



Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Mighty Oaks Year 6		Curriculum Theme: The Victorians: Children of the Revolution - What was the impact of the Victorian Industrial Revolution?						Term: Summer 2
Curriculum Driver: HISTORY		Value: Democracy						
Locality: <ul style="list-style-type: none">● mining - working conditions● countryside compared to city life● visit to Truro Cathedral● Cornwall as a place of sanctuary		Engaging: <ul style="list-style-type: none">● Preparation for the End of Year Show● Practical investigations in science● Hands on activities: making and creating in DT and Science● Comparing life as a Victorian child to the lives of modern day children● School camp			Ambitious and aspirational: <ul style="list-style-type: none">● How could we apply our skills in DT and science to the real world (aspirational careers)● Inventors of the past: e.g. Thomas Edison and the lightbulb. How do these moments change people's lives?			Purposeful: <ul style="list-style-type: none">● Wider world issues: how do we respond to challenges?● How can we make changes in the world for the better?● Transition days - impact of change?
		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History	Were the Victorian times a Dark Age or a Golden Age?	What were the key features of Victorian society? Who were the Victorians? chronology	What were the main changes during this time? Who were the most important people responsible? governance and monarchy	How did working conditions change during the Industrial Revolution? significance	How did town life compare to life in the countryside at this time? similarities and differences	What were the main changes in transport and what effects did they have on the lives of rich and poor? cause and consequence	How was going to school different for rich and poor? similarities and differences	Were the Victorian times a Dark Age or a Golden Age?
Science	Light: How do we see? Prior Learning: Y6 Charles Darwin- Victorian era	How does light travel? (observe closely)	How do animals see light?	How do animals see objects/colour? Why do some people need glasses to see clearly?	How does reflection change the direction in which light travels? Which material is most reflective? (record/gather results)	Why do shadows have the same shape as the objects that cast them? How and why can the size of a shadow change?	What is refraction?	How do we see? Explain understanding using media/presentation
Science	Electricity: Prior Learning: Y4 Electricity unit	RECAP: What are the electrical symbols used in circuit diagrams? RECAP: How does a switch work?	Why are batteries a vital component in a circuit? How is electricity measured? How does electrical current flow?	What happens when more batteries are added to a circuit? How does the voltage in a circuit affect the brightness of a	When more current flows through the wires, heat is created. Why do you think that happens?	What happens when you add more resistors (bulbs, buzzers, motors etc) to a circuit? (gather/record results)	What is a parallel circuit? Why are these used?	Create a parallel circuit with varied components

Computing	Sensing	create a programme to run a controllable device	explain that selection can control the flow of a program	bulb/loudness of a buzzer? (Make a prediction)	use a conditional statement to compare a variable to a value	design a project that uses inputs and outputs on a controllable device	develop a project that uses inputs and outputs on a controllable device	create own micro:bit-based step counter	
	Prior Learning: understanding of sequence (Y3), repetition (Y4), selection (Y5) and variables (Y6)								
DT	Electrical Systems	Investigate products in the real world that respond to a change in environment: automatic night lights, alarms etc Who are they for? What is their purpose?	Investigate a range of switches and use them in circuits. Evaluate their effectiveness. Investigate series and parallel circuits	Develop a design for a product that responds to changes in the environment	Formulate a step by step plan from design to product	Collect and assemble materials accurately	Evaluate and test the system. Make modifications as appropriate.	Make a product that responds to a change in environment: automatic night light, vehicle alarm etc (Child's choice)	
RE	Does faith help people in Cornwall when life gets hard? 2.12	Using news stories, raise questions about life, death, suffering and what matters most in life. Why do some 'big questions' not have easy answers?	How do people respond to life's challenges? Real world examples.	How can religion help support people when faced with challenges?	Why might Cornwall be considered a spiritual place? Why might people seek refuge here when times are hard?	How does Truro Cathedral support its local community? Why might it be an important place for people in Cornwall?	Discuss and debate how religious and non-religious world views in Cornwall help the people of Cornwall to make it a better place.	Create a poster/presentation for making a positive change in Cornwall	
RHSE	Coping With Change	How do external influences (including examples such as the media and celebrities) influence and affect the way people view themselves?	Can we describe the positive strengths and attributes of our own bodies and ourselves?	How do relationships change as we get older? Can puberty have an impact on relationships?	How can we manage and resolve any impacts on relationships as we change?	What have been the most memorable/positive moments of year 6?	What are you looking forward to as you transition into secondary school? How can we respond to any worries?	Discuss and create ways in which to support people as they experience change	
PE	Dance			Learning dances for the End of Year Show					
	Athletics	To evaluate effective running technique and coach others to improve	To exchange a relay baton whilst running at speed	To begin to use a triple jump (hop skip jump) technique Keep tall Swing arms	To develop accurate throwing technique for different equipment e.g javelin, ball, beanbag	Longer distance running To be able to pace themselves when running for distance	Compete to beat personal best in throwing, jumping and running events.	Performance in End of Year Show	Sports Day events

					Run around a curve	Evaluate to improve my own performance	
French	School						Create a school timetable in French
		Introduction of vocabulary for ten school subjects	Expressing an opinion on school subjects and class survey	An introduction to telling the time in French	Working with the verb aller and listening activity consolidating school subjects, opinions and time	Create your own school timetable in French with Assessment For Learning opportunity	End of unit evaluations
Music	Performance	Learning the songs for the End Of Year Show					Performance in End of Year Show
Reading Opportunities.							