

## Living things and their habitats Progression map Year 6

Previous Year: Year 5	Current Year: Year 6	Next Year: KS3		
<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p> <ul style="list-style-type: none"> <li>Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</li> <li>Differences between species.</li> </ul>		
<p style="text-align: center;"><u>How this can be applied:</u></p> <ul style="list-style-type: none"> <li>Use secondary sources to learn about the formal classification system devised by Carl Linnaeus and why it is important.</li> <li>Use first-hand observation to identify characteristics shared by the animals in a group.</li> <li>Use secondary sources to research the characteristics of animals that belong to a group.</li> <li>Use information about the characteristics of an unknown animal or plant to assign it to a group.</li> <li>Classify plants and animals, presenting this in a range of ways e.g. Venn diagrams, Carroll diagrams and keys.</li> <li>Create an imaginary animal which has features from one or more groups.</li> </ul>	<p style="text-align: center;"><u>Key learning for the topic:</u></p> <p>Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot.</p> <p>Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.</p> <p>Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Learning Values:</u></p> <ul style="list-style-type: none"> <li>-respect</li> <li>-responsible</li> <li>-resourceful</li> <li>-resilient</li> <li>-risk taker</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Physical education links:</u></p> </td> </tr> </table>	<p><u>Learning Values:</u></p> <ul style="list-style-type: none"> <li>-respect</li> <li>-responsible</li> <li>-resourceful</li> <li>-resilient</li> <li>-risk taker</li> </ul>	<p><u>Physical education links:</u></p>
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<p style="text-align: center;"><u>Stimulus for teaching:</u></p> <p>Animalium by Jenny Broom</p> <p>Tiny: The Invisible World of Microbes by Nicola Davies</p> <p>The Wonder Garden by Jenny Broom</p>				