

Lesson	Title	Objectives	KS2 curriculum links	KS3 curriculum links	KS4 curriculum links
1	<b>The power of plastics (1 hour)</b>	<p>To describe the numerous ways plastics are used in our daily lives</p> <p>To identify and distinguish between different types of plastic</p>	<p>Science</p> <ul style="list-style-type: none"> <li>Working scientifically</li> <li>States of matter (Year 4)</li> <li>Properties and changes to materials (Year 5)</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading – comprehension</li> <li>Writing – composition</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Geographical skills</li> </ul>	<p>Chemistry</p> <ul style="list-style-type: none"> <li>Materials</li> <li>Earth and atmosphere</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Geographical skills</li> </ul>	<p>Chemistry</p> <ul style="list-style-type: none"> <li>Chemical and allied industries</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Maps</li> <li>Use of data</li> </ul>
2	<b>What are the problems with plastic? (1 hour)</b>	<p>To explain how plastic pollution is having a negative impact on wild animals and the environment</p> <p>To understand the importance of biodiversity both on land and in the sea</p>	<p>Science (lower KS2)</p> <ul style="list-style-type: none"> <li>Working scientifically</li> <li>Living things and their habitats (Year 4)</li> <li>Animals, including humans (Year 4)</li> </ul> <p>Science (upper KS2)</p> <ul style="list-style-type: none"> <li>Working scientifically</li> <li>Evolution and inheritance (Year 6)</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading – comprehension</li> <li>Writing – composition</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Geographical skills</li> <li>Human and physical geography</li> </ul>	<p>Biology</p> <ul style="list-style-type: none"> <li>Relationships in an ecosystem</li> <li>Inheritance, chromosomes, DNA and genes</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Geographical skills</li> <li>Human and physical geography</li> </ul>	<p>Biology</p> <ul style="list-style-type: none"> <li>Ecosystems</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>People and environment: processes and interactions</li> <li>Human geography: processes and change</li> </ul>
3	<b>Plastics: Researching the stakeholders (1 hour +)</b>	<p>To identify the different stakeholders involved in producing plastic pollution</p> <p>To research the roles of different stakeholders involved in producing plastic pollution</p> <p>To summarise and organise material in order to support arguments with factual detail</p>	<p>Science (lower KS2)</p> <ul style="list-style-type: none"> <li>Working scientifically</li> <li>Living things and their habitats (Year 4)</li> <li>Animals, including humans (Year 4)</li> <li>States of matter (Year 4)</li> </ul> <p>Science (upper KS2)</p> <ul style="list-style-type: none"> <li>Working scientifically</li> <li>Properties and changes to materials (Year 5)</li> <li>Evolution and inheritance (Year 6)</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading – comprehension</li> </ul>	<p>Biology</p> <ul style="list-style-type: none"> <li>Relationships in an ecosystem</li> <li>Inheritance, chromosomes, DNA and genes</li> </ul> <p>Chemistry</p> <ul style="list-style-type: none"> <li>Materials</li> <li>Earth and atmosphere</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Writing</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> </ul>	<p>Biology</p> <ul style="list-style-type: none"> <li>Ecosystems</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>People and environment: processes and interactions</li> <li>Formulating enquiry and argument</li> <li>Human geography: processes and change</li> </ul>

			<ul style="list-style-type: none"> <li>• Writing – composition</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Human and physical geography</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>• Developing confidence and responsibility and making the most of their abilities</li> <li>• Preparing to play an active role as citizens</li> <li>• Developing good relationships and respecting the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>• Human and physical geography</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>• The roles played by public institutions and voluntary groups in society</li> </ul>	<p>Citizenship Studies</p> <ul style="list-style-type: none"> <li>• Citizen participation in democracy and society</li> <li>• Citizenship skills, processes and methods</li> </ul>
4	<b>Plastics: Preparing to debate (1 hour +)</b>	<p>To analyse a range of arguments</p> <p>To summarise and organise material in order to support arguments with factual detail</p> <p>To justify viewpoints</p>	<p>English</p> <ul style="list-style-type: none"> <li>• Reading – comprehension</li> <li>• Writing – composition</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>• Developing confidence and responsibility and making the most of their abilities</li> <li>• Preparing to play an active role as citizens</li> <li>• Developing good relationships and respecting the differences between people</li> </ul>	<p>English</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Spoken English</li> </ul>	<p>English</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Spoken English</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Formulating enquiry and argument</li> </ul> <p>Citizenship Studies</p> <ul style="list-style-type: none"> <li>• Citizen participation in democracy and society</li> <li>• Citizenship skills, processes and methods</li> </ul>
5	<b>Plastics: The Great Debate (1 hour)</b>	<p>To speak confidently and effectively by participating in formal debates and structured discussions</p> <p>To listen and learn from others</p>	<p>English</p> <ul style="list-style-type: none"> <li>• Reading – comprehension</li> <li>• Writing – composition</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>• Developing confidence and responsibility and making the most of their abilities</li> <li>• Preparing to play an active role as citizens</li> <li>• Developing good relationships and respecting the differences between people</li> <li>• Breadth of opportunities</li> </ul> <p>SMSC – Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Encourage respect for other people</li> <li>• Encourage respect for democracy and support for participation in the democratic processes</li> </ul>	<p>English</p> <ul style="list-style-type: none"> <li>• Spoken English</li> </ul> <p>Citizenship</p> <ul style="list-style-type: none"> <li>• The roles played by public institutions and voluntary groups in society</li> </ul> <p>SMSC – Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Encourage respect for other people</li> <li>• Encourage respect for democracy and support for participation in the democratic processes</li> </ul>	<p>English</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Spoken English</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>• Formulating enquiry and argument</li> </ul> <p>Citizenship Studies</p> <ul style="list-style-type: none"> <li>• Democracy and government</li> <li>• Citizen participation in democracy and society</li> <li>• Citizenship skills, processes and methods</li> <li>• Taking citizenship action</li> </ul> <p>SMSC – Fundamental British Values</p> <ul style="list-style-type: none"> <li>• Encourage respect for other people</li> <li>• Encourage respect for democracy and support for participation in the democratic processes</li> </ul>