

Living things and their Habitats

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: Carl Linnaeus

In this unit, we will build on our knowledge of habitats and simple ID from Key Stage One. We will learning that classification is a way of grouping and use this to group living things based on their features including both animals and plants. This will include building and using simple classification keys. Building on our knowledge that habitats provide living things with a suitable home, we will think about how environmental changes (natural and human) can impact these habitats and how living things may use different habitats for different purposes or at different times including migration.



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

Scientific Knowledge	• 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.
Working Scientifically	• Make systematic and careful observations and ask question based on these. • Observe changes over time • group and classify things using a scientific criteria; • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Key Vocabulary

Classification,
classification keys,
environment,

habitat,
human impact,
positive,

negative,
migrate,
hibernate

Developing scientific thinking

This unit supports the following elements in particular:

- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations
- recording findings using simple scientific language, keys,
- identifying differences, similarities or changes related to simple scientific ideas and processes.

Investigations and Experiments in this unit:

Comparative / fair testing - What habitat does Martha like best?

Research - What group does my favourite animal belong to?

Observation over time - How does animal and plant life change through the year?

Pattern seeking - What birds do we see where

Identifying, grouping and classifying - How can we group vertebrates?

Problem solving - How can we create more suitable habitats for living things in forest school?

Reading Links

Retrieve information about animal migrations.

Writing Links

Maths Links

Tallying and recording numbers of species.

Other Curriculum Links

