



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
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Locality	Engaging	Ambitious and aspirational	Purposeful
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		Sequence of Learning						
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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? <div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 5px auto;"> Research Using Secondary Resources </div>	How does reflection change the direction in which light travels? Which material is most reflective? (record/gather results) <div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 5px auto;"> Comparative and Fair Testing </div>	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? (TAPS Bulb Brightness Make a prediction and Evaluate an enquiry) 				
Computing	Sensing Prior Learning: understanding of sequence (y3), repetition (Y4), selection (Y5) and variables (Y6)	To be able to create a programme to run a controllable device	To explain that selection can control the flow of a program	To update a variable with a user input	To use a conditional statement to compare a variable to a value	To design a project that uses inputs and outputs on a controllable device	To 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.	To 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?	To Investigate a range of switches and use them in circuits. Evaluate their effectiveness. Investigate series and parallel circuits	To develop a design for a product that responds to changes in the environment	To be able to formulate a step by step plan from design to product	To collect and assembly materials accurately	To 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 when life gets hard? 2.12	<u>What is life like? Exploring the ups and downs.</u> To be able to make clear connections between what people believe about God and how they respond to challenges in life 	<u>What questions have you got about what happens when we die?</u> To be able to raise questions and suggest answers about life and life after death 	<u>What is Christian teaching about life after death?</u> To identify beliefs about life after death 	<u>Why do some people believe that we do not only live once? What is reincarnation?</u> To be able to give examples of how believing in karma and reincarnation can have an impact in the lives of Hindus (linking to prior learning)  	<u>How do Christians mark when someone dies?</u> To be able to describe and explain how Christians mark a person's death at a funeral and explain how this can help people during a difficult time  	<u>What do people who don't believe in God think happens when we die?</u> To be able to make clear connections between non-religious beliefs about death and how they respond to life 	To be able to offer a reasoned response to the unit question, with evidence and example, expressing insights of your own 
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	<p>Families and committed Relationships</p> <p>*Sex education: adult relationships and human reproduction, including different ways to start a family</p>	<p>Starting a Family</p> <p>dispel myths about human reproduction</p>	<p>Starting a Family</p> <p>explain the facts of human reproduction.</p>	<p>The impact of having a baby</p> <p>explain the impact having a baby can have</p>	<p>The impact of having a baby</p> <p>explain why it is important that people are ready for and committed to this new change.</p>	<p>When is it right?</p> <p>explain why age restrictions are in place for particular activities</p>		
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	<p>Longer distance running</p> <p>To be able to pace themselves when running for distance</p> <p>Run around a curve</p>	<p>Compete to beat personal best in throwing, jumping and running events.</p> <p>Evaluate to improve my own performance</p>	Sports Day events
French	My home	To be able to say whether they live in a house or an apartment and say where it is	To be able to repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French	To tell somebody in French what rooms they have or do not have in their home.	To be able to ask somebody else in French what rooms they have in their home.			By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.
Music	Performance	<p>Singing performance. Be able to learn a number of songs by heart – recognising song structure.</p> <p>Be able to make decisions and adaptations to songs in order to improve performance.</p> <p>Understand qualities needed for individual performance and develop solo skills.</p> <p>Be able to hold harmony parts and sing with confidence.</p> <p>Be able to consider the whole performance and improve on voice projection in larger acoustic spaces.</p> <p>Be able to sing with confidence and joy, leading KS2.</p> <p>Be able to sing songs by heart, including leading harmony parts and solos in front of an audience.</p>						Performance in End of Year Show
Reading Opportunities.								