



# The Beckford Curriculum - A Guide for Parents in Year 5 – Spring 2022

Over the past year, we have been working on developing and improving our 'Beckford Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Summer term.

## **Intent - The Beckford Curriculum is designed to:**

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

## **Beckford Values:**

Last year, we worked with children, staff, parents and governors to develop our five core Beckford values , Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

## **Whole School Themes:**

As a school community, we have decided to structure our Key Stage 1 and 2 'Beckford Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

## **The National Curriculum:**

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

## **Topic Enrichment**

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research , exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: [admin@beckford.camden.sch.uk](mailto:admin@beckford.camden.sch.uk)

The Beckford Curriculum Team



**The West  
Hampstead Values  
2021-22**

**Aspiration**



- Creativity
- Curiosity
- Communication

**Responsibility**



- Citizenship
- Staying Healthy
- Organisation

**Resilience**



- Confidence
- Independence
- Adaptable

**Consideration**



- Kindness
- Empathy
- Respect

**Community**



- Belonging
- Collaboration
- Relationships

## The West Hampstead Curriculum Overview – Whole School Themes 2021-22







| Term               | Autumn 1                                 | Autumn 2                                      | Spring                       | Summer                                 |
|--------------------|--|---|------------------------------|--|
| Whole School Theme | JOURNEYS                                 | MAKING A DIFFERENCE                           | ENVIRONMENT                  | DIVERSITY                              |
| Year 1             | Earth and Space                          | We are builders.                              | Heroes<br>Our secret garden. | Carnival of animals.<br>Travellers.    |
| Year 2             | Kenya/Growing up/going to school         | Toys and Lego                                 | The fire of London.          | By the sea.                            |
| Year 3             | Field to fork                            | Victorian schools                             | Stone age/ Changing planet   | Britain from the air.                  |
| Year 4             | The Egyptians - Journey to the Afterlife | The Romans - How the Romans Changed the world | Steam                        | Europe                                 |
| Year 5             | Shackleton                               | Ancient Greece                                | Space                        | Invasion! Anglo-Saxons/Vikings/Normans |
| Year 6             | The Silk Road                            | Battle of Britain                             | Disasters                    | Evolution and adaptation               |

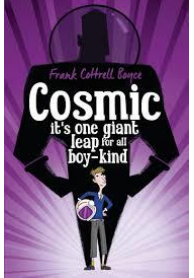
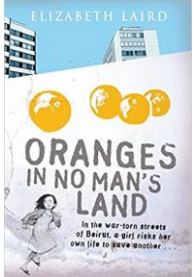
## The Year 5 West Hampstead Curriculum Overview – 2021-22

|         | Autumn 1<br>JOURNEYS   | Autumn 2<br>MAKING A DIFFERENCE                               | Spring<br>ENVIRONMENT   | Summer<br>Diversity  |
|---------|--|---|---|--|
| Year 5  | Shackleton   | Ancient Greece – Legends and Legacies                         | Space   | Britain after invasion<br>Saxons / Vikings / normans   |
| Science | Properties and Changes of Materials  | Animals including humans                                      | Forces<br>Earth and Space   | Living Things  |
| Writing | Ice Trap<br>News Wise – writing newspaper reports  | The Adventures of Odysseus<br>Love that dog                   | Cosmic<br>Oranges in No-Man’s Land  | The Journey<br>1066 report   |
| Maths   | Reasoning with large whole numbers<br>Problem solving with interger addition and subtraction<br>Line graphs and timetables | Multiplication and division<br>Perimeter and area<br>2D shape | Fractions and decimals<br>Angles<br>Fractions Decimals and Percentages<br>Transformations | Converting units of measure<br>Calculating with whole numbers and decimals<br>2D and 3D shape<br>Volume<br>Problem solving |



## Year 5 Topic Map – Spring Term

| Beckford Curriculum 2020-21 – Environment  |  |  |   |  | Year 5 - Space.   |  |   |  |
|--|--|--|---|--|---|--|---|--|
|                      |  |  |   |  | <h3 style="margin: 0;">Essential Knowledge</h3> <p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> <li>Planets of the Solar System,</li> <li>The Earth and the phases of the moon</li> <li>Day and night</li> <li>Seasons and weather</li> <li>Space exploration and the moon landings</li> </ul> <p>Forces and their impact</p> <ul style="list-style-type: none"> <li>Air resistance</li> <li>Friction</li> <li>Friction, Pulleys and gears (in DT project)</li> </ul> |  |   |  |
| <b>Aspiration</b><br> | <b>Responsibility</b><br> | <b>Resilience</b><br>   | <b>Consideration</b><br> | <b>Community</b><br> |   |  |   |  |
| Entry Point  |  | Explore  |   |  | Trip  |  | Exit Point  |  |
| What would you take on a trip to space? (Link to English book – Cosmic)                                |  | <ul style="list-style-type: none"> <li>• The space race</li> <li>• The Apollo 11 moon landing</li> <li>• The solar system</li> <li>• Time zones</li> </ul> |   |  | Science museum – space galleries<br>Greenwich – observatory and planetarium   |  | Race the vehicles built in DT and evaluate the effectiveness of the designs and mechanisms. |  |

