

Term Two	4 Purposes	Content- Specific Considerations	Learning Experiences	Skills Development
Guardians of our Galaxy	<p>Enterprising, creative contributors who connect and apply their knowledge and skills to create ideas and products that raise awareness of water pollution.</p> <p>Ambitious Capable learners Who are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</p> <p>Ethical, informed citizens of Wales and the world who can research and identify how the world can work together to clean up our seas.</p> <p>Healthy, confident individuals who have the confidence to work together as a group to raise awareness of a local and global issue.</p>	<p>Encourage students to question, campaign and get involved in a local issue.</p> <p>Entrepreneurial/group opportunities.</p> <p>Give students opportunities to express their concerns regarding environmental issues i.e., pollution of rivers, effect on wildlife</p> <p>Link to rights of child – To have a good standard of living.</p> <p>Promotes inquiry based approach.</p>	<p>Students visit local areas to look at how water impacts, wildlife, habitats and humans.</p> <p>Learn about why looking after our rivers, streams, ponds and seas is important.</p> <p>Work with Wildlife Trust on a local volunteer project.</p> <p>Create products to sell that raise awareness of local environmental issues.</p> <p>Read 'The Iron Man'</p> <p>Visit a beach in South Wales to look at impact of water pollution and take part in a clean-up beach activity.</p>	<p><i>Science and Technology</i> Understanding how humans can affect eco systems and living things. Looking at ways to solve these issues. Research what scientists are doing to find water in space. Learn about animals that use our waterways and how they adapt to live there.</p> <p><i>Health and Wellbeing</i> Learning to make good decisions and deal with influences. Learning how to look after your mental health and emotional well-being by spending time outside in nature. Fortnightly swimming sessions. Building their mental and emotional well-being by developing confidence, resilience and empathy.</p> <p><i>Languages, Literacy and Communication</i> Develop oracy skills through debating and making decisions. Develop skills in writing reports and letters. Look at keywords in English and Welsh.</p> <p><i>Mathematics and Numeracy</i> Understanding and using numbers and statistics to highlight the problem of water pollution. Create surveys and collect data that show information clearly to support findings.</p> <p><i>Humanities</i> Explore the different parts of a river and explain the journey from source to mouth. Compare and contrast how places around the world deal with problems with water and pollution.</p> <p><i>Expressive Arts</i> Exploring the arts so you learn to use your knowledge, skills and imagination to create. Learning to appreciate the arts and to reflect on your own work. Look at work of artists who create work out of recycled objects. Kenyan projects that make art from washed up flip flops. Look at protest singers' songs and encourage students to write their own song on the importance of looking after our waterways</p>