

Classification Quest with Bea the Honeybee

Learning objective: To recognise that living things can be grouped in a variety of ways by exploring and using classification keys.

Bea the Honeybee is mapping the creatures in the school meadow. Use the sorting activity below to help Bea classify the organisms she has found. For each animal, decide which 'Yes' or 'No' path it takes through the classification key. If the statement is false, explain why using your knowledge of animal characteristics.

Word bank: Invertebrate · Vertebrate · Mammal · Amphibian · Reptile · Classification · Habitat · Characteristics

1. Bea finds a hedgehog. Is it a vertebrate? If you answer 'No', explain why this is incorrect using the definition of a vertebrate. (2 marks)

2. True or False: A dragonfly is an invertebrate because it does not have a backbone. Justify your reasoning. (2 marks)

3. Compare and contrast a fish and an amphibian. What key characteristic makes them different in terms of their life cycle? (2 marks)

4. Explain why scientists use classification keys to group living things. How does this help us understand the natural world? (2 marks)

5. What might happen if a new, unknown creature was discovered in the meadow? Describe the steps you would take to classify it. (2 marks)

6. Justify your answer: Is a spider an insect? Research its body structure and explain why it does or does not fit the insect category. (2 marks)

Draw: Draw a classification key diagram for four different animals (e.g., a frog, a beetle, a robin, and a rabbit) using questions like 'Does it have feathers?' or 'Does it have six legs?'.



Extension challenge: Design your own 'Mystery Creature'. Write a short description of its habitat and physical features. Create a set of three 'Yes/No' questions that would allow another student to identify your creature using a classification key.