

## Streamwatch Workshop National Curriculum Links

**Aims:** To analyse biological and chemical tests of a freshwater habitat. To introduce the pupils to aquatic invertebrates, their adaptations for their environment and how they can be used as a focus for looking at pollution indicators.

<p><b>Key Stage 2</b></p>	<p>Science</p>	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>▪ using test results to make predictions to set up further comparative and fair tests</li> </ul> <p><i>(non-statutory)</i>  <i>Pupils will select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They will use and develop keys and other information records to identify, classify and describe living things.</i></p>
<p><b>Key Stage 2</b></p>	<p>Geography</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of:</li> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>

Year 5	Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>
Year 6	Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>▪ give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><i>(non-statutory)</i>  <i>Through direct observations pupils will classify animals into commonly found invertebrates. Pupils will work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment.</i></p> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><i>(non-statutory)</i>  <i>Pupils will work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; They will analyse the advantages and disadvantages of specific adaptations.</i></p>