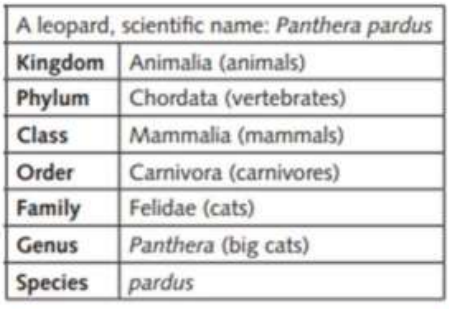
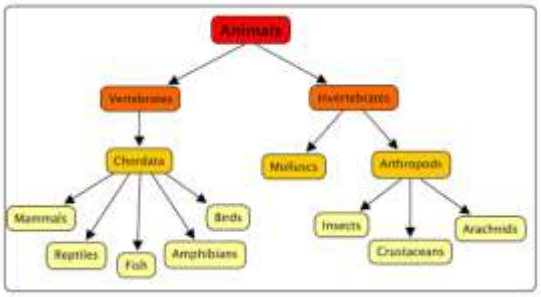
Learning Organiser for Year 6 Living things and their Habitats

National Curriculum Summary Key Subject Concept	Key Questions
• 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.	• How would you group organisms from the local environment? • What are the 5 kingdoms which organisms can belong to? • What reasons can you give for classifying certain plants and animals?

Key Vocabulary	Definition	Key Facts
Classification	The action or process of classifying something	• Living things can be organised into kingdoms: bacteria, archaea, protista, fungi, plantae, animalia. • Fungi are not plants – they cannot produce food using photosynthesis. • 99% of bacteria are actually helpful • Every living thing on Earth contain carbon. • Plants are classified into 5 main groups (divisions) and then subdivided at different levels (kingdom, division, order, family, genus, species).  A leopard, scientific name: *Panthera pardus* **Kingdom** Animalia (animals) **Phylum** Chordata (vertebrates) **Class** Mammalia (mammals) **Order** Carnivora (carnivores) **Family** Felidae (cats) **Genus** *Panthera* (big cats) **Species** *pardus* Classification Table - Leopard • The classification system was created by Carl Linneaus in the 19th century and is still used today. • Classification is not the same as identification.
Dichotomus keys	A tool which allows the user to determine the identity of items in the natural world.	
Bacteria	A micro-organism, usually one cell, which can be found everywhere and can cause disease.	
Protist	A single celled organism of the kingdom Protista such as simple alga	
Fungi	Any group of spore producing organisms feeding on organic matter	
Genetic variation	The difference in DNA sequences between individuals within a population	
Micro-organism	A microscopic organism, especially a bacterium, virus or fungus.	
Arachnid	An animal that has eight legs and a body formed of two parts	
Annelid	A segmented worm	
Crustacean	Mostly lives in water with a hard shell and segmented body.	

Working Scientifically Skills	Diagrams/Charts/Pictures
Report and present 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	
Identify scientific evidence that has been used to support or refute ideas or arguments	
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	

Possible Experiences	Biographical Information
• Bristol Zoo Gardens • Botanic gardens • Create classification keys for different habitats, plants and animals for others to use • Sort animals based on characteristics • Discuss why living things are placed in one group and not another • Create a new animals which would fit into a specific part of the classification system • Discuss the original methods of classification in plants and animals would be a problem with all the organisms which we now know about	Carl Linnaeus (1707 – 1778)  Famous for his work in taxonomy – the science of identifying, naming and classifying organisms (plants, animals, bacteria etc.)