Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum

Class: Mighty Oaks Year 6	Curriculum Theme: **Chacewater - A Story of a Cornish Mining Village** Curriculum Driver: HISTORY Value: Democracy					Term: Summer 2

Locality		**E**ngaging		**A**mbitious and aspirational		**P**urposeful

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
History	What was the impact of mining on the Village of Chacewater? Prior Learning: Y6 Charles Darwin 1809-1882 - Victorian era	When was the Industrial Revolution? Chronology 1750-1900	What were the main changes that took place during this time?	How did the Industrial Revolution affect mining in Cornwall? The invention of the steam engine: James Watt	How did the Industrial Revolution affect the Village of Chacewater? Railway Station; School; St Paul's Church	What does the rebuild of St Paul's Church tell us?	What is the legacy of mining in Chacewater? Cornish Mining World Heritage Site	Did the Industrial Revolution have a positive or negative effect on the people of Chacewater?
Science	Light: How do we see? Prior Learning: Y3 Light unit	**TAPS** Raising and sorting light questions (ask scientific questions, plan an enquiry)	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? Research Using Secondary Resources	How does reflection change the direction in which light travels? Which material is most reflective? (record/gather results) Comparative and Fair Testing	Why do shadows have the same shape as the objects that cast them? How and why can the size of a shadow change? TAPS Investigating shadows (take measurements, gather/record results)	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 bulb/loudness 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

		buzzer? (Make a prediction)		Pattern Seeking			
				Comparative and Fair Testing			
Computing	Sensing Prior Learning: understanding of sequence (y3), repetition (Y4), selection (Y5) and variables (Y6)	create a programme to run a controllable device	explain that selection can control the flow of a program	update a variable with a user input	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
DT	Electrical Systems Prior Learning: Y4 Understand the essential characteristics of a series circuit and experience of creating a battery powered, functional, electrical product.	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 assembly 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 Why is Cornwall considered a spiritual place?	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 Coping with the emotional effects of life changes	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
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		
PE	Dance	Learning dances for the End of Year Show						Performance in 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 Run around a curve	Compete to beat personal best in throwing, jumping and running events. Evaluate to improve my own performance	Sports Day events
French	School	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	Create a school timetable in French
Music	Performance	Learning the songs for the End Of Year Show						Performance in End of Year Show
Reading Opportunities.								