



# The West Hampstead Curriculum - A Guide for Parents in Year 6 – 2021-22

Over the past few months, we have been working on developing and improving our 'West Hampstead 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 Autumn term. You will receive more information later in the year.

## **Intent - The West Hampstead 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

## **West Hampstead Values:**

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead 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 'West Hampstead 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.



## The Values 2021-22

### Aspiration



- Creativity
- Curiosity
- Communication

### Responsibility



- Citizenship
- Staying Healthy
- Organisation

### Resilience



- Confidence
- Independence

### Consideration



- Kindness
- Empathy

### Community



- Belonging
- Collaboration

- Adaptable

- Respect

- Relationships

## The West Hampstead Curriculum Overview – Whole School Themes 2020-21

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	Battle of Britain	The Silk Road	Disasters	Evolution and adaptation
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## The Year 6 West Hampstead Curriculum Overview – 2020-21

	<b>Autumn 1 JOURNEYS</b>	<b>Autumn 2 MAKING A DIFFERENCE</b>	<b>Spring ENVIRONMENT</b>	<b>Summer Diversity</b>
<b>Year 6</b>	<b>Battle of Britain</b>	<b>Silk Road</b>	<b>Disasters</b>	<b>Evolution and Adaptation</b>
Subjects	History, Geography, DT, Art	History, Geography, DT, Art	History, Geography, Art	History, Geography, DT
Science	Animals including humans	Electricity	Light and Classification	Evolution and adaptation
English	Krindlekrax The Heart	Holes Replay	Clockwork Macbeth Floodlands	Alma Biographies The Land of Neverbelieve The Black Book of Secrets
Maths	Integers and decimals Multiplication and division	Calculation problems Fractions Missing angles and lengths	Coordinates and shape Decimals and measures  Percentages and statistics Proportion problems	Developing problem solving and reasoning skills in maths.

## Year 6 Topic Map - Autumn Term 1

<b>West Hampstead Curriculum 2020-21 – Making a Difference</b>					<b>Year 6 – The Battle of Britain</b>			
					<b>Essential Knowledge</b>			
					<ul style="list-style-type: none"> <li>• How the Second World War began, and what led to the Battle of Britain.</li> <li>• Key aspects of daily life during WW2, including evacuation, rationing and the Blitz</li> <li>• How radar was used to help protect Britain from enemy aircraft</li> <li>• What impact the Battle of Britain had on the course of the war</li> <li>• How and why we remember the “Few” from Churchill’s famous speech</li> </ul>			
<b>Aspiration</b>	<b>Responsibility</b>	<b>Resilience</b>	<b>Consideration</b>	<b>Community</b>				
								
<b>Entry Point</b>		<b>Explore</b>			<b>Trip</b>		<b>Exit Point</b>	
<ul style="list-style-type: none"> <li>• Children to experience unfair treatment from another group to reflect the nature of invasion.</li> </ul>		<ul style="list-style-type: none"> <li>• How the war started.</li> <li>• Why the battle of Britain was significant.</li> <li>• What would have happened if Britain lost the battle?</li> </ul>			<ul style="list-style-type: none"> <li>• RAF museum – Battle of Britain.</li> <li>• Fieldwork about how the Battle of Britain changed London linked to trip.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Parent event with a celebration in the style of VE day.</b></li> <li>• <b>Video made about the Battle of Britain for parents.</b></li> </ul>	

**Year 6 - National Curriculum Objectives - The Battle of Britain – Autumn 2**

**Reading**

**Reading – Word Reading:**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

**Reading – Comprehension:**

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding

**Maths**

**Calculation problems**

- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables
- use knowledge of the order of operations to carry out calculations involving the four operations
- generate and describe linear number sequences
- express missing number problems algebraically
- solve problems involving addition, subtraction, multiplication and division

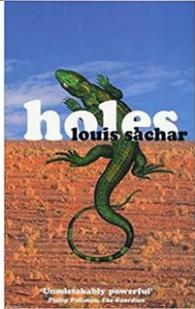
**Fractions**

- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables
- use knowledge of the order of operations to carry out calculations involving the four operations
- generate and describe linear number sequences
- express missing number problems algebraically
- solve problems involving addition, subtraction, multiplication and division

