

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
LIVING THINGS & THEIR HABITATS	- 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.	TIER 2 (Academic): Classify, identify, group, criteria, environment, impact, survey, feature. TIER 3 (Topic Specific): Classification, keys, fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, characteristics, environment, natural events, earthquakes, storms, fires, floods, droughts, deforestation, pollution, urbanisation, tsunami, volcanoes, tornadoes, man-made, oil slicks, vertebrates, invertebrates.	WWT London Wetland Centre (Barnes): Offers tailored KS2 field workshops where pupils use branching classification keys to sort aquatic invertebrates, conduct pond surveys, and assess human impacts on wetland habitats. Soanes Centre (Tower Hamlets): Runs hands-on biodiversity bio-blitzes and woodland minibeast classification sessions designed for primary pupils. ecoACTIVE (In-School Provider): Delivers hands-on "Wild City" and "Pollinators" workshops guiding pupils through ecological surveys and local conservation strategies.
PRIOR LEARNING	Y2 AND Y3: Microhabitats, basic animal groupings, plant/animal needs, and classifying vertebrates vs invertebrates.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	How can we group vertebrate animals using their physical features?	How can we classify different types of invertebrates?	How do branching classification keys work?	How can we create our own classification key for local wildlife?	How do natural events alter habitats and threaten living things?	What impact do human actions have on local and global environments?
LEARNING OBJECTIVES	To classify vertebrate animals into 5 main groups based on criteria.	To observe and classify invertebrates using key physical characteristics.	To use classification keys to identify local plants and animals.	To construct branching classification keys using clear yes/no questions.	To investigate the effect of natural environmental changes on habitats.	To evaluate positive and negative human impacts on living things.
ACTIVITY WORKING SCIENTIFICALLY SKILLS	CLASSIFYING: Sort vertebrates (mammals, birds, reptiles, amphibians, fish) into Venn diagrams using skin covering, reproduction, and respiration criteria.	CLASSIFYING: Sort minibeaats (insects, arachnids, molluscs, annelids) using hand lenses based on leg count and body segments.	RESEARCHING & IDENTIFYING: Use pre-made identification keys to identify trees, leaves, and pond organisms gathered on school grounds.	MODELLING & RECORDING: Create branching database keys to sort 6 local animals using paired target questions.	RESEARCHING: Research how natural events (floods, wildfires, droughts, earthquakes) change ecosystem balances.	PATTERN SEEKING: Compare positive impacts (nature reserves, ponds) vs negative impacts (deforestation, litter, urbanization) on species counts.

ASSESSMENT	List key characteristics defining mammals, birds, reptiles, amphibians, and fish.	Correctly separate insects (6 legs) from arachnids (8 legs) and molluscs.	Successfully navigate a key to identify unknown plant/animal specimens.	Construct a functional key with unambiguous binary (yes/no) questions.	Describe how a natural disaster affects food supplies and shelter.	Categorize human actions into positive or negative environmental impacts.
END POINT ASSESSMENT	Pupils can classify organisms into broad groups based on observable features, create and navigate dichotomous classification keys, and analyze how environmental changes (natural and human-influenced) impact living things.					
HIGHER ORDER QUESTIONS	Why are whales classified as mammals rather than fish?	Why do invertebrates make up the vast majority of all animal species on Earth?	What happens if a question in a classification key is opinion-based rather than factual?	How can we test if our classification key works for someone else?	Can natural environmental changes ever be beneficial to an ecosystem?	How can urban development be planned to protect existing animal habitats?
FURTHER OPTIONAL QUESTIONS/BIG QUESTIONS FOR DISPLAY	- How do scientists sort millions of different living things without getting confused? - Can a human activity in one country endanger an animal thousands of miles away? - What makes an amphibian different from a reptile?					
INCLUSION & ADAPTATION	Pre-sorted animal photo cards with bold feature icons (Feathers, Scales, Fur).	Real insect resin blocks with magnifying pots and visual counting mats.	2-step decision key using visual symbols (Has wings? Yes/No).	Sentence starter question strips (e.g., "Does it have...?") for building keys.	Before/After natural disaster picture matching cards.	Dual sorting trays labelled "Helps Wildlife" vs "Hurts Wildlife".
GREATER DEPTH	Research monotremes (egg-laying mammals) and debate classification challenges.	Design an invertebrate key incorporating structural micro-details (e.g., antennae style).	Evaluate complex multi-tier dichotomous keys from field guides.	Create an interactive digital classification key for a wider ecosystem.	Analyse secondary data on animal population declines following forest fires.	Write a balanced report evaluating a proposed local housing development vs woodland preservation.