

A QUICK GUIDE TO...



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Relevant interactive activities

The relevant interactive activities are identified throughout the book with the Dynamic Science Icon.

The relevant Year, Module, and Units are listed with the icons.

156 Part 3 Inquiry-based approaches

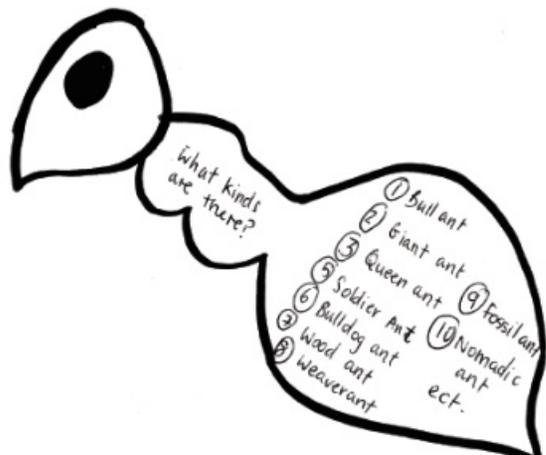


Figure 6.3 What kinds of ants are there?

REFLECTIONS 6.3: AN INQUIRY-BASED APPROACH TO LEARNING


Year 7,
Module 1,
Unit 1-5

Now that you have experience of an inquiry-based approach to learning or have recorded observations of your own lessons about ants (or other mini beast topics) with a group of children, consider the following questions.

- 1 How did I learn in this approach?
- 2 What was the role of the teacher (in this case, the authors of the book)?
- 3 How do I feel about this approach to teaching and learning in science?
- 4 In this approach, what assumptions are being made about:
 - Children's learning?
 - The nature of science?

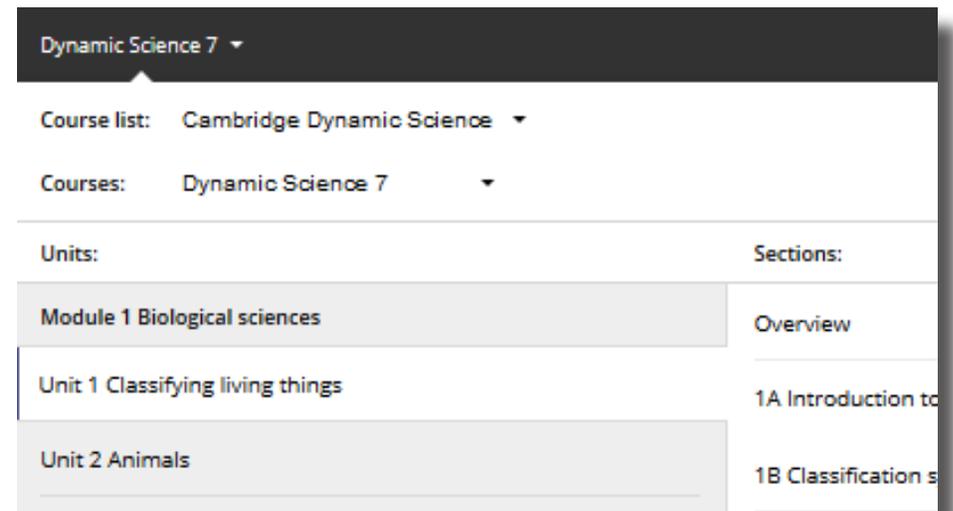
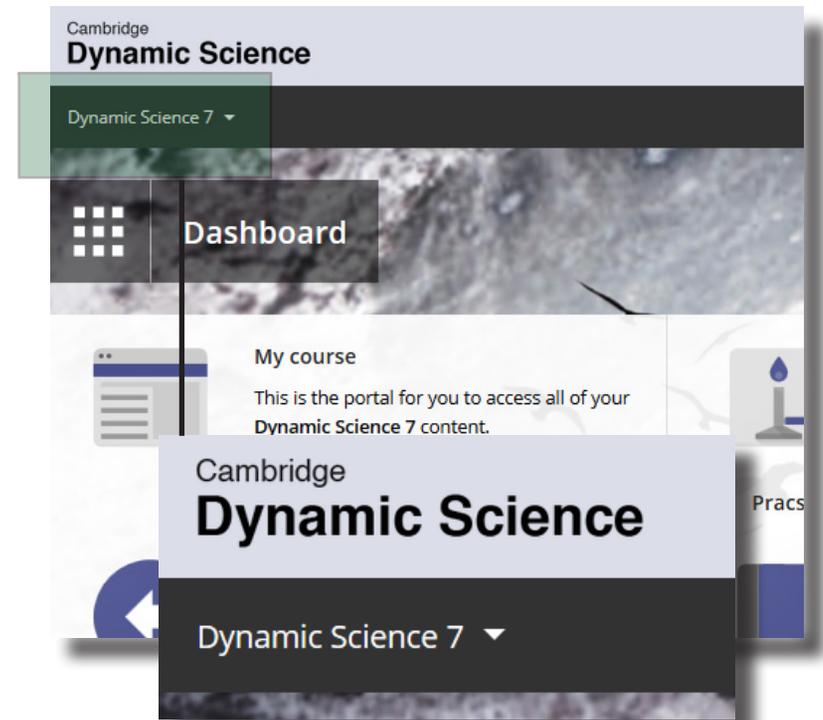
Discuss and compare your analysis with others who have completed this experience.

Navigation trail

Underneath each Dynamic Science icon is a navigation trail that will direct you to the particular unit that contains the relevant resource(s).

