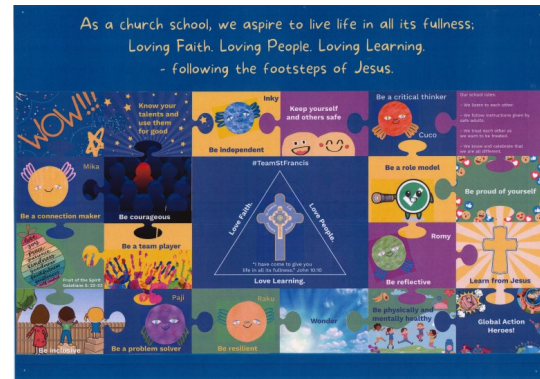




# Knowledge Organiser

## Year 4— Living Things and their Habitats

How can we group living things?



Vocabulary	
Habitat	The natural environment of an animal or plant.
Vertebrate	An animal that has a skeleton with a back-
Invertebrate	An animal that has a skeleton without a backbone inside its body.
Amphibians	A small animal that spends part of its life cycle in water and part of its life cycle on land.
Reptiles	A cold-blooded animal with a skeleton inside its body and dry scales or hard plates on its skin.
Mammals	A warm-blooded animal with fur or hair on its skin and a skeleton inside its body.
Ecological	The scientific study or the relationship between living things and their environment.

Deforestation	The act or process of cutting down trees of a forest.
Positive impact	Products and services that are created with the purpose of solving societal problems.
Negative Impact	Any disruption or harmful alterations to any living

What should I already know?
<p>Year 3 Summer 1 &amp; 2</p> <p>Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>
<p>Year 2 Summer 1</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Observe living things in their habitats during different seasonal changes</p>

## Scientific skills and enquiry

Using and making simple guides or keys [grouping & classifying] to explore and identify local plants and animals.

Making a guide [grouping & classifying] to local living things.

Raising and answering questions based on their observations of animals and

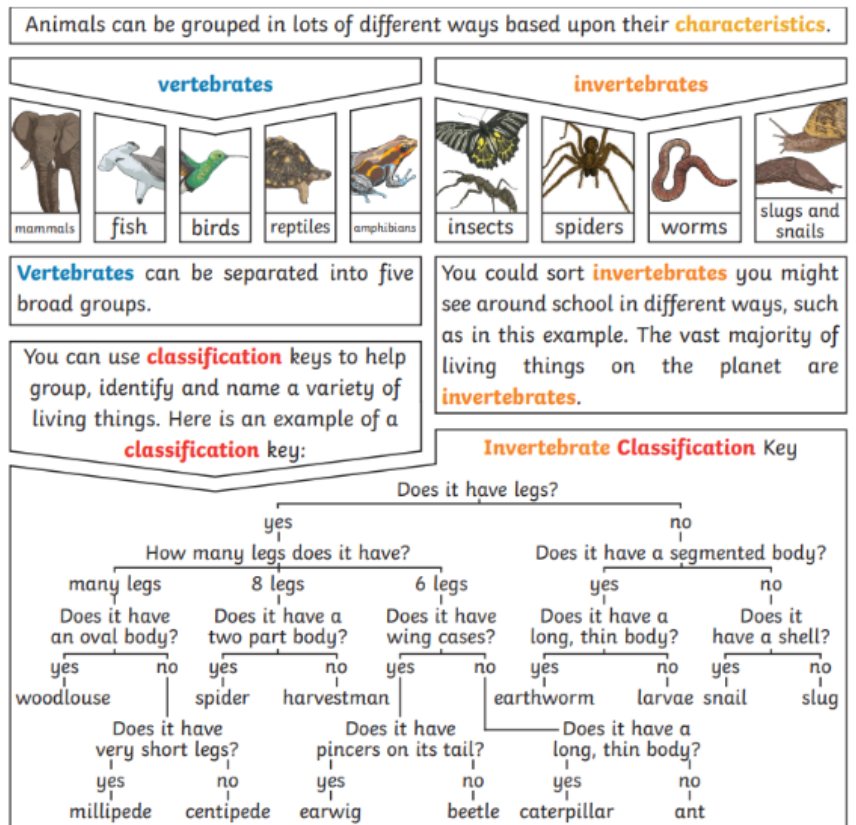
What they have found out about other animals that they have researched.

### What will I know by the end of the unit?

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.



### Notable Scientist—David Attenborough

Sir David Attenborough is an English broadcaster, biologist, natural historian and author. He is best known for writing and presenting, in conjunction with the BBC Natural History Unit. While Attenborough's earlier work focused more on the wonders of the natural world, his later work has been more vocal in support of environmental causes. He has advocated for restoring planetary biodiversity, limiting population growth, switching to renewable energy, mitigating climate change, reducing meat consumption, and setting aside more areas for natural preservation

