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| ***Year 5: Why would a wolf choose to live in Alaska?*** |
| **Children will be able to…*** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
* Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America
* Compare and contrast 4 states in North America; Florida, Alaska, New York and Arizona by researching their; environmental regions and key physical and human characteristics.
* Explain (based on knowledge gained about wolves) why a wolf would chose to live in a specific environment, drawing on their knowledge of four North American states.
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|  | **SKILLS Children can…** | **OUTCOME****(SME)** |
| **GEOGRAPHY***Create a collage of facts about continents and key knowledge shown above.**Create a fact booklet about* *Four states in North America for KS1 children based on the adventures of a wolf.* | **Geographical Knowledge and Understanding*** Begin to understand a geographical pattern e.g industy developing by a river.
* Describe and explain patterns and explain physical and human changes.
* Justify viewpoint and use evidence to support this.
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| **ART***Create a piece of artwork inspired by the Wolf literature studied.**.* | **Exploring and Developing*** Use inspiration from other cultures.
* Experiment with combinations of materials and techniques.
* Keep and use detailed notes in sketch book.

**Using Materials*** Produce work that sometimes can be both visual and tactile.
* Evaluate own and others’ work, explaining and justifying their reasons.
* Use analysis when commenting on ideas.

**Control and expertise*** Get across feeling and emotion through their work.
* Combine a range of colours, tints, tones and shades.
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| **DT***Create a wolf themed dream catcher* | **Design and Develop*** Plan the order of work by thinking ahead
* Use sketches to show other ways of doing things – and then make choices

**Making*** Make stable and strong joins to stand the test of time
* Product and evaluation
* Identify what is working well and what might be improved – and make choices from several alternatives
* Refine the quality of the finished product, including making annotations on the design
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