



classify

Key Vocabulary

appearance — the way someone or something looks.

classify — to group things according to shared features.

characteristic — a feature or quality that helps identify something.

criteria — the standards or rules used to judge or decide something.

disease — an illness that affects the body or mind.

dormant — inactive or not currently growing, developing, or active.

identify — to recognise or name someone or something.

infectious — able to spread from one person, animal, or organism to another.

infective — capable of causing an infection.

influenza — a viral illness, often called the flu, that affects the respiratory system.

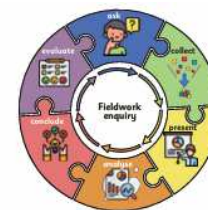
majority — the larger number or greater part of a group.

observe — to watch carefully and notice details.

virus — a very small infectious agent that can make living things ill.

Year 6: Autumn 1

Learning Journey: Classification



Why This?

During this unit of work, children will learn about the classification of living things, including microorganisms. They will explore different ways to sort animals, deciding upon the criteria based on observations. They will then learn the names and characteristics of the main groups used to classify animals, plants and microorganisms. Children will learn that there is a subtle difference between identification and classification. They will explore how, through appropriate questions or statements, a key can be created. They learn to describe how organisms are classified using the standard taxonomic classification system. Children will investigate the question: Is yeast a microorganism? And conduct an experiment involving the respiration of yeast. Additionally, they will explore both beneficial and harmful microorganisms and how we use them in food and medicine.

Why Now?

In KS1, children have learnt that plants are living things and have had experience naming and sorting plants using a variety of criteria. They have learnt the basic structure of plants and conducted experiments to determine what plants need to grow well.

This includes a knowledge of the life cycle of a plant and seeds. They have learnt about habitats (including microhabitats) and that animals and plants live in habitats that suit them. They also may have learnt about simple food chains.

In KS2, their knowledge extends to the parts of a plant, including flowering plants, flowers, pollination and seed dispersal. Children have further consolidated their understanding of habitats and learnt how to use a basic classification/identification key.



characteristic



observe

Skills

I can use tables and charts to sort and classify using specific criteria

I can annotate detailed sketches and photos using taxonomic classification keys to identify plants and animals.

Presenting information using charts, orally explaining choices

I can share opinions based on observations, explaining reasons for classification.

I can model a shared prediction based on scientific understanding with a reasoned explanation.

I can share ways to take and record observations over time without measuring.

I can share opportunities to present results in different ways

Assessment:

Formative Assessment throughout the unit.

Love

Learn

Grow

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