



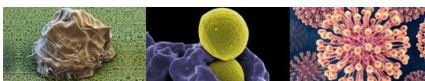
Important Information

In 1735, Swedish scientist, **Carl Linnaeus** first published a system for classifying all living things. An adapted version of this system is still used today: **The Linnaeus System.**

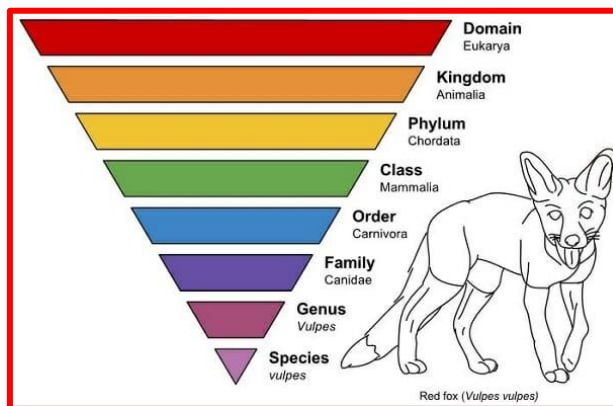
In this system, living things are classified using **eight levels**. As they are sorted, the number of organisms in each level gets smaller until one animal is left (species).

Scientists called **taxonomists**, sort and group living things according to their **similarities and differences**.

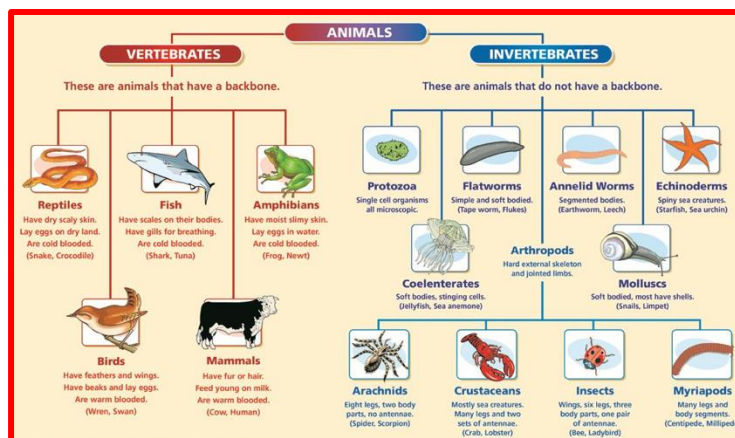
Living things are: plants, animals or **micro-organisms** (these can live in air, water and on our bodies.)



The Linnaean classification system uses **eight categories** to sort living things:



A Classification Key



Valuable Vocabulary

Characteristics	A special quality or appearance that makes an individual or group different from others e.g. wings.
Classification	The way in which things are grouped.
Species	A group of plants and animals that share common characteristics.
Organism	Any living thing.
Micro-organism	Simple, tiny living things e.g. bacteria, algae, fungi and viruses.
Vertebrates	Animals with a backbone (spine).
Invertebrates	Animals that do not have backbones or a skeleton.
Taxonomy	The classification of living things using a system.
Mammals	Warm-blooded animals with fur that birth live young.
Reptiles	Cold-blooded vertebrates that lay soft eggs.
Amphibians	Cold-blooded vertebrates that live on land and in water.
Insects	Animals with three body parts (head, thorax, abdomen), six legs and wings.

Top Takeaways

- Describe how living things are classified into groups
- Give reasons for classifying plants and animals based on specific characteristics.
- Understand that living things can be grouped into micro-organisms, plants and animals.
- Show that vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.
- Demonstrate that invertebrates can be grouped as snails and slugs, worms, spiders and insects.
- Understand that plants can be grouped as flowering plants (including trees and grasses) and non- flowering plants (such as ferns and mosses).

Working scientifically (Science Skills)

- i) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- ii) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- iii) Recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs
- iv) Using test results to make predictions to set up further comparative and fair tests
- v) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- vi) Identifying scientific evidence that has been used to support or refute ideas or arguments