Habitats

Science Capital:

Become an ecologist or an environmentalist

National Curriculum Objectives:

Foundation 1	Foundation 2	Year 1 and 2	Year 3 and 4	Year 5 and 6
		Year 2 • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats	**Year 4** • recognise that environments can change and that this can sometimes pose dangers to living things	

	**Year 2** SB2.2 know that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other SB2.3 know and name a variety of plants and animals in their habitats, including microhabitats (both familiar and less familiar habitats (e.g. woodland/ocean)	**Key scientist** **Coming soon…**

Prior Learning	**Future learning**
• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)	• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 – Grouping animals by similar features)

Linked texts

Coming soon…

What pupils need to know or do to be secure

Show understanding of a concept using scientific vocabulary correctly

Key Learning	**Possible Evidence to support teacher assessment**
Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water.	Can name a range of animals and plants that live in a habitat and micro-habitats that they have studied • Can talk about how the features of these animals and plants make them suitable to the habitat

<table>
<tr><td>Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.
Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. The size of the shadow depends on the position of the source, object and surface.</td><td>• Can talk about what the animals eat in a habitat and how the plants provide shelter for them</td></tr>
<tr><td>Key Vocabulary
names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied</td><td>Common misconceptions
Some children may think:
• an animal's habitat is like its 'home'</td></tr>
<tr><td colspan="2">Apply knowledge in familiar related contexts</td></tr>
<tr><td>Line of Enquiry – Research using secondary sources
• Observe animals and plants carefully, drawing and labelling diagrams.</td><td rowspan="2">Possible Evidence to support teacher assessment
Can give key features that mean the animal or plant is suited to its micro-habitat
• Can explain in simple terms why an animal or plant is suited to a habitat e.g. the caterpillar cannot live under the soil like a worm as it needs fresh leaves to eat; the seaweed we found on the beach cannot live in our pond because it is not salty</td></tr>
<tr><td>Equipment
Coming soon…</td></tr>
</table>

	**Year 4** SB4.3 know that environments can change and that this can sometimes pose dangers to living things	**Key scientist** **Coming soon…**

Prior Learning	**Future learning**
• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)	
Linked texts **Coming soon…**	
What pupils need to know or do to be secure	
Show understanding of a concept using scientific vocabulary correctly	
Key Learning	**Possible Evidence to support teacher assessment**
	• Can give examples of how an environment may change both naturally and due to human impact

<table>
<tr><td>Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc.

Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering).

These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</td><td></td></tr>
<tr><td>Key Vocabulary
environment, habitat, human impact, positive, negative, migrate, hibernate</td><td>Common misconceptions
Some children may think:
• animals and plants can adapt to their habitats, however they change
• all changes to habitats are negative.</td></tr>
<tr><td colspan="2">Apply knowledge in familiar related contexts</td></tr>
<tr><td>Line of Enquiry – Research using secondary sources
• Use fieldwork to explore human impact on the local environment e.g. litter, tree planting.
• Use secondary sources to find out about how environments may naturally change.
• Use secondary sources to find out about human impact, both positive and negative, on environments.</td><td rowspan="2">Possible Evidence to support teacher assessment

• Can present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter</td></tr>
<tr><td>Equipment
Coming soon…</td></tr>
</table>