**Missing angles and lengths**

- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- express missing number problems algebraically
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

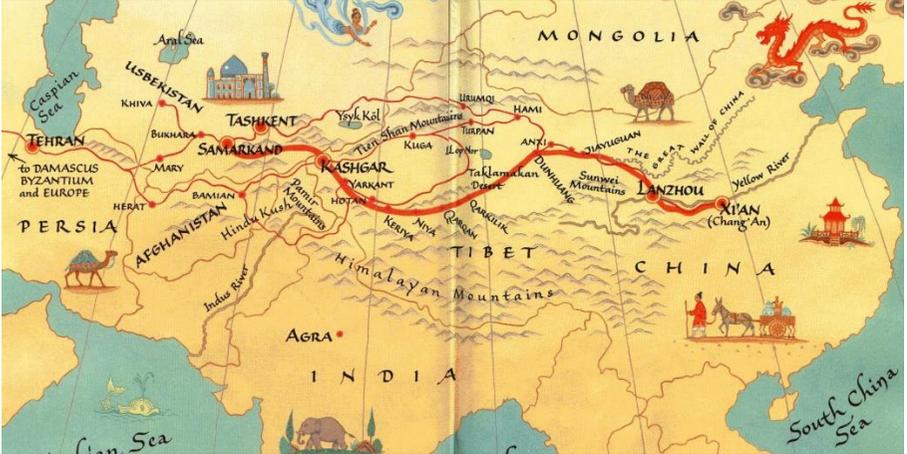
<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>	
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Writing	Key Writing Pieces	Teaching Points
 <p>Holes – Louis Sachar</p>	<p>Balanced argument discussing whether the camp should be closed.  <b>To discuss</b></p> <p>Retelling of key moments (Stanley stealing the water truck)  <b>To entertain</b></p> <p>Newspaper report about the Camp /Sam's death.  <b>To inform</b></p>	<p>Formal tone  Subjunctive  Brackets, dashes and commas for parenthesis</p> <p>Describing settings.  Stop and fast forward sentences to build tension in action.</p> <p>Relative clauses – brackets, dashes commas  Passive voice</p> <p><b>Reading skills</b> around following the three storylines and linking the themes and symbols.</p>

 <p>Replay (Literacy Shed)</p>	<p>Narrative (retell the film)  <b>To entertain</b></p>	<p>Describing settings, characters and atmosphere.          Building tension – short short long sentences.  <u>Imagine 3 sentences</u>          Similes</p>
<b>Science</b>	<b>History</b>	<b>Geography</b>
<p>Electricity -          Building circuits with motors          I can investigate what happens to a buzzer or bulb when I change the number of cells in a circuit.          I can predict what will happen when I add different components to a circuit.          I can draw and label an electrical circuit diagram using recognised symbols.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.          Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.          Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>-I can use historic terms related to the period of study.  <b>(Torture/traitor/treason)</b>          - I can answer and devise historically valid questions about change, cause, similarity and difference, and significance.          -I understand a significant aspect of British history beyond 1066 – The Battle of Britain.          -I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.          -I can evaluate the usefulness of a variety of sources.          -I understand bias in sources of evidence.          -I understand the difference between primary and secondary sources of evidence.</p>	<p>-I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.          -I can ask and answer complex geographical questions about a range of topics <b>(How did the Battle of Britain change our city?)</b>          -I can understand human and physical divisions between countries and regions.          -I can use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance survey maps) to build my knowledge of the U.K. and the wider world. <b>(Wartime London Vs Wartime Berlin).</b></p>
<b>Computing</b>	<b>Art and Design</b>	<b>Design Technology</b>
<p>I can recognise trustworthy sources of information on the internet          I can use a broad range of resources online to find exactly what I am looking for          I understand how computers are able to communicate and share information          I can use and combine services on the internet to share information</p>	<p>I can explain how I have used composition, scale and proportion in my work. <b>(Paul Kenton)</b></p> <p>I can use simple perspective in their work using single focal point and horizon.</p> <p>I can use techniques, colours, tones, and effects in an appropriate way to represent things I have seen –</p>	<p>I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer-aided design.</p> <p>I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. Including construction materials.</p>

		brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.	<p>I can apply my knowledge of material and techniques to refine and rework my product to improve its functional properties and aesthetic qualities.</p> <p>I can use my technical knowledge and accurate skills to problem solve during the making process.</p>
<b>PE - Football</b>	<b>Music</b>	<b>PSHE</b>	<b>RE</b>
<ul style="list-style-type: none"> <li>• Develop dribbling using different parts of the foot - inside, outside, top and bottom of the foot.</li> <li>• Use dribbling to change direction with the ball.</li> <li>• Some will dribble with increasing speed and apply skills in small sided games.</li> <li>• Apply the basic principles of tackling (jockeying)</li> <li>• Apply the principles of defending during small sided games.</li> <li>• During small sided games children will consider how to outwit opponents through good decision making.</li> </ul>	<p><b>Brass</b> Camden Music</p>	<p>To learn how to talk about mental health, knowing who can help us and how to ask for help. To understand how a parliamentary debate takes place. To explore ways in which human beings are similar and different. Anti Bullying Week To understand what trust means online. To know what to do with online concerns. To understand the concept of appearance ideals.</p>	<p>I can remember the story of Jesus’ birth and talk about it. <i>I can talk about what I find puzzling or interesting about the nativity story.</i></p> <p>I can tell you some things Christians believe are important about Jesus’ mother being Mary. <i>I can start to think about some of the questions people ask about Jesus’ birth.</i></p> <p>I can start to explain the significance of why Mary was chosen as Jesus’ mother. <i>I can start to think through why Mary being Jesus’ mother is important to Christians and what I think about this.</i></p> <p>I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). <i>I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</i></p> <p>I can explain why it is significant to Christians that Mary was Jesus’ mother. <i>I can explain my own response to the Christian belief in the Virgin birth.</i></p>

## Year 6 Topic Map - Autumn Term 2

West Hampstead Curriculum 2020-21 – Journeys		Year 6 – The Silk Road			
		<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>• I understand a non-European civilisation (early Islamic civilisation) that contrasts with British history.</li> <li>• Make links to British history in 800 AD (Anglo Saxon and Vikings, link to previous term in Year 5)</li> <li>• Understand the significance of the Silk Road in World History, trade and cultural development.</li> <li>• Understand the significance of Baghdad as the largest city in the world in 800 AD and its importance as a hub of learning (The House of Wisdom, Arabic number system and algebra)</li> <li>• Examine Islamic art and architecture from this period and forming opinions and appreciating its influence on modern pieces.</li> </ul>			
<b>Aspiration</b> 	<b>Responsibility</b> 	<b>Resilience</b> 	<b>Consideration</b> 	<b>Community</b> 	
Entry Point		Explore		Trip	Exit Point
Spice Tasting from different countries		Cross-curricular links: Reading texts Islamic art and architecture Islamic number system – maths		Islamic art in the community  The British Museum	Design and market own perfume.

**Year 6 - National Curriculum Objectives - The Silk Road – Autumn 1**

**Reading**

**Reading – Word Reading:**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

**Reading – Comprehension:**

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding

**Maths**

**Integers and decimals**

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Solve problems involving addition and subtraction
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

**Multiplication and division**

- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Use written division methods in cases where the answer has up to two decimal places
- Identify common factors, common multiples and prime numbers
- Perform mental calculations, including with mixed operations and large numbers
- Solve problems which require answers to be rounded to specified degrees of accuracy

<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>	
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Writing	Key Writing Pieces	Teaching Points
 <p>Krindlekrax – Philip Ridley</p>	<p>Narrative – retell the story  <b>To entertain</b></p>	<ul style="list-style-type: none"> <li>• Describe settings and characters (using expanded noun phrases, fronted adverbials, and 2 pair sentences).</li> <li>• Speech punctuation and dialogue to show not tell</li> <li>• Adverbial phrases</li> <li>• Subordinating conjunctions (when, if, because, although, while).</li> <li>• Shifting formality between Ruskin’s voice and description (contractions and question tags)</li> </ul>
 <p>The Heart – Non Chronological Report T4W unit</p>	<p>Non-chronological report about Silk Road subject  <b>To inform</b></p>	<ul style="list-style-type: none"> <li>• Organising information by subject</li> <li>• Topic sentences</li> <li>• Brackets, dashes and commas for parenthesis</li> <li>• Relative clauses</li> <li>• When to use colons and semi-colons</li> <li>• Formal tone</li> </ul>

