. • Use and develop keys and other information records to identify, classify and describe living things. • Identify patterns that might be found in the natural environment;

Vertebrates,
Fish,
Amphibians,
Reptiles,
Birds,
Mammals,
Invertebrates,

Key Vocabulary

Warm-blooded,
Cold-blooded,
Arachnids,
Molluscs,
Mushrooms,
fungi
flowering

non-flowering,
deciduous,
coniferous
conifers,
mosses,
ferns,

Developing scientific thinking

This unit supports the following elements in particular:

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- using classification keys.
- identifying scientific evidence that has been used to support or refute ideas or arguments.
- planning different types of scientific enquiries to answer questions.

Investigations and Experiments in this unit:

Comparative / fair testing - How do conditions affect bacteria growth?

Research - Are mushrooms plants?

Observation over time - How does the biodiversity in my local environment change through the year?

Pattern seeking - What are the common features of different invertebrate groups?

Identifying, grouping and classifying - How can we use classification keys to classify complex groups.

Problem solving - Should we classify everything?

Reading Links

Retrieve information from research.

Writing Links

Write a guide to an imaginary new species.

Maths Links

Classification keys

Other Curriculum Links

History - How has the method of classification changed over time?

Art - Andy Goldsworthy Nature Art