Living Things and Their Habitats 2	**Science** **Knowledge organiser**	**Learning lens:** Biology **Class**: Year 2

Previous Knowledge

Identify animals within groups. Herbivores, omnivores and carnivores, describe and compare common animal structures.

Project Hook or 'Wow' memory

Making and exploring habitats in Countryside skills.

Learning Steps	Key Knowledge (answers)
How do I know whether things are 'living' or 'not living'? (Identifying)	Look at MRS GREN, go for a walk in the school field and find things that are dead, alive and never alive. Living things must do 7 things (life processes), these are; move, reproduce, respond to their environment, feed, grow, get rid of waste and require oxygen. If something used to do these 7 things, but no longer do all (or some) of them, it has lived but is now dead. If something has never done all of these 7 things, it has never been alive.
Which things are 'dead' 'living' or 'never living' ? (Classifying)	Living things :wasp, slug, whale, human etc Dead: brown leaf, shell etc Never been alive: ball, peg, saw, computer etc.
How do plants and animals in their habitat depend on each other? (Research)	They depend on each other to meet their basic needs. E.g. worms eat dead leaves, but plants need the worms to dig holes in their soil. Birds need worms to eat as a source of food. Imbalance in part of the environment affects organisms within the entire environment. For example, if there was suddenly no worms, there would be less birds as competition for food would increase.
Where do plants and animals within a habitat get their food from? (Research and classification)	Every plant and animal within a habitat is part of a food chain that shows how each animal gets energy from their food. Producers make their own food and are at the first level of all chains, usually green plants. A predator is a animal that hunts and eats other animals, and the prey is the animal who gets eaten. A consumer is a living creature that eats organisms from another population, this can happen across multiple levels within the food chain.
What food chains can you describe? (Identifying and classifying)	Green plant ➡ caterpillar ➡ black bird ➡ cat Grass ➡ cow ➡ human Berries ➡ mouse ➡ snake ➡ eagle
Who was Rachel Carson and what did she discover about ocean habitats? (comparative testing)	Rachel Carson was an American scientist who studied the ocean and environment . She was one of the first people to use key vocabulary like 'food chain' and many people had never thought of animals being connected this way. She noticed that there were chemicals in the ocean, and that these chemicals were also in the bodies of the ocean animals.

The key skills we want pupils to use during this topic:

Ask simple questions and recognise that they can be answered in different ways. Observe closely using simple equipment.

Identify and classify.

Use observations and ideas to suggest answers to simple questions. Gather and record data to help in answering questions.

Key vocabulary

Life processes	These are things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
Living	Things that are living have all of the life processes.
Dead	Things that are dead were once living. They did have all of the life processes but don't now.
Never living	They never had the life processes. Things made out of metal, plastic or rock.
Producers	Producers are green plants that start a food chain.
Food chain	A series of living things which are linked to each other because each thing feeds on the one next to it in the series.
Consumer	All animals are called **consumers** because they **consume** their food by eating plants and other animals.
Prey	Animals that are eaten by other animals are called **prey.**
Predator	Animals that eat other animals are called **predators.**

Statutory Requirements

Explore and compare the differences between things that are dead, alive and never lived.

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.

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