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| ***Year 5: What would life be like without plastic?*** | | |
| Children will be able to…   * Investigate how plastic pollution affects climate change and the marine environment. * In role, construct arguments to persuade people to make different lifestyle choices about single use plastics. * Develop a chronologically secure knowledge of events in the Stone Age * Investigate different homes from the Palaeolithic, Mesolithic and Neolithic times * Experience what people ate in the Stone Age and how their diet changed * Recognise how excavations in Skara Brae have helped us to gain understanding of life in the Stone Age. * Compare and contrast life in the Stone Age with life today. | | |
|  | **SKILLS Children can…** | **OUTCOME**  **(SME)** |
| **ART**  **Exploring stone age cave painting using natural materials** | Exploring and developing   * Experiment with combinations of materials and techniques * Keep and use detailed notes in a sketch book. |  |
| Evaluating   * Evaluate own and others work explaining and justifying their reasons |  |
| Control and expertise   * Develop and improve their own style * Combine a range of colours, tints, tones and shades * Get across feeling and emotion through their work |  |
| **DT**  **Investigating Stone Age food** | Design and Develop   * Plan the order of work by thinking ahead * Use various historical sources of information   Making   * Work in a safe and hygienic way (cooking). |  |
| **ICT**  **Creating PPTs about Islam**  **Creating leaflets about Life in the Stone Age** | Network and Internet   * Conduct a safe internet search * Extrapolate the best information and summarize it using ICT   Using ICT   * Analyse a range of information using ICT * Save documents and images into different formats for different purposes |  |
| **HISTORY**  **Researching key events.**  **Investigate everyday life in each period of the Stone Age and draw comparisons with modern day life.** | Historical Knowledge and awareness   * Organise a series of relevant historical information and check this for accuracy. * Describe some of the main event and changes between the three stages of the Stone Age. * Make conclusions with evidence as to the most likely version of events |  |
| Chronological understanding   * Identify changes across periods of time, using chronological links |  |
| Historical enquiry   * Identify differences between different versions of the past * Support own point of view using evidence * Understand that some evidence is limited. |  |
| **GEOGRAPHY**  **Developing maps to identify ocean waste hotspots** | Use of maps  Use 6 figure grid references to locate a specific place.  Geographical knowledge and understanding   * Suggest how human geography can cause changes to environments and the different views (Y6 Target) * Make a plausible case for environmental change. (Y6 Target) * Interpret other peoples arguments for change analysing and evaluating their viewpoints.(Y6 Target) * Justify viewpoint and use evidence to support this. |  |