



Chacewater School LEAP Curriculum



Mighty Oaks	Curriculum Driver: Science		Curriculum Theme: A Voyage of Discovery - The journey of Charles Darwin on HMS Beagle					British values: Tolerance	Term: 3	
Local			Engaging			Aspiring & Ambitious			Powerful & Purposeful	
		Sequence of Learning								
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite	
History Post – 1066 Victorians: Charles Darwin	Previous Learning: Who were Florence Nightingale and Mary Seacole and how did they change history? Intent: Understand the significance of Charles Darwin’s theory of evolution?	Who was Charles Darwin and what did he do?	Why was his theory significant?	How did people in Victorian Britain react to it?					Explain the significance of Charles Darwin’s theory of evolution.	
Geography What is it like in the Galapagos?	Previous Learning: Climate Zones Intent: To be able to compare the Galapagos Islands with other places in the world and identify key similarities and differences.	What are the main differences between the northern and Southern Hemisphere?	What is a climate zone?	What is a biome?	How is climate and vegetation connected within a biome?	Where are the Galapagos Islands?	How does the Galapagos Islands compare with forest and desert biomes?	In what ways are some biomes vulnerable and how can they be protected?	to understand the key elements of a biome, how these contrast with other biomes and their vulnerability	
Science	Previous Learning:Fossils Y3 Intent: to understand how living things on earth have changed over time. To understand that characteristics are passed from parents to their offspring and that variation in offspring over time can make animals more or less able to survive in particular environments.	Living things and their Habitats to be able to describe how living thing, including microorganisms, plants and animals, are classified into broad groups	Living things and their Habitats to understand why a worldwide system of classification is necessary in science What is the Linnaean System? <div>Research Using Secondary Resources</div>	Living things and their Habitats to be able to give reasons for classifying plants and animals based on specific characteristics. Curious Creatures - Field Guided Study: how would you make a classification key? (WS: observe closely) TAPS ASSESSMENT <div>Identifying, Classifying and Grouping</div>	Evolution and Inheritance understand that living things have changed over time and that fossils provide key information What are the 3 main epochs of fossils? <div>Research Using Secondary Resources</div>	Evolution and Inheritance understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Evolution and Inheritance 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 Understand how birds 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/shape of a bird's beak and the food it eats? (WS: Making a prediction) <div>Pattern Seeking</div> <div>Comparative and Fair Testing</div>	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.	
Computing	Prior Knowledge: should be familiar with the programming constructs of sequence, repetition, and selection. This unit explores the concept of variables in programming through games in Scratch	Introducing variable to define a ‘variable’ as something that is changeable?	Variables in programming To explain why a variable is used in a program	Improving a game To choose how ro improve a game using variables	Designing a game To design a project that build on a given explamel	Design to code To use my design to create a project	Improving and sharing To evaluate my project		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	to be able to use tones of grey which emphasise the dark and light features of an animal	to be able to mix paint colours to match subtle colours of a chosen animal	to be able to use a spatula/spreader to apply paint previously mixed to the animal	To capture tone and texture of an object using pencil - Galapagos animal sketching session	To use paint and colour mixing skills and layering to capture the colour, tone and texture of an	To be able to design and sketch an animal, creating humour in the design	to be able to mix colours, paint and use layering effects to capture the tone, colour and texture of our humorous animal	Produce a painting that captures the colour, tone and texture of an object	

[illegible]