Eg. Year 7 > Module 1 > Unit 1

- 1) Select the course button at the top
- 2) Select the correct Module on the left
- 3) Select the correct Unit underneath the Module
- 4) Select a Unit section on the right



A Unit Section

← Unit 1 Classifying living things
1B Classification systems

1B Resources

Earth contains millions of unique creatures known as species. A species is defined as 'members of a group of organisms that are similar enough to interbreed and produce viable and fertile offspring'. It is important to classify all the species known on Earth into groups based on similarities and relationships.

A good classification system:

- provides information about an organism by telling us what it's similar to
- tells us which other organisms a species is related to
- organises knowledge about organisms in a systematic way so that is easier to communicate and learn
- makes it easier to study newly-discovered organisms in the light of what is already known about similar organisms.

This diagram lists the names of the main groups used to classify living organisms. A species is unique. A number of species are grouped in a genus (plural genera). A number of genera are grouped in a family, and so on up to a kingdom.

Species that have a great number of similarities are grouped into a genus, plural genera. Species that share a common, immediate ancestor are placed in the same genus. One or more genera that share a common characteristics are grouped into a family. Organisms belonging to the same family would have evolved from the same ancestors.

Related families are grouped into an order, related orders are grouped into a class, and related classes are grouped into a phylum (plural 'phyla'). Of these groups, the most important for you to know is generally the phylum (among plants, the phylum is also called a division).

The animation below is simplified to show how the groups are organised from species to kingdoms. It starts with our own species, *Homo sapiens*, and shows the groups to which we belong.

Resources for each Unit section are housed under a single tab for ease of access

Section notes

Rollover definitions - (hover the mouse over underlined words and the definition will appear)

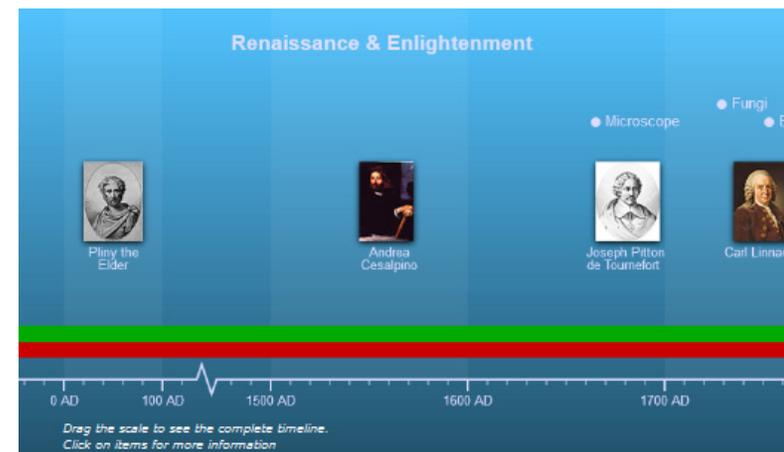
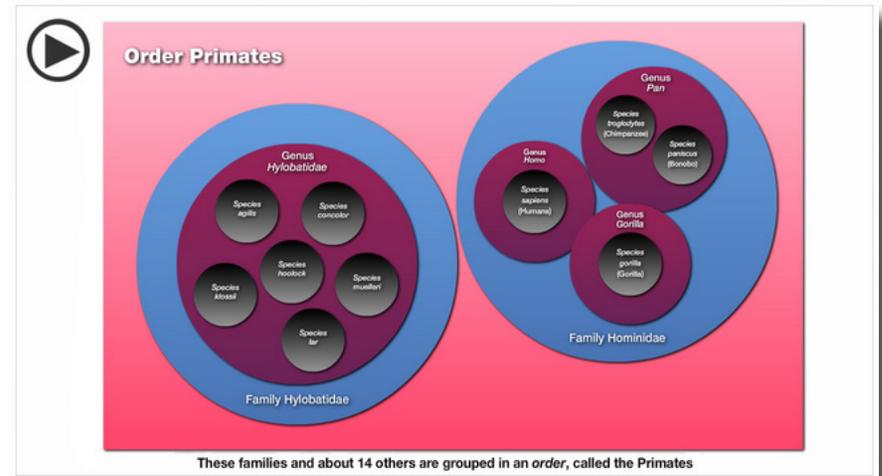
A Unit Section - Other resources

Other resources include:

Videos or animations - These are embedded into the site and can be viewed without leaving the site. There are also video links that direct the user to a third party website such as Youtube.

Widgets - Interactives that illustrate concepts graphically and by engagement with the user.

(These widgets are in HTML5 coding so they will be available across all tablet devices and desktops/laptops)

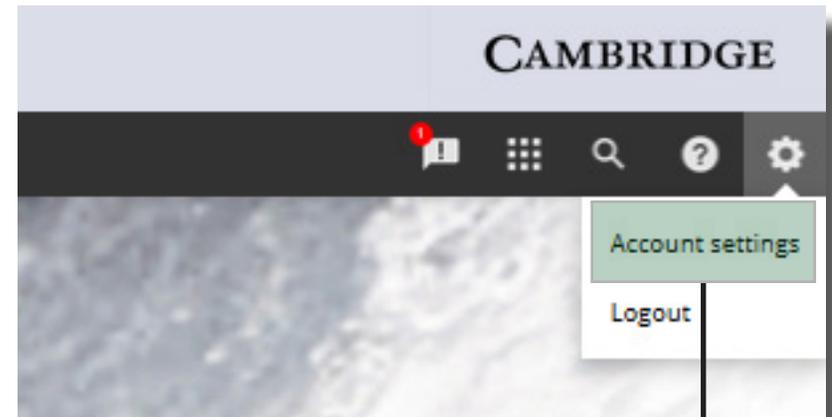


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