

**One big question:** How are humans impacting marine life?

**One big product:** a boat

**One big community deed:** beach clean-up event

**One big trip:** Blue Planet Aquarium

**VIP: (Very Inspirational Person):** Boyan Slat

**As philosophers we will...**

...consider the impact of humans on marine life

**As geographers we will...**

...name and locate the world's five oceans

...use basic geographical vocabulary to refer to: key physical features including beach, cliff, coast, sea, ocean

...use basic geographical vocabulary to refer to key human features including port and harbour  
...locate the beaches in our locality and the world's continents and oceans using maps and atlases

...work in groups to research facts about the world's oceans

...consider how human actions impact marine life  
...understand how and why ports are used  
...discuss the impact on local beaches after our beach clean-up.

**As mathematicians we will...**

...make pictograms to show our favourite sea creatures after our trip to The Blue Planet Aquarium

**As artists we will...**

...describe what we like about pieces of art

...practise pencil control when sketching and colouring

...use watercolours and chalk pastels to experiment with colour

...explore how to create different textures in our paintings when creating repeated patterns

**Y1 Fighting for our Future topic – How are humans impacting marine life?**



***Aim: To inspire, motivate and challenge our learners to explore the environment, value its purpose and feel empowered to become a global citizen.***

**As designers we will...**

... be making a boat

... design a purposeful, functional and floating boat based on our design criteria

... generate and develop our ideas through talking, drawing and making templates

... select from and use a range of tools and equipment to perform practical tasks

... explore and evaluate a range of existing products

**As historians we will...**

...learn about the explorations of Christopher Columbus and Captain Cook

...compare past and present ways of keeping people safe at sea

**Using computing skills we will...**

...use a camera to record videos persuading people to come to our beach clean-up event

...use a camera to record a video explaining how we made our boats in DT

**As scientists we will...**

... distinguish between an object and the material which it is made

... identify, name and describe a variety of everyday materials

... compare and group different materials

**As musicians we will...**

...compose our own sea chants

...use instruments to represent a variety of ocean creatures

...perform our compositions in groups

**As writers we will...**

...write letters to Alison McGovern to explain why we think more should be done to protect our oceans

...write a recount of our beach clean-up trip using geographically accurate vocabulary

...create fact-files about different oceans and sea creatures