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| **Session 1: Helio- vs. Geo-centricity - The Roman Inquisition** |
| **Learning Intention :**  i. describe the movement of Earth, & other planets, relative to the Sun in the solar system  ii. describe the movement of the Moon relative to the Earth  iii. describe the Sun, Earth and Moon as approximately spherical bodies  iv. use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky |
| **Working Scientifically:**  i. planning different types of scientific enquiries to answer questions  ii. identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Success Criteria :**   * Explore the concepts of a heliocentric and geocentric solar system * Develop scientific enquiry questions and approaches for learning about space * Research online some key facts and evidence about space |

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| **Session 2: Modelling the Solar System** |
| **Learning Intention :**  i. describe the movement of Earth, and other planets, relative to the Sun in the solar system  ii. describe the Sun, Earth and Moon as approximately spherical bodies |
| **Working Scientifically:**  i. recording data of increasing complexity using tables, scatter graphs, bar and line graphs  ii. identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Art & Design:** Develop & improve art & design techniques with creativity & experimentation |
| **Success Criteria :**   * Create a scaled solar system model using spherical representations (Y5&6) * Research planetary data online and represent graphically (Y5&6) * Analyse & relate night sky images to the Earth’s movement (Y5&6) |
| * Select and use an effective medium to create an artistic representation of a chosen planet |

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| **Session 3: Night and day and the Shadow Ally** |
| **Learning Intention :**  i. use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky |
| **Working Scientifically:**  i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate  iii. recording data and results of increasing complexity using tables and bar graphs  iv. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms  v. identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Success Criteria :**   * Track the Earth’s movement by observing and measuring shadows * Explore the Earth’s movement through simulation and time zones * Solve problems using scientific evidence |

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| **Session 4: A Moon Month** |
| **Learning Intention :**  i. describe the movement of the Moon relative to the Earth  ii. describe the Sun, Earth and Moon as approximately spherical bodies |
| **Working Scientifically:**  i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  ii. recording data and results of increasing complexity using scientific diagrams and labels  iii. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  iv. identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Success Criteria :**   * Create a simulation of the moons lunar phases and record pictorially * Use photos as a scientific source to identify features on the moon * Research the effect the moon has on the Earth’s tides |

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| **Session 5: Seasonal Sensations** |
| **Learning Intention :**  i. describe the movement of Earth & other planets, relative to the Sun in the solar system |
| **Working Scientifically:**  i. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in written forms  ii. identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Maths:** Read and interpret information in tables |
| **Success Criteria :**   * Use given observations to draw logical scientific conclusions * Set out a scientific argument using evidence to back up ideas * Compare the length of day to seasons |
| * Analyse, compare and present graphically, data for day length in UK and Australia |

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| **Session 6:** **Entering the Inquisition** |
| **Learning Intention :**  i. describe the movement of the Earth, and other planets, relative to the Sun in the solar system  ii. describe the movement of the Moon relative to the Earth  iii. describe the Sun, Earth and Moon as approximately spherical bodies  iv. use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky |
| **Working Scientifically:**  i. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations  ii. identifying scientific evidence that has been used to support or refute ideas or arguments |
| **Success Criteria :**   * Use evidence gathered in previous sessions to support the argument for a heliocentric solar system * Present findings in the form of a poster |

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Kind Regards,

Jenny