



<b>Intent:</b>	To understand the current problems our world faces and what we can do to help.	
<b>Starter:</b>	A mysterious letter arrives in year 5...	
<b>Core Texts:</b>	Garbage Guts , I am the seed that grew the tree.	
<b>Key Concepts:</b>	Morals, respect, change, impact, sustainability, citizenship,	
<b>Outcome Pieces:</b>	Exhibition in the hall to discourage plastic pollution	
<b>Enrichment:</b>	Trip to the park – what rubbish can be seen?, Trip in local area- collecting data about human and physical geographical features.	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? (Science books)</li> <li>• Can I describe the life process of reproduction in some plants and animals? (Science books)</li> <li>• Can I research the life cycles of other animals around the world (suggesting reasons for similarities and differences)? (Science books)</li> <li>• Can I observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world? (Photos – Twitter)</li> </ul>	Lifecycle, Mammal, Amphibian, Insect, Bird, Reproduction, Pollination, Filament, Receptacle , Germination, Seed dispersal, Flowering, Sepal, Stigma, Style, Ovary, anther
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul> </li> </ul>	
<b>Geography (with PSHE elements)</b>	<ul style="list-style-type: none"> <li>• Can I understand the impact of plastic pollution? (Topic books)</li> <li>• Can I research the Great Garbage Patch? (Topic books)</li> <li>• Can I understand how sea life is impacted by the actions of humans? (Topic books)</li> <li>• Can I give examples of how people can reduce, reuse and recycle to help the world? (Topic books)</li> </ul>	Plastic pollution, Great Garbage Patch, Reduce, Reuse, Recycle, Field work, Human geography, Physical geography, Help, Impact, Actions , Responsibilities, Measure , Record, Local area
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>- describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wate.</li> </ul> </li> </ul> </li> </ul>	
<b>History</b>		
	<b>National Curriculum:</b>	
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Can I understand what a cam is and explain how they create moving objects? (Sketch books)</li> <li>• Can I design and plan a model that moves? (Sketch books)</li> <li>• Can I follow my plan and make a model that moves? (Photos in sketch books)</li> <li>• Can I evaluate my model? (Sketch books)</li> </ul>	Plan, Make, Evaluate, CAM, Design, Model, Representation, Theme, Impact, Inspiration
	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>• <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> </li> </ul>	

Year 5 Unit Plan: What are we doing to the world? (5 weeks)



	<ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>Can I complete an artist study on Michelle Reader (junk modelling)? (Sketch books)</li> </ul>	Impact, Artist, Inspiration, Theme, Representation
	<b>National Curriculum:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> </ul>	
<b>Music</b>		
	<b>National Curriculum:</b>	
<b>PSHE and RSE</b>	<ul style="list-style-type: none"> <li>Can I understand the impact of period waste on the world? (PSHE book)</li> </ul>	Puberty, Physical changes, Body Shaming Confidence, Actions, Consequences, Impact, Change, Pollution, plastic
	<b>National Curriculum:</b> See PSHE Subject Lead Document.	
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>Can I understand what a dilemma is and how people face this in their life? (Photos - Twitter)</li> <li>Can I understand why people stand up for what they believe in? (Topic books)</li> <li>Can I explain how people's beliefs guide them when solving dilemmas? (Photos - Twitter)</li> <li>Can I understand my own morals and why they are important? (Topic books)</li> </ul>	Responsibility, Kindness, Faith Beliefs, Characteristics, Change, Morals
	<b>National Curriculum:</b> See SACRE Document.	
<b>Computing</b>	<ul style="list-style-type: none"> <li>Can I continue to develop my understanding and skills on PowerPoint?</li> <li>Can I independently use search engines to find information?</li> </ul>	
	<b>National Curriculum:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	

Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. Geography/PSHE	Can I understand the impact of plastic pollution? Can I research the Great Garbage Patch?		Impact, Sustainability, Citizenship
2. Geography/PSHE	Can I understand how sea life is impacted by the actions of humans? Can I give examples of how people can reduce, reuse and recycle to help the world?		
3. Geography/PSHE	Can I plan and carry out a field work trip to measure and record the geographical features of my local area?		Citizenship
4. RE	Can I understand what a dilemma is and how people face this in their life?		Respect, Impact

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	Can I understand why people stand up for what they believe in?		
5. RE	Can I explain how people’s beliefs guide them when solving dilemmas? Can I understand my own morals and why they are important?		Respect, Morals, Impact, Citizenship
6. Science/DT	Can I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect? Can I understand what a cam is and explain how they create moving objects?		
7. Art	Can I complete an artist study on Michelle Reader (junk modelling)?		Impact, Sustainability
8. DT	Can I design and plan a model that moves?		
9. DT	Can I follow my plan and make a model that moves?		
10. Science	Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?		Change
11. Science	Can I describe the life process of reproduction in some plants and animals? Can I research the life cycles of other animals around the world (suggesting reasons for similarities and differences)?		Change
12. Science	Can I observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world?		Change
13. PSHE (Short collective worship session)	Recap RSE/PSHE from Unit 1 (RSE/PSHE)		Change, Impact, Citizenship
14. PSHE	Can I understand the impact of period waste on the world?		Impact, Moral
15. DT	Can I evaluate my model?		