| English  | Science  |  | History  | Geography |
|--|--|--|--|-----------|
|  <p>Cosmic –<br/>Frank Cottrell<br/>Boyce</p>  <p>Oranges in No<br/>Man's Land -<br/>Elizabeth<br/>Laird</p> | <p><u>Earth and Space</u></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</p> <p>(Refer to Science Curriculum for Objectives).</p> | <p>I can present findings and communicate knowledge and understanding in different ways.</p> <p>I can provide an account of a historical event based on more than one source (Moon Landing).</p> <p>I can give some reasons for some important historical events.</p> <p>I understand a significant aspect of British history beyond 1066.</p> <p>I can use evidence to support arguments.</p> <p>I can identify and describe the significance of the Prime/Greenwich Meridian and the time zones including day and night.</p> <p>I can understand about weather patterns around the World and relate these to climate zones (Satellite images).</p> |  |           |
|  | Computing  | Art and Design   | Design Technology  |           |
|  | <p>Purple Mash</p> <p>E-Safety</p> <p>Unit 5.4 Databases (4 weeks)</p> <p>Unit 5.5 game Creator (5 weeks)</p> <p>Unit 5.6 3D Modelling (4 weeks)</p> <ul style="list-style-type: none"> <li>I can I can select appropriate</li> </ul>  | <p>I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. L1</p> <p>I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. L2</p> <p>I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product L4 (Own Movie Trailer).</p>   | <p>I can build more complex 3D structures (Multiple functions to move and carry) and apply my knowledge of strengthening techniques to make them stronger or more stable (Building on from objectives from year 4 accuracy, aesthetic qualities and a singular function). (Moon landings making a moon buggy).</p> <p>I can understand how to use more complex mechanical and electrical systems (Mars rover).</p> <p>I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.</p> <p>I can evaluate my ideas and products against my own design criteria.</p> |           |

|   |  |  |  |
|---|--|--|--|
|   | <p>software to use for a given task</p> <ul style="list-style-type: none"> <li>• I can I can confidently use a range of software tools</li> <li>• I can write increasingly complex programs.</li> </ul>  | <p>I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions. T1</p> <p>I can mix colours to express mood, divide foreground from background or demonstrate tones. T2</p> <p>I can add a collage to a background that I have already painted, drawn or printed. T4</p> <p>I can experiment with using layers and overlays to create new colours / textures. T5</p>   |  |
| <b>PE</b>                                   | <b>Music</b>   | <b>RE</b>  |  |
| <p><b><u>Tennis &amp; Athletics</u></b></p> | <p><b>Dancing in the Streets</b><br/>Charanga (pop/motown)</p> <p><b>Listen &amp; Appraise:</b><br/>I can identify the piece's structure<br/>I can identify the instruments/voices<br/>I can find the pulse while listening</p> <p><b>Musical Activities: (using glocks or recorders)</b><br/>I can copy back rhythm and pitch and question/answer F + G and note reading<br/>I can sing and rap<br/>I can play instrumental parts accurately and in time, as part of the performance, G + A extend to + F +D<br/>I can improvise in the lessons and as part of the performance with D, E then F by ear and from notation<br/>I can compose a simple melody using simple rhythms and use it as part of the performance using C, D, E</p> | <p>I can remember a Hindu story and talk about it.<br/><i>I can talk about why stories are important to me and to other people, (Assessed in Lesson 1).</i></p> <p>I can retell a Hindu story and start to explain its meaning.<br/><i>I can talk about how a Hindu story has meaning to me.</i></p> <p>I can describe what a Hindu/non-Hindu might learn from a Hindu story and start to explain why stories can be important.<br/><i>I can understand how what Hindus learn from stories can influence how they behave.</i></p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Hindu story.<br/><i>I can explain how some stories can teach Hindus about what is important in life and relate this to non-Hindus.</i></p> <p>I can tell you several Hindu stories and explain why some of these are relevant to Hindus and non-Hindus.<br/><i>I can explain why Hindu stories could be considered important today.</i></p> <p><u>Spring 2</u><br/>I can remember some events in Holy Week and talk about them.<br/><i>I can talk about what I find puzzling in the Easter story. (Question bubble.)</i></p> |  |

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b>Perform &amp; Share:</b></p> <p>I can contribute by singing, playing, improvising, or playing own composition.</p> <p>I can reflect on recorded performance including suitability for audience, what went well, even better if?</p> | <p>I can retell some events from Holy Week and say some things that Christians believe about Jesus.</p> <p><b>I can talk about some events that happened during Holy Week and ask a relevant question. (Question bubble.)</b></p> <p>I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.</p> <p><b>I can consider important questions about whether Jesus knew He was going to be crucified.</b></p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p><b>I can start to express my opinion about Jesus' crucifixion being his destiny.</b></p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.</p> <p><b>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</b></p> |
|--|--|---|--|