Chacewater School LEAP Curriculum

Class: Mighty Oaks Y6	Curriculum Theme: A Voyage of Discovery - The journey of Charles Darwin on HMS Beagle Science Living Things and Their Habitats/Evolution and Inheritance	Term: 3 (and 4 for Science, Geography and History)

L
- use of local environment to collect organisms and classify them
- comparing organisms in different environments

E
- exploration of the world via the journey of the Beagle
- use of BBC wildlife programs to open up the world to the pupils

A
- inspirational scientists and the variety of occupations linked to this topic (STEM: 'real world' by scientists working for organisations such as Fera.)

P
- Children present their learning in a variety of ways through curricular links.

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History **Darwin including Victorian period** **Post – 1066**		Who was Charles Darwin and what did he do?	Why was his theory significant?	How did people in Victorian Britain react to it?					
Geography	To be able to compare the Galapagos Islands with other places in the world and identify key similarities and differences.	Identify the position and significance of the Equator and the tropics of Cancer and Capricorn **HUMAN AND PHYSICAL** Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Use lines of longitude and latitude on maps **–** understand the importance of knowing a position on a map	**HUMAN AND PHYSICAL** Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. **GEOGRAPHICAL SKILLS** Use atlases to find out data about other places	**HUMAN AND PHYSICAL** Understand the term **'biome'**. Once the children are aware that the main types are tundra, desert, grassland and rainforest, children use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. PLACE KNOWLEDGE Focus on the biomes of the Galapagos islands, how does this compare with the topics taught in year 3: Antarctica and Amazon, make comparison with the UK.	**HUMAN AND PHYSICAL** Defend reasoning using knowledge of maps. Focus on the Galapagos– identify the climate, the habitats, the plant and animal types and how people live there.	PLACE KNOWLEDGE Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK (Southwest, Darwin left from Plymouth), a region of mainland European country and a region with South America (Galapagos Island). **GEOGRAPHICAL SKILLS** Use atlases to find out data about other places	**HUMAN AND PHYSICAL** Understand time zones. **GEOGRAPHICAL SKILLS** Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps – understand the importance of knowing a position on a map	LOCATIONAL KNOWLEDGE Compare a region in the UK with a region in S. America (Galapagos Islands) with significant differences and similarities. Compare the Galapagos to the Isles of Scilly Physical features of coasts	
Science	Building on what they learned about fossils in the topic on rocks in year 3, pupils will find out more about how living things on earth have changed over time. They will be introduced to the idea that characteristics are passed from parents to their offspring and also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments. Pupils will find out about the work of Charles Darwin and how they	Living things and their Habitats LTH1 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Classifying Conundrums: give reasons for	Living things and their Habitats LTH2 give reasons for classifying plants and animals based on specific characteristics. Linnaean System: describe how living things are classified into groups	Living things and their Habitats LTH2 give reasons for classifying plants and animals based on specific characteristics. Curious Creatures: classify a creature based on its characteristics	Evolution and Inheritance EI1 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Evolution and Inheritance EI2 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Evolution and Inheritance EI3 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Evolution of penguins	Evolution and Inheritance Beak experiment Understand how birds were adapted to different diets and this led to evolutionary change. Understand adaptation and reasons for evolution of animal characteristics.	Pupils will: Develop an understanding of the development of evolutionary ideas and theories over time. Explain how evolution has occurred . Understand that adaptation and evolution is not a uniform process for all living things.

	developed their ideas on evolution.	classifying animals based on their similarities and differences VARIATION		Field Guided Study: classify organisms found in the local habitat					
Computing	This unit explores the concept of variables in programming through games in Scratch This unit focuses on developing pupils' understanding of variables in a new programming language. It highlights where variables can be used and how they can be set and changed through the running of a program. This unit also develops pupils' understanding of design in programming This unit assumes that pupils will have some prior experience of programming in Scratch. Specifically, they should be familiar with the programming constructs of sequence, repetition, and selection.	**Introducing variables** To define a 'variable' as something that is changeable ● identify examples of information that is variable ● explain that the way that a variable changes can be defined ● identify that variables can hold numbers or letters	**Variables in programming** To explain why a variable is used in a program ● identify a program variable as a placeholder in memory for a single value ● explain that a variable has a name and a value ● recognise that the value of a variable can be changed	**Improving a game** To choose how to improve a game by using variables ● decide where in a program to change a variable ● make use of an event in a program to set a variable ● recognise that the value of a variable can be used by a program	**Designing a game** To design a project that builds on a given example ● choose the artwork for my project ● explain my design choices ● create algorithms for my project	**Design to code** To use my design to create a project ● create the artwork for my project ● choose a name that identifies the role of a variable ● test the code that I have written	**Improving and sharing** To evaluate my project ● identify ways that my game could be improved ● extend my game further using more variables ● share my game with others		Pupils will experiment with variables in an existing project, then modify them, **then they will create their own project.** Pupils will apply their knowledge of variables and design to improve their game in Scratch.
Art	Prior link to drawing (tones of grey) Develop painting skills, including colour mixing, texture and tone, to create a lifelike study of a Galapagos animal	produce a portrait of an animal using tones of grey which emphasise the dark and light features (prior link to observation drawing in term 1)	mix paint colours to match subtle colours of a chosen animal	use a spatula/spreader to apply paint previously mixed to the animal	Produce a painting that captures the colour, tone and texture of an object - Galapagos animal sketching session	Produce a painting that captures the colour, tone and texture of an object - Galapagos animal painting session	Design an animal, creating humour in the design Children to invent a new animal that has evolved into a humorous creature over time (e.g. a lion with a fish's tail)	paint an animal, creating humour in the design Children to paint their new animal	Produce a painting that captures the colour, tone and texture of an object
Music	Music Specialist Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.								
French	Pets As-Tu Un Animal?	learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in French).	Consolidate new 'Pets' vocabulary. Use "J'ai…" ("I have…") plus a pet and introduce the connective "et" ("and")	Further development of French knowledge by introducing, learning and using the structure "qui s'appelle…" ("that is called…")	learn how to use the negative structure "je n'ai pas de / d'…"	link new language together and introduction to a new connective "mais" ("but")	revise all language covered so far		
RE	Year 6 RE Creation and science: conflicting or complementary?	Creation Story: What is the key message?	Scientific Account of Cosmology (beginning of the universe) and of evolution (development of living begins)	Find out about Christians who are also scientists	Identify the main Christian beliefs about God as Creator	Are there questions that Science cannot answer?	Why might some people say creation and science are in conflict / complementary?	Why might some people say creation and science are in conflict / complementary?	
RHSE	Caring and Responsibilities To understand responsible behaviour as we get older	**Taking care of myself** ● identify our strengths and explain areas for development ● explain ways that we can take good care of ourselves	**Taking care of myself** ● plan how to achieve a goal using a small steps approach.	**Responsible Behaviour as we get older: looking after money** ● identify reasons for making responsible choices about money	**Responsible Behaviour as we get older: looking after money** ● describe why we need to make more responsible choices about money as we get older ● explain the benefits of saving money.	**Transition to Secondary** ● identify where and how we might be able to find help and support within a secondary school setting ● describe different support networks within secondary school	**Transition to Secondary** ● explain how our responsibilities change as our independence grows.		Understand and explain how responsibility changes as we get older How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.

Reading Opportunities	On the origin of Species by Sabin Radeva	
	Who was Charles Darwin by Deborah Hopkinson	
	Onjali Rauf -The Boy at the back of the Classroom	