**Overall outcome**

​Preparation for film- A Planet Full of Plastic

​

**Year 6 :Medium Term Plan: Spring 1**

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| turtle 2.jpg**Curriculum areas that will be covered in stand-alone units during this topic:****Science**: Evolution and Inheritance |



**Curriculum**

*What will we learn?*

**Children will be able to:**

* Investigate how plastic pollution affects climate change and the marine environment.
* Construct arguments to persuade people to make different lifestyle choices about single use plastics.
* Identify areas in the oceans of the world affected by plastic pollution.
* 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 theStone Age with life today

**Hook:**

1) Exploration of Blue Planet footage

2) Stone Age immersion day

***Year 6:What would life be like without plastic?***

**GLOBAL** [**GOAL 14:**](http://www.un.org/development/desa/disabilities/envision2030-goal16.html) **Life below water**

**GLOBAL GOAL 13: Climate Action**

**Significant individuals**

Sir David Attenborough – Plastics

Greta Thunberg- Plastics

**Texts: A Planet Full of Plastic, A Street Through Time, Articles on climate change, articles on Skara Brae, Wolf Brother**

**Key Vocabulary: Plastic:** recycled, biodegrade, debate, climate change, renewable energy **Stone Age:** excavation, Skara Brae, Palaeolithic, Mesolithic, Neolithic , artefact

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

**Community**

*What links can we develop‘Near and Far’?*

* Visit from Scottish Power to discuss renewable energy and how this impacts climate change.
* Sharing of WSUS film with school in Uganda
* Participation in WSUS 2020

**Compassion**

*What feelings to we wish to evoke?*

* Understanding that they can be agents of change; through letter writing and balanced discussons.
* Insight, through using varied viewpoints, into complexity of issues surrounding single use plastic.
* Realisation that to have opinions, you must thoroughly research your subject matter and be able to underpin your arguments with real facts.

**Connections to previous learning**

Plastic Pledge Market July 2019

Wirral Saves the Planet & Extinction is Forever Film

Development of whole school plastic Pledge/involvement in Wirral C2C

Link to Flotsam work in September 2019

**Connections to Future learning**

Preparation for Wirral Science Under the Stars project

**Connections**

*What are the connections to our curriculum past and present?*

**Creativity:**

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

* Contribute to the creation of a film @A planet full of Plastic (and how we can help)
* Write a persuasive letter to encourage a local business to stop using single use plastics.
* Discuss, by developing a balanced argument, the pros and cons of single use plastics.
* Create cave paintings and Stone Age tools using natural resources.
* Design PPt’s to produce a tour guide for Skara Brae

**Areas of learning (theme/subject)**

Literacy, History, Geography, Science

PE, Music, Art, DT, PHSCE

**Resources**

Plastic pledge resources

Stone age artefacts/books