



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



WHPS Curriculum 2021-22 – Diversity

Year 5 - Invaders.



Essential Knowledge

By the end of this unit children will know:

about Britain’s different cultures after invasion including Anglo-Saxons, Vikings and the Normans.

how to use dates to order and place events in a chronological framework, making links between periods

how to provide an account of a historical event based on more than one source.

about the Anglo-Saxon and Viking struggle for England to the time of Edward the Confessor.

Aspiration



Responsibility



Resilience



Consideration



Community



Entry Point

450AD
Stunning start – drama session where the children (on upturned tables) pretend to be Jutes, Saxons and Angles travelling across the sea to Britain
What were the pushes? (what made them leave?) and the pulls? (what attracted them?)

Explore

How was London affected during this 600 year time period by the settlers and invaders?
Focus on London and the south east, but with a look at the wider view through maps etc


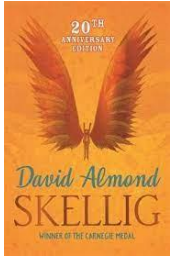

- Anglo-Saxons
- Vikings
- Normans
- The Battle of Hastings

Trip

- Life cycle of plants and flower reproductive systems- Westbere Copse/ Hampstead cemetery

Exit Point

Viking Immersion day

English	Science	History	Geography
 <p>The Journey by Francesca Sanna</p>  <p>Skellig by David Almond</p>  <p>1066 Talk For Writing Unit</p>	<p><u>NC: Living things and their habitats</u></p> <p>I can explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p> <p><u>Animals Including Humans. (link to PSHE SRE)</u></p> <p>NC: I can describe the changes as humans develop from birth to old age.</p> <p>Skills: <u>Working Scientifically</u></p> <p>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>NC: Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Skills</u></p> <p>I can use dates to order and place events in a chronological framework, making links between periods (Timeline of all topics studied).</p> <p>I can use historic terms related to the period of study. (Colony, conquest, democracy, diversity, global, parliament, settler.)</p> <p>I can understand that the type of information available depends on the period of time studied.</p> <p>I can present findings and communicate knowledge and understanding in different ways (linked to computing – collaborative work researching Saxon life)</p> <p>I can provide an account of a historical event based on more than one source.</p> <p>I can use evidence to support arguments.</p> <p>I understand Britain’s settlement by the Anglo-Saxons and Scots. (Invasion)</p> <p>I understand the Anglo-Saxon and Viking struggle for England to the time of Edward the Confessor.(Invasion)</p>	<p>I can ask and answer complex geographical questions (How have people affected what it looks like? How could we change this place?).</p> <p>I can understand and explain the differences between geographical and political maps (Vikings, Celts and Scotland).</p> <p>I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Britain after invasion).</p>

Computing		Art and Design	Design Technology
<p><u>Purple Mash</u> E-safety lesson Unit 5.7 Concept Maps (4 weeks)</p> <p>I can I can select appropriate software to use for a given task I can I can confidently use a range of software tools I understand how to choose online content for my age group I can write increasingly complex programs. I can control external hardware from within my programs I can use loops to repeat tasks within a program I can use IF statements to alter the way my programs run. I can explain how increasingly complex algorithms solve a given problem. I can use a range of search tools to find exactly what I'm looking for I can use the internet to allow me to share data with another person</p>		<p>I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. L2</p> <p>I can talk about my work and evaluate how close it came to what I wanted to do. L3</p> <p>I can add a collage to a background that I have already painted, drawn or printed. T4 I can return to work over longer periods of time and use a wider range of materials. T6</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p>I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat.</p> <p>Design-make-evaluate Technical skills</p>
PE	Music	PSHE	RE
<p>Athletics</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Physical Education Curriculum 2020-21\Beckford PE Curriculum sequencing 2021 MASTER.doc</p>	<p>Brass Camden Music</p>	<p><u>Relationships Education</u> To identify the qualities of a good friend</p> <p><u>Science/ SRE</u> To think and talk about how they have grown and changed since they were babies To know about the physical changes that happen at puberty To know how and why emotions and relationships change during puberty To know where to get help and support to manage changes during puberty</p> <p><u>Relationships Education</u> To know how to deal with feelings in relationships To develop a sense of belonging. To develop a sense of belonging. To recap the qualities of a good friend</p>	<p><u>Summer 1</u> Do beliefs in karma, samsara and moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place?</p> <p><u>Summer 2</u> What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p>