



Chacewater School LEAP Curriculum



Mighty Oaks **Curriculum Driver:** Geography **Curriculum Theme:** A Voyage of Discovery - The journey of Charles Darwin on HMS Beagle **Term:** 3
British values: Tolerance

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? In which era was he alive? 	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? 	Locational Knowledge: Where and what are the Galapagos like? What was the journey of HMS Beagle? 	How does the Galapagos Islands compare with a region in the UK (Isles of Scilly)? 	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
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	to define a 'variable' as something that is changeable?	to explain why a variable is used in a program	to choose how to improve a game using variables	to design a project that build on a given example	to use my design to create a project	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	2D drawing to 3D Making Artist: Lubaina Himid 	to be able to explore Lubaina Himid's work	to be able to use negative space and the grid method to create a silhouette	to explore mark making, tonal value and structure	to be able to develop drawings through collage and construction to transform them into sculptures	to explore lighting, composition and focus to help take high quality photographs of 3d artwork.	to reflect and focus thoughts about the finished product, and to listen to feedback from others.		To create a 3D model from a 2D drawing
Music	Music Specialist Learn about notation – standard written and others. Use musical terms in relation to music: pitch, tempo, dynamics, texture.	to be able to explain pitch in musical terms. Be able to recap previous work on pitch and standard written notation.	to be able to recognise, draw and make patterns with 2-beat notes (semi-brievies) as well as semi-quavers (quarter beats) and the rests, as well as previously learned note durations.	to be able to place notes on a stave (in the treble clef) using known durations and pitch knowledge. (Make a one bar pattern.)	to be able to recognise very simple well-known tunes (twinkle twinkle, baa baa black sheep, happy birthday) as standard written notation before playing them.	to be able to compose music on a stave and be able to play it back accurately.	to recognise what makes a good performance. Record performances and share successes with critical evaluation.		To compose music and perform the final piece to an audience
French	To be able to say and write different weekend activities,	To be able to ask what the time is in French	To be able to tell the time accurately in French	to learn how to say what they do at the weekend in French	to learn to integrate connectives into their work	to be able to present an account of what			To be able to use the language required to describe a variety of

	adding the time at which they are done					they do and at what time at the weekend.			activities you may do at the weekend as well as the language needed for telling the time accurately
RE	Year 6 RE Creation and science: conflicting or complementary? Period learning - Year 3: Unit L2.1: CREATION/ FALL: What do Christians learn from the creation story?	To be able to identify and discuss the key message in the Christian Creation Story	To be able to explain the key principles of the Scientific Account of Cosmology (beginning of the universe) and of evolution (development of living beings)	To be able to investigate and discuss the beliefs of Dr Jennifer Wiseman, astrophysicist, a Christian who is also a scientist	To be able to identify the main Christian beliefs about God as Creator	To be able to discuss whether there are questions that Science cannot answer and why might some people say creation and science are in conflict / complementary?			Be able to express own views about the creation of the universe
RHSE	Caring and Responsibilities To understand responsible behaviour as we get older	Taking care of myself identify our strengths and explain areas for development	Taking care of myself 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	Responsible Behaviour as we get older: looking after money explain the benefits of saving money		Understand and explain how responsibility changes as we get older
E-safety (Natterhub)		Technology for Good To understand the positive differences technology makes throughout the world.	My Online Reputation To understand how to create a positive online reputation.	How to Password To understand how to use, manage and remember passwords.					
PE	HRE Health Related Exercise NC PE2/1.1f R.PE COG: Health & fitness FUNS: - Seated balance (Unit 4) - floor work (Unit 4)	To be able to record my personal best 1st try for a range of health and fitness circuit activities and set my own targets to improve	To be able to describe the basic fitness components and identify ways we can improve and develop our fitness. Seated balance (Unit 4): in seated position without hands and feet down, pick up cone and place on other side Hold V sit with straight arms and legs for 10 seconds	To be able to record my personal best 2nd try for a range of health and fitness circuit activities. Review my progress towards my personal targets.	To be able to record and monitor how hard I am working: Take pulse reading before, straight after exercising and after a rest to observe the effects on our cardiovascular system. Floor work (Unit 4): transfer cone /tennis ball on and off back in front/back support	To be able to record my personal best 3rd and final try for a range of health and fitness circuit activities. To be able to review my targets and compare my results over the unit - have I improved? What are my next steps?	To be able to design a circuit for my partner which works on developing a range of the basic fitness components.		To understand the importance of the muscle groups and to improve their techniques in a range of exercises that use these muscles, and improve on initial performances.
Sport	OAA NC PE2/1.1e R.PE COG: Social FUNS: - Footwork (unit 3)	To be able to give and to follow multi step instructions	To be able to transfer information from map to ground	To be able to recognise features and symbols on a map	To be able to orientate and thumb the map to follow a course	To be able to plan and follow a short loop course.			To be able to plan the most efficient route so the course is completed in the quickest time.

Reading Opportunities

