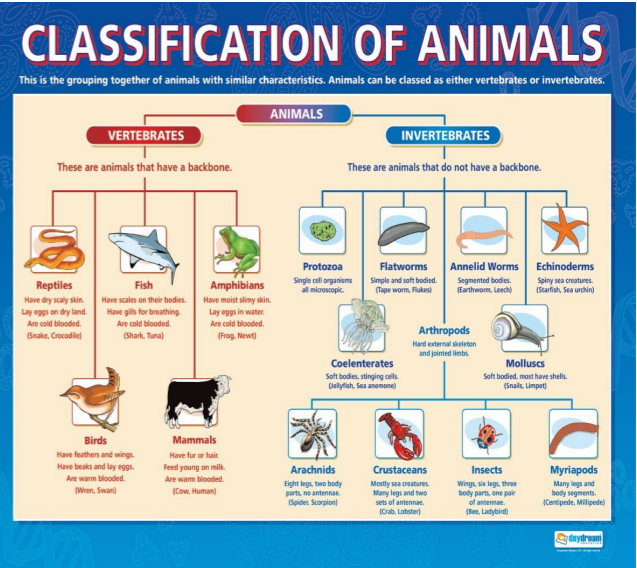




Year 6 Living Things and Their Habitats Science Knowledge Organiser

Knowledge
Skills
Vocabulary



Curriculum Coverage

- 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.



Identifying and Classifying

Knowledge Progression

How are living things classified into broad groups according to common observable characteristics, similarities and differences?

Can I describe and provide reasons why living things are classified into broad groups?

Can I design and conduct an investigation into plants in a school environment, creating a classification system and providing reasons for this?

Can I design and conduct an investigation into animals in a school environment, creating a classification system and providing reasons for this?

Can I review my own classification system?



Skills Progression

Planning enquiries - plan different types of enquiry to answer questions.

Identifying variables - recognize and control variables where necessary.

Secondary sources - recognize when secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

Using equipment - choose the most appropriate equipment. Take measurements, using a range of scientific equipment with increasing accuracy and precision.

Collecting & analysing data - make their own decisions about what observations to make, what measurements to use, how long make them for and what the data shows us.

Recording / choosing how to record data - record data using scientific diagrams and labels, classification keys, tables and bar and line graphs. They should report and present findings from enquiries, including conclusions, casual relationships and explanation of results (in oral and written forms).

Analysing data. Children should use test results to make predictions to set up further comparative and fair test. They should use simple models to describe scientific ideas. They should identify scientific evidence that has been used to support or refute ideas or arguments.

Making Improvements. They should use their results to identify when further tests and observations might be needed.

Scientific vocabulary

Classification, vertebrate, invertebrate.

Kingdoms: animal, plant, 'micro-organism'

Animal groups: amphibian, reptile, bird, mammal, insect, fish, arachnid, mollusc, plant, algae, fungi.

Taxons: Kingdom, genus, class, order, family, genus, species, scales, feathers, flowering plant, non-flowering plant.

Scientific enquiry

How can we classify living things according to characteristics?
 What are the visible / non-visible characteristics of living things?
 What reasons and explanations can we provide for our classification?

