

# Classification

How and why do we classify organisms?

Year 7-9

### Learning Outcomes:

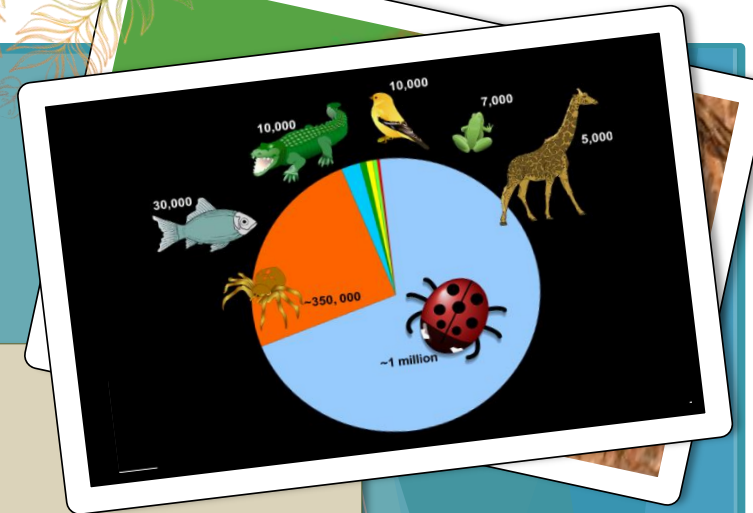
At the end of the session:

- ✓ **All students** will understand how and why classification has changed and why it is useful
- ✓ **Most students** will start to understand the Linnaean classification system
- ✓ **Some students** will remember key features of the main vertebrate groups and how to distinguish between them

### Session Outline:

The session begins by exploring the benefits of sorting and classifying. It then discusses the evolution of classification methods, starting with Aristotle and moving to Carl Linnaeus's system. The taxonomic hierarchy is examined from domain to order. Students then investigate animal biofacts (skulls, furs, etc.), sorting them into invertebrates and the five main vertebrate groups (fish, amphibian, reptile, bird, mammal). After this activity, the discussion covers the evidence scientists use to classify organisms (DNA, biochemistry, etc.), concluding with a focus on species level variation and individual genetic and environmental differences.

Please note, no live animals are used in this session.



### Curriculum Links

#### Science:

Genetics and variation

Working scientifically