**Crofton Junior School – Curriculum Knowledge Organiser**

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| **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** | 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, shelterYear 4 (living things): classification keys, environment, insect, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, human impact, 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, |
| **Sticky Knowledge** |  Scientists, called Taxonomists, sort and group living things according to their similarities and differences. 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.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. |  |
| **Key Vocabulary** | **Tier 2*** **compare:** estimate, measure, or note the similarity or dissimilarity between
* **contrast:** the state of being strikingly different from something else
* **describe:** give a detailed account of concepts
* **identify:** establish or indicate who or what (someone or something) is
* **demonstrate:** give a practical exhibition and explanation
* **recognise:** identify from knowledge of appearance or character
* **categorise:** place in a particular class or group
* **classify:** arrange in classes or categories according to shared qualities or characteristics
* **propose:** put forward (a plan or suggestion) for consideration by others
* **environment:** the surroundings or conditions in which a person, animal, or plant lives or operates
* **adaptation:** the process of change by which an organism or species becomes better suited to its environment
* **impact:** the action of one object coming forcibly into contact with another
* **justify:** show or prove to be right or reasonable
* **evidence:** the available body of facts or information indicating whether a belief or proposition is true or valid
* **debate:** argue about (a subject), especially in a formal manner
* **label:** a classifying phrase or name
* **specific:** clearly defined or identified
 | **Tier 3*** **arachnid:** an arthropod of the class *Arachnida*, such as a spider or scorpion
* **mollusc:** an invertebrate of a large phylum which includes snails, slugs, mussels, and octopuses
* **crustacean:** an arthropod of the large, mainly aquatic group Crustacea, such as a crab, lobster, shrimp, or barnacle
* **characteristics:** a feature or quality belonging typically to a person, place, or thing and serving to identify them
* **taxonomist:** the science of naming, describing, and classifying organisms
* **species:** a group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding
* **Significant people: Carl Linnaeus:** Carl Linnaeus is most famous for creating a system of naming plants and animals
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| **Post Learning** | KS3: Material cycles and energy  |