
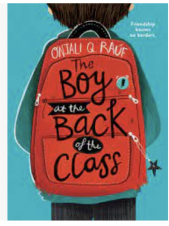




Chacewater School LEAP Curriculum



Class:Mighty Oaks Y6		Curriculum Theme: A Voyage of Discovery - The journey of Charles Darwin on HMS Beagle							Term: 4 (NB and 3 for Science, Geography and History)
Science Living Things and Their Habitats/Evolution and Inheritance									
L <ul style="list-style-type: none">use of local environment to collect organisms and classify themcomparing organisms in different environments		E <ul style="list-style-type: none">exploration of the world via the journey of the Beagleuse of BBC wildlife programs to open up the world to the pupils			A <ul style="list-style-type: none">inspirational scientists and the variety of occupations linked to this topic (STEM: ‘real world’ by scientists working for organisations such as Fera.)		P <ul style="list-style-type: none">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 <u>Darwin including Victorian period</u> <u>Post – 1066</u>	Where would Darwin’s voyage of discovery be placed in terms of chronology?	Who was Charles Darwin and what did he do? In which era was he alive?	Why was his theory significant?	How did people in Victorian Britain react to it?					How did Darwin’s theory impact the Victorian era and way of thinking?
Geography	Prior knowledge: climate zones and biomes	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. 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’. 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 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 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 - light touch	To be able to compare the Galapagos Islands with other places in the world and identify key similarities and differences.
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 he developed his ideas on evolution.	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	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. Field Guided Study: classify organisms found in the local habitat How would you make a classification key for vertebrates/ invertebrates	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 What are the 3 main epochs of fossils?	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 Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are	Evolution and Inheritance Understand how birds were adapted to different diets and this led to evolutionary change. Understand adaptation and reasons for evolution of animal characteristics. Is there a pattern between the size and shape of a bird’s beak and the food it will eat? (making a prediction)	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.

		Classifying Conundrums: give reasons for classifying animals based on their similarities and differences VARIATION		or microorganisms? (observe closely)			they different? (asking scientific questions)		
Computing	Introduction to Spreadsheets	identify questions which can be answered using data	explain that objects can be described using data	explain that formula can be used to produce calculated data	apply formulas to data, including duplicating	create a spreadsheet to plan an event	choose suitable ways to present data		Learners will create charts and evaluate their results
ART	Prior skills: papier mache and clay making	Design 3D objects using paintings etc as inspiration	Form curved and straight sided blocks out of clay	Blend shapes of clay carefully and effectively to make a larger object	Cut and model clay to required shape and texture	Combine cardboard and papier mache to create a carefully made sculpture creating mood through the colours			Create a 3D clay model of a Galapagos animal Create a 3D sculpture of the Galapagos islands
Music	Music Specialist Music theory. Considering wider music genres and own experiences with relation to engaging with and enjoying music.								Music performance
French	Chez moi (My home)	learn how to say they live in a house or an apartment	learn the first five nouns for rooms of the home	learn another five nouns for rooms of the home so that the children have ten in total.	learn how to use the negative structure "Chez moi il n'y a pas de..."	put all new language into context by integrating it with previously learnt language (je m'appelle..., j'ai ... ans) in a role play activity	revise all language covered so far		
RE	2.5 What did Christians believe Jesus did to save people?	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it	Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms	Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper	Show how Christians put their beliefs into practice in different ways	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	Articulate their own responses to the idea of sacrifice, recognising different points of view.	
RHSE	Families and committed Relationships *Sex education: adult relationships and human reproduction, including different ways to start a family	Starting a Family dispel myths about human reproduction	Starting a Family explain the facts of human reproduction.	The impact of having a baby explain the impact having a baby can have	The impact of having a baby explain why it is important that people are ready for and committed to this new change.	When is it right? explain why age restrictions are in place for particular activities	When is it right? identify the age of consent for sexual intercourse and its importance in helping children stay safe from risk and harm.		Pupils understand that the decision to start a family is a big one, and that having a baby is a very big commitment. They note the importance of both people in a relationship being ready and able to make that choice at a time that is right for them.
Reading Opportunities		Onjali Rauf -The Boy at the back of the Classroom 				On the origin of Species by Sabin Radeva 