

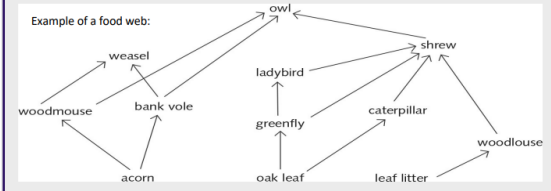


## Holy Family Catholic Primary School Cronton

<p><b>Year 4:</b> Science spring term 1</p>	<p><b>Unit:</b> Human Impact</p>	<p><b>Theme:</b> Living Things and their environment</p>																																
<p><b>What I should already know:</b></p> <ul style="list-style-type: none"> <li>* The names of some common wild and garden plants, deciduous and evergreen trees.</li> <li>* Examples of habitats (including microhabitats) and the animals and plants that can be found there.</li> <li>* Living things depend on each other to survive.</li> <li>* Food chains</li> <li>* How land use has changed over time and the effect this has on the environment</li> </ul>	<p><b>What I will know by the end of the unit:</b></p> <ul style="list-style-type: none"> <li>*I can talk about some positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things.</li> <li>*I understanding that actions can have both positive and negative consequences, that situations are not black and white, and that decisions involve compromises.</li> <li>*I can talk about how industry, housing and thoughtless behaviour can damage local habitats and also how humans can increase biodiversity by developing environments such as country parks and nature reserves.</li> </ul>	<p><b>Vocabulary</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Amphibian</b></td> <td>A cold-blooded vertebrate that can live in water and on land.</td> </tr> <tr> <td><b>Bird</b></td> <td>Warm-blooded vertebrates with feathers, pointed beaks and wings.</td> </tr> <tr> <td><b>Carnivore</b></td> <td>An animal that eats meat</td> </tr> <tr> <td><b>Characteristics</b></td> <td>Key features belonging to a person, place or thing.</td> </tr> <tr> <td><b>Endangered Species</b></td> <td>Risk of extinction.</td> </tr> <tr> <td><b>Environment</b></td> <td>Surroundings in which a person, animal or plant lives.</td> </tr> <tr> <td><b>Extinct</b></td> <td>Having no living members.</td> </tr> <tr> <td><b>Habitat</b></td> <td>The natural environment in which an animal or plant normally lives or grows.</td> </tr> <tr> <td><b>Herbivores</b></td> <td>An animal that only eats vegetables</td> </tr> <tr> <td><b>Man made</b></td> <td>Made or caused by humans.</td> </tr> <tr> <td><b>Natural Biomes</b></td> <td>Existed or came from nature - not by human. Natural area of vegetation and animals.</td> </tr> <tr> <td><b>Mammal</b></td> <td>A warm-blooded vertebrate that breathes air and grows hair.</td> </tr> <tr> <td><b>Microhabitat</b></td> <td>A small part of the environment that supports a habitat.</td> </tr> <tr> <td><b>Omnivore</b></td> <td>Person or animal that eats both meat and plants.</td> </tr> <tr> <td><b>Organism</b></td> <td>A living thing.</td> </tr> <tr> <td><b>Vegetation</b></td> <td>Plants, trees and flowers.</td> </tr> </table>	<b>Amphibian</b>	A cold-blooded vertebrate that can live in water and on land.	<b>Bird</b>	Warm-blooded vertebrates with feathers, pointed beaks and wings.	<b>Carnivore</b>	An animal that eats meat	<b>Characteristics</b>	Key features belonging to a person, place or thing.	<b>Endangered Species</b>	Risk of extinction.	<b>Environment</b>	Surroundings in which a person, animal or plant lives.	<b>Extinct</b>	Having no living members.	<b>Habitat</b>	The natural environment in which an animal or plant normally lives or grows.	<b>Herbivores</b>	An animal that only eats vegetables	<b>Man made</b>	Made or caused by humans.	<b>Natural Biomes</b>	Existed or came from nature - not by human. Natural area of vegetation and animals.	<b>Mammal</b>	A warm-blooded vertebrate that breathes air and grows hair.	<b>Microhabitat</b>	A small part of the environment that supports a habitat.	<b>Omnivore</b>	Person or animal that eats both meat and plants.	<b>Organism</b>	A living thing.	<b>Vegetation</b>	Plants, trees and flowers.
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<p><b>Fact File</b></p> <p>Humans can have a negative impact on the local environment through different types of pollution (e.g. litter, chemical, air, noise) and through destruction of habitats. However, they can also have a positive impact when developments are designed to be environmentally friendly, when they improve sites and where parks, nature reserves and other green spaces are deliberately created.</p>	<p><b>Key Scientist</b></p> <p><b>Greta Thunberg</b> born 3 January 2003, is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation.</p> 																																	
<p><b>How can environments change?</b></p> <p>Habitats can change throughout the year and this can have an effect on the plants and animals living there. Humans can have positive effects on the environment, e.g. nature reserves, but instead often damage it.</p> <p><b>People-made Threats to the Environment</b></p> <p>Air-pollution from cars, e.g. carbon monoxide, and the burning of fossil fuels. Water pollution through industrial waste and farm fertilisers that can pollute rivers and streams. Rubbish— Plastic and household waste ends up on the streets, in the sea or in rubbish dumps, destroying habitats and wildlife.</p> 	<p style="text-align: center;"><b>Food chains</b></p> <div style="border: 1px solid gray; padding: 5px;"> <p>Example of a food web:</p>  </div> <p>From the above illustration, for example, the food chain below can be extracted:          Leaf litter → woodlouse → shrew → owl</p>																																	

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