



The Beckford Curriculum - A Guide for Parents in Year 4 – Spring 2021

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 Values 2020-21

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships



The Beckford 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	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation

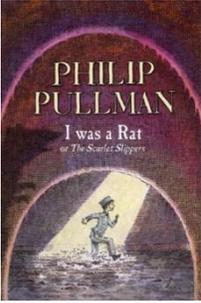
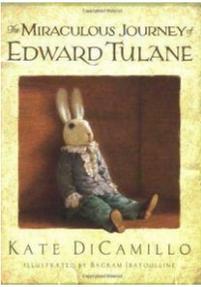




The Year 4 Beckford Curriculum Overview – 2020-21

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 4	The Egyptians	The Romans -	Steam	Europe
Subjects	History, Geography	History, Geography	History, Geography	History, Geography, DT
Science	Electricity	Animals Including Humans	States of Matter	Sound Classification
English	Into the Forest Varjak Paw	Varjak Paw continued Roman Army information text Werewolf Club Rules	Edward Tulane I Was A Rat Valerie Bloom Poetry	Tales of Wisdom and Wonder Fortunately the Milk Newspaper
Maths	Reasoning with 4 digit numbers Addition and subtraction	Multiplication and division Interpreting and presenting data	Securing multiplication facts Fractions Time Decimals Area and perimeter	Solving measures and money problems Shape and symmetry Position and direction Reasoning with patterns and sequences 3D shape

Beckford Curriculum 2020-21 – Environment					Year 4 – Steam	
					<h3>Essential Knowledge</h3>	
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> • How was steam used during the Industrial Revolution? • What effect did the industrial revolution have on the environment? • How did the Industrial Revolution effect people’s lives? • Children can produce a map with a more complex key. • How to make their own vehicle using an exploding diagram to support them. 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
Discovery of artefacts in the fireplace.		<ul style="list-style-type: none"> • Steam engines. • Industrial revolution. • Maps and Geographical Features. 			London Museum of Water and Steam. Kew Bridge. (Virtual locomotive ride)	Host car race and invite parents in to watch. (Video record session for parents).

English	Science	History	Geography
 <p>I was a Rat – Phillip Pullman</p>  <p>Hot Like Fire – Valerie Bloom Poetry unit</p>  <p>Edward Tulane</p>	<p><u>States of Matter</u></p> <p>I can name some solids, liquids and gases.</p> <p>I know that a solid keeps its shape, a liquid takes the shape of its container or forms a pool and that gases flow from place to place. I can group materials according to these properties,</p> <p>I know that some materials change from solids to liquids to gases when they are heated, and from gases to liquids to solids when they are cooled.</p> <p>I can name and describe examples of the main processes associated with water changing state.</p> <p>I know that these processes can be reversed.</p> <p>I can investigate and explain the water cycle by observing evaporation, condensation, freezing and melting.</p> <p>I can research and record the temperature at which different materials melt or evaporate.</p>	<p>I can place some historical periods in a chronological framework (Inventions).</p> <p>I understand that our knowledge of the past is constructed from a range of sources. (newspapers.)</p> <p>I can understand that sources can contradict each other (court case about child rights in factories).</p> <p>I can notice connections, contrasts and trends over time. (Impact of Steam today).</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology (Link to computing, court case report?).</p>	<p>I can ask and answer more complex geographical questions (Why is it like this? Has it always been like this?).</p> <p>I can understand and explain why there are similarities and differences between places.</p> <p>I can draw accurate maps with more complex keys.</p> <p>I can recognise that people have differing quality of life living in different locations and environments (Steam, working children).</p> <p>I can explain how the locality is set within a wider geographical context (steam, mining why were they closed down?)</p> <p>I can describe human and physical features of the UK regions, cities and /or counties.</p> <p>I can show I know features nearby and beyond the UK (Steam, study of mining community) including hills, mountains, coasts and rivers).</p> <p>I can understand the effect of landscape features on the development of a locality.</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can explain about changes to the World environment (steam, renewable, industrial revolution).</p> <p>I can understand the water cycle.</p>

	Computing I understand that some computers on a network serve particular functions, such as controlling printers or sharing files. I can use more complicated input devices.	Art and Design I can use a sketchbook for collecting and developing ideas (including observations and experimentation) in order to plan for a complete piece of work. L1 I can use skills I have been taught to adapt and improve my work. L2 I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied. L4 I can draw familiar objects with the correct proportions. T1 I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. T2 I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt. T4		Design Technology I can create designs using exploding diagrams (Steam making cars). I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots (Steam making cars). I use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them (Steam making cars). I can apply techniques I have learnt to strengthen structures and explore my own ideas (steam making cars).
	PE	Music	RE	French
Gymnastics	Recorder Camden Music	<u>Spring 1</u> I can use the right vocabulary for some things that are special to Jews. I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut. I can give examples of how, because Jews believe they are in a special covenant with God, they try to show Him their respect and gratitude by doing as He asks them to do. I can explain my opinion as to which ways may be more or less important for Jews to show respect to God. <u>Spring 2</u> I can remember a Christian story about forgiveness and talk about it. I can talk about what I find tricky about forgiveness I can describe what a Christian might learn about forgiveness from a Biblical text. I can ask important questions about how forgiveness is possible. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give my opinion about how people should live their lives and suggest what Jesus might say. I can explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians. I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.		<i>Qu'est-ce que tu aimes?</i> <i>Bon appétit!</i> <i>Les glaces</i>

