

Grade 3 Science Assessment: Living Things and Their Habitats

Learning objective: To demonstrate understanding of how living things are classified, how environments can change, and the impact of humans on local habitats.

Read each question carefully. Use your scientific knowledge to answer in full sentences where required. Ensure you use appropriate vocabulary.

Bea the honeybee has been flying across the meadow to observe the local wildlife. She notices that some animals have backbones, while others do not. She also sees that some parts of the meadow have been affected by a new path being built, which has changed the way the plants grow.

Word bank: Classification · Vertebrate · Invertebrate · Environment · Habitat · Adaptation · Human Impact · Key

1. Bea wants to group the animals she sees. Explain the difference between a vertebrate and an invertebrate. (2 marks)

2. Name two characteristics that all living things share, which help us decide if something is alive or not. (2 marks)

3. Look at the meadow habitat. Give one example of a natural change in an environment and one example of a human-made change. (4 marks)

4. Why is it important for scientists to use a classification key when identifying unknown plants or animals? (3 marks)

5. Choose one animal (e.g., a fish, a bird, or an insect). Describe one specific adaptation it has that helps it survive in its chosen habitat. (4 marks)

6. Extended Writing: Imagine a local pond habitat is being affected by litter and pollution. Write a short report explaining why this is harmful to the living things there and suggest two ways humans could help look after this habitat. (5 marks)

7. If a new plant species is introduced to a habitat, how might this affect the existing food chain? (2 marks)

Draw: Draw a simple food chain including at least three living things found in a woodland habitat. Label the producer and the consumers.



Extension challenge: Total: /25