Year 6

Plastic Planet

Vocabulary

* atmosphere
* biodegradable
* carbon dioxide
* carbon emissions
* carbon footprint

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| Monday15/06Session 1 | I can make comparisonsWatch the video from National Geographic on climate change: <https://www.youtube.com/watch?v=G4H1N_yXBiA> Record your thoughts, feelings and opinions in response to this video on today’s resource sheet.Now watch the second video narrated by Sir David Attenborough.<https://www.youtube.com/watch?v=q9WyLPgyuqo> * *How did two videos about the same subject make us think/feel differently?*
* *Who do you think was the audience for this video?*
* *How was it presented differently from the first video?*
* *What was its purpose?*

Look at the images of global warming provided in your resource pack. Select two images to stick in your home learning book to write a tweet/Instagram post to share your thoughts, feelings and opinions. Use three relevant hashtags at the end of your post. |
| Tuesday16/06Session 2 | Independent writing task Here is a statement from the DCSF:“The Government would like every school to be a sustainable school by 2020. Empowering young people to take responsibility for their own future is not only desirable: it is a crucial feature of their education.”  Read the resource *Sustainable Schools: A brief introduction* (this can be found in your resource pack*)*. Think about what we already do at Westfield that meets the Sustainable School ‘Doorway’ criteria. Write a page for our school website, giving information about what we do at Westfield. Choose 2-4 ‘Doorways’ listed in the resource document to write about. Make sure that you include an introduction and a conclusion too. |
| Wednesday17/06Session 3 | I can summarise main ideas*You are never too small to make a big difference.*Consider the above quote. Who do you know who you think has made a positive difference in the world, despite perhaps having little power to start with?Who is Greta Thunberg? Carry out some research and collect some information about her.Read chapter one from *Greta’s Story* (this extract has been provided in your resource pack).Once you have done this, decide on five key events from the chapter and list these in your home learning book. |
| Thursday18/06Session 4 | I can write a diary entry from the POV of Greta ThunbergDeveloping on from yesterday’s task, revisit the five key events that you listed about Greta.Use the planning sheet in your resource pack to create a brief plan for a diary entry from Greta’s viewpoint the day after her school strike.Once you have done this, write a diary entry for Greta for the 7th September, the final day of her strike, reflecting on the key events and what she has achieved so far.Consider what Greta went on to achieve after her school strike in September 2018. Watch her speech to the EU summit in April 2019: <https://www.youtube.com/watch?v=FWsM9-_zrKo>  |
| Friday19/06Session 5 | I can distinguish between fact and opinionRead pages 33-37 from *Greta’s Story* (this has been provided in your resource pack).Answer the following questions:* *How long did it take for the wildfires to be put out?*
* *In what way have the Swedish government taken steps to combat climate change?*
* *Give three reasons why Greta chose to take action in the summer of 2018.*
* *What was the aim of Greta’s school strike?*
* *Why do you think the politicians aren’t interested in discussing climate change?*

Now look at the ‘Fact or Opinion’ cards from your resource pack. Cut them up and sort them into two piles (fact or opinion). Once you have done this, consider each card and decide whether you agree with the statement or not. Create a table in your home learning books with the headings “For” and “Against” and record these statements under the relevant heading. |