

TOPIC TITLE: Laudato Si

ENTRY POINT



Pope Francis' letter to the world (Laudato Si) about 'looking after our common home.'

PARENTAL ENGAGEMENT

Recycling at home.
Discussing environmental issues on the news (eg Extinction Rebellion).

| DESIGN & TECHNOLOGY | GEOGRAPHY | SCIENCE | PSHE | RE |
|--|--|---|--|--|
| <p>Be able to 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.</p> <p>Be able to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Be able to select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> | <p>Know that the study of geography is concerned with places and environments.</p> <p>Know about the main physical and human features in particular localities.</p> <p>Know how the features of particular localities influence the nature of human activities within them.</p> <p>Be able to enquire into geographical factors and their effects on people's lives.</p> <p>Be able to use a variety of sources to gather geographical information.</p> <p>Be able to use and interpret globes and maps in a variety of scales.</p> <p>Be able to communicate their knowledge and understanding of geography in a variety of ways.</p> | <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Know the habitat needs and adaptations of animals in their environment and how these are impacted by human action.</p> <p>Know the life cycle of plants and animals and how these are impacted by human action.</p> <p>Understand the water cycle and the causes of flooding and drought.</p> | <p>Be able to talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>Be able to think about the lives of people living in other places.</p> <p>Research, discuss and debate topical issues, problems and events.</p> | <p>Recognise the Christian need to protect God's creation.</p> <p>Understand how different world religions view environmental issues.</p> <p>Consider a personal response to issues.</p> |

LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC RE-APPLICATION)

| ENGLISH | MATHS | E-SAFETY | COMPUTING |
|--|---|--|--|
| <p>Writing for a variety of purposes.</p> <p>Writing balance arguments and opinion.</p> <p>Distinguishing between fact and opinion.</p> <p>Writing information texts which are structured to make information easily accessible.</p> <p>Consider the intended audience when writing.</p> | <p>Units of temperature, capacity (eg annual rainfall) and speed (eg wind speed)</p> <p>Percentages (eg humidity)</p> <p>Data handling (eg graphs showing global temperature increases, rainfall etc - line, block etc).</p> <p>Finding averages.</p> | <p>I know what behaviour is acceptable and unacceptable when using technologies and online services.</p> | <p>Be able to frame questions appropriately when gathering and interrogating information</p> <p>Be able to interpret their findings</p> <p>Be able to manipulate and combine different forms of information from different sources</p> <p>Be able to use ICT to present information in a variety of forms</p> <p>Understand the importance of considering audience and purpose when presenting information</p> |