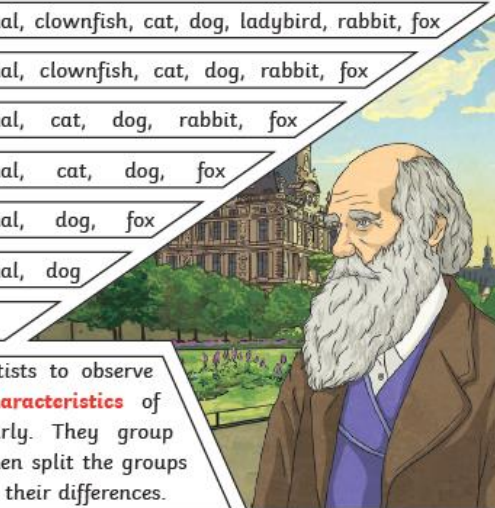




Crofton Junior School – Curriculum Knowledge Organiser

Unit of Work	Science – Biology – Year 6																																					
Key Strand	Investigate living things (and their habitats)																																					
Overview of the Unit of Work	This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.																																					
Prior Learning & Vocabulary	<p>Year 2 (living things): living, dead, move, grow, feed, offspring, habitats (pond, woodland, meadow, ocean, forest, seashore), micro-habitat, damp/wet/dry, dark/light, hot/warm/cold/cool, suited/suitable, basic needs, depend, food, shelter</p> <p>Year 4 (living things): classification keys, environment, insect, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, human impact</p> <p>Year 5 (living things): life cycle, reproduction, sexual reproduction, asexual reproduction, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets (E.g. spider plant), runners (e.g. strawberry plant), eggs, live young, gestation, metamorphosis</p>																																					
Sticky Knowledge	<p>Scientists, called Taxonomists, sort and group living things according to their similarities and differences.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Is it warmblooded?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">yes</td> <td style="width: 50%; text-align: center;">no</td> </tr> <tr> <td style="text-align: center;">Does it have feathers?</td> <td style="text-align: center;">Does it live on land?</td> </tr> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">yes</td> </tr> <tr> <td style="text-align: center;">no</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;">It's a bird</td> <td style="text-align: center;">It's a mammal</td> </tr> <tr> <td></td> <td style="text-align: center;">Does it have scales?</td> </tr> <tr> <td></td> <td style="text-align: center;">yes</td> </tr> <tr> <td></td> <td style="text-align: center;">no</td> </tr> <tr> <td></td> <td style="text-align: center;">It's a reptile</td> </tr> <tr> <td></td> <td style="text-align: center;">It's an amphibian</td> </tr> </table> </div> <p>In 1735, Swedish Scientist Carl Linnaeus first published a system for classifying all living things. An adapted version of this system is still used today: The Linnaeus System.</p> <p>Living things can be classified by these eight levels. The number of living things in each level gets smaller until the one animal is left in its species level. This is how a dog would be classified.</p>	yes	no	Does it have feathers?	Does it live on land?	yes	yes	no	no	It's a bird	It's a mammal		Does it have scales?		yes		no		It's a reptile		It's an amphibian	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #2e8b57; color: white;">Domain: Eukarya</td> <td>jackal, clownfish, cat, dog, ladybird, daisy, rabbit, fox</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Kingdom: Animals</td> <td>jackal, clownfish, cat, dog, ladybird, rabbit, fox</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Phylum: Chordata</td> <td>jackal, clownfish, cat, dog, rabbit, fox</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Class: Mammals</td> <td>jackal, cat, dog, rabbit, fox</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Order: Carnivore</td> <td>jackal, cat, dog, fox</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Family: Canidae</td> <td>jackal, dog, fox</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Genus: Canis</td> <td>jackal, dog</td> </tr> <tr> <td style="background-color: #2e8b57; color: white;">Species: Lupus</td> <td>dog</td> </tr> </table> <div style="margin-top: 10px;">  <p>Each group allows scientists to observe and understand the characteristics of living things more clearly. They group similar things together then split the groups again and again based on their differences.</p> </div>	Domain: Eukarya	jackal, clownfish, cat, dog, ladybird, daisy, rabbit, fox	Kingdom: Animals	jackal, clownfish, cat, dog, ladybird, rabbit, fox	Phylum: Chordata	jackal, clownfish, cat, dog, rabbit, fox	Class: Mammals	jackal, cat, dog, rabbit, fox	Order: Carnivore	jackal, cat, dog, fox	Family: Canidae	jackal, dog, fox	Genus: Canis	jackal, dog	Species: Lupus	dog
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New Vocabulary	arachnid, mollusc, crustacean, characteristics, taxonomist, species Significant people: Carl Linnaeus																																					
Post Learning	KS3: Material cycles and energy																																					