


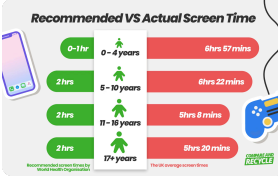




Impact of Technology	Essential Questions: Title: Reel to Real What would entertainment be like without technology? How has technology changed the way families and friends interact? Is technology replacing human creativity and skill in the arts? What is a healthy balance between screen time and real-world experiences?																			
<p style="text-align: center;">H&WB</p> 	<p style="text-align: center;">LLC</p> 	<p style="text-align: center;">Humanities</p> 	<p style="text-align: center;">M&N</p>  <table border="1"> <caption>Recommended VS Actual Screen Time</caption> <thead> <tr> <th>Age Group</th> <th>Recommended Screen Time</th> <th>Actual Screen Time</th> </tr> </thead> <tbody> <tr> <td>0-4 years</td> <td>0-1hr</td> <td>6hrs 57mins</td> </tr> <tr> <td>5-10 years</td> <td>2hrs</td> <td>6hrs 22mins</td> </tr> <tr> <td>11-16 years</td> <td>2hrs</td> <td>9hrs 8 mins</td> </tr> <tr> <td>17+ years</td> <td>2hrs</td> <td>9hrs 30 mins</td> </tr> </tbody> </table>	Age Group	Recommended Screen Time	Actual Screen Time	0-4 years	0-1hr	6hrs 57mins	5-10 years	2hrs	6hrs 22mins	11-16 years	2hrs	9hrs 8 mins	17+ years	2hrs	9hrs 30 mins	<p style="text-align: center;">Sci&Tech</p> 	<p style="text-align: center;">Expressive Arts</p> 
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Why am I learning this?																				
<p>To help me to: anticipate how future events may impact myself and others. understand that decisions can be made and influenced by a range of factors. describe the situations that affect my physical health and well-being, and know how to manage these in order to reduce the risk of harm to myself. make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.</p>	<p>To help me to: listen to others' ideas/presentations, and understand that they may have a different perspective to my own, in order to respond appropriately. listen to and understand information about a variety of topics, summarising the main points use a range of reading strategies for finding information make use of reference sources to select, summarise and synthesise information, referencing as appropriate.</p>	<p>To help me to: actively engage with a range of stimuli, and opportunities to participate in enquiries, both collaboratively and independently. form, express and discuss my own opinions on a range of issues after considering evidence and the views of others. understand the consequences of mine and others' actions on my locality and Wales, as well as the wider world.</p>	<p>To help me to: use equivalence of fractions, decimals and percentages to compare proportions and calculate quantities. make comparisons between prices and understand which is best value for money. use and interpret calendars, timetables and schedules to plan activities and collect relevant data to answer posed questions. extract and interpret information from an increasing range of diagrams, timetables and graphs</p>	<p>To help me to: identify the positive and negative influences of technology, e.g. on my life, on society, on the environment. understand the importance of balancing game and screen time with other parts of my life. use a range of software to select, produce and edit a range of multimedia components for a purpose, such as presentations. draw inspiration to design from historical, cultural and other sources.</p>	<p>To help me to: explore, experiment and demonstrate technical control with a range of creative materials, processes, tools and technologies showing innovation and resilience. explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience. perform, produce, design, exhibit and share my creative work considering the impact of my creative work on the audience.</p>															

My learning experiences

<p>Explore the effects of screen time on mental health and the impact on our physical health.</p> <p>Explore how gaming can both connect and divide people - looking at online conflicts and resolutions - JIGSAW</p> <p>Track your own screen time for a week and compare it to time spent outdoors.</p>	<p>Hold a series of mini debates linked to the impact of technology on the entertainment industry.</p> <p>Research arguments for and against the impact of technology on the entertainment industry. W9</p> <p>Write a balanced argument outlining pros and cons of emerging technologies in the entertainment industry. W9</p>	<p>Historical Inquiry: Entertainment Before Technology Eg medieval bards, travelling circus's, silent films, 'picture shows'</p> <p>History of film. Timeline of Entertainment</p> <p>Fieldwork: Screen Time vs Outdoor Play</p> <p>Explore how the changes in the entertainment industry are positively and negatively impacting our societies - within families and in wider society.</p>	<p>Geometry & Design: Creating a Board Game V Creating a game on scratch.</p> <p>Scrutinise data around screen time v time spent outdoors.</p> <p>Time & Scheduling: Balanced Daily Routine</p> <p>Pupils create a timetable for a balanced day (screen time vs real-world activities).</p> <p>Looking at the cost of going out to the theatre/cinema versus streaming films at home.</p>	<p>Show causes and effects of dopamine on the brain.</p> <p>Create a shadow puppet show. (Science light and shadow)</p> <p>Investigate the rise and impact of social media platforms as a source of entertainment</p> <p>Explore the pros and cons of banning phones for under 16's.</p>	<p>Respond and reflect on film/theatre posters. What effect do they have on the audience? Why could it make people want to see the show?</p> <p>What is CGI? How CGI Works in Movies and Animation</p> <p>Produce their own poster print and digitally for a year 6 production.</p> <p>Green Screen & Special Effects Workshop</p> <p>Explore the life, work and impact of Charlie Chaplin</p> <p>Pill Bug Interactive: Located just outside Cardiff, this two-man team developed the Asteroids-inspired space shooter Cycle 28 for the Nintendo Switch</p>
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Suggested novels: Emmy level's up

Suggested Launch: Debate - (QR code) and BBC Trip

Suggested Landing: Social Experiment on Year 4 - Two experiences: one virtual, one non-virtual, measure the impact.

Pupil voice opportunities

