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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.
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|  | **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.
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| Evaluating* Evaluate own and others work explaining and justifying their reasons
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| 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
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| **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).
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| **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
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| **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
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| Chronological understanding* Identify changes across periods of time, using chronological links
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| Historical enquiry* Identify differences between different versions of the past
* Support own point of view using evidence
* Understand that some evidence is limited.
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| **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.
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