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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. | | |
|  | **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. |  |
| **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. |  |
| **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 |  |