Science	History	Geography
<ul style="list-style-type: none"> <li>Animals including humans.</li> <li>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>I understand a non-European civilization that contrast with British History.</li> <li>I can note connections, contrasts and trends over time and show some use of historical terms.</li> <li>I can answer and devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>I can use maps to identify physical and human characteristics.</li> <li>I can understand and use a widening range of geographical terms including: urban, rural, land use, sustainability, tributary, <b>trade links</b>.</li> <li>I can understand human and physical divisions between countries and regions.</li> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
Computing	Art and Design	Design Technology
<ul style="list-style-type: none"> <li>Coding</li> <li>Online Safety</li> <li>Spreadsheets</li> </ul> <p>-I can design a program for a given audience  -I can use software to help me analyse and present data and information  -I understand how to protect my computer or device from harm on the internet  -I understand how to report concerns about content and contact in and out of school  -I can combine software and hardware to solve real life problems  -I can break code up into related instructions, making debugging easier and quicker  -I can store and retrieve variables in a program  -I can use loops, variables and IF statements to alter my programs run</p>	<ul style="list-style-type: none"> <li><b>(Islamic art &amp; Mongolian art)</b></li> <li>I can create patterns by simplifying and modifying sketch book designs.</li> <li>I can use different techniques, colours and textures in my art work and explain my choices.</li> <li>I can describe the work and ideas of various artists and architects using appropriate vocabulary and referring to historical and cultural contexts.</li> <li>I can select ideas based on first hand observations.</li> <li>I can change and improve my own final work based on feedback on my first thoughts and design.</li> <li>I can explain and justify my preferences towards different styles and artists.</li> </ul>	<ul style="list-style-type: none"> <li>I can use research I've done into famous designers and inventors to inform my design.</li> <li>I can generate, develop, model and communicate my ideas through discussion annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately (including construction materials).</li> </ul>

<p>-I can use logical thinking to identify and solve potential bugs during coding -I understand how computers are able to communicate and share information.</p>			
PE - Basketball	Music	PSHE	RE
<ul style="list-style-type: none"> <li>▪ <b><u>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</u></b></li> <li>• Controlling a moving ball.</li> <li>• Stopping with a moving ball.</li> <li>• Turning with a static ball (pivoting).</li> <li>• Demonstrate the basics of a set shot.</li> <li>• Demonstrate chest pass/bounce/overhead pass in static and moving practice.</li> <li>• Demonstrate a basic defending position in static and moving practice.</li> <li>• Apply skills in small sided games.</li> </ul>	<ul style="list-style-type: none"> <li>• Brass</li> <li>• Camden Music</li> </ul>	<ul style="list-style-type: none"> <li>• To set a goal</li> <li>• To recap how to keep ourselves healthy.</li> <li>• To explain some of the health benefits of being active.</li> <li>• To learn about the risks associated with using different drugs.</li> <li>• To learn about assessing the level of risk in different situations involving drug use.</li> <li>• To learn about ways to manage risk in situations involving drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the right names for things that are important to Muslims.</li> <li>• I can talk about my own personal commitments, (assessed in Lessons 1 &amp; 6).</li> <li>• I can talk about one way Muslims show commitment to God.</li> <li>• I can decide which way I think is the best way for a Muslim to show commitment to God.</li> <li>• I can describe some of the ways that Muslims choose to show commitment to God.</li> <li>• I can explain why there might be different ways of showing commitment.</li> <li>• I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</li> <li>• I can think of some ways of showing commitment to God that would be better than others for Muslims.</li> <li>• I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</li> <li>• I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&amp;6).</li> </ul>



