



# The Beckford Curriculum - A Guide for Parents in Year 6 – Summer 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](mailto: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 6 Beckford Curriculum Overview – 2020-21

	<b>Autumn 1</b> <b>JOURNEYS</b>	<b>Autumn 2</b> <b>MAKING A DIFFERENCE</b>	<b>Spring</b> <b>ENVIRONMENT</b>	<b>Summer</b> <b>Diversity</b>
<b>Year 6</b>	<b>Silk Road</b>	<b>Battle of Britain</b>	<b>Disasters</b>	<b>Evolution and Adaptation</b>
Subjects	History, Geography, DT, Art	History, Geography, DT, Art	History, Geography, Art	History, Geography, Art
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.



Beckford Curriculum 2020-21 – Diversity		Year 6 – Evolution and Adaptation	
		<h3>Essential Knowledge</h3>	
		<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	
<b>Aspiration</b> 	<b>Responsibility</b> 	<b>Resilience</b> 	<b>Consideration</b> 
		<b>Community</b> 	
Entry Point		Explore	
<ul style="list-style-type: none"> <li>• Bird beak experiment Science.</li> <li>• Walking with Dinosaurs.</li> </ul>		<ul style="list-style-type: none"> <li>• Charles Darwin</li> <li>• Mary Anning</li> <li>• Alfred Wallace</li> <li>• Natural selection in a series of plants and animals.</li> </ul>	
		Trip	
		<ul style="list-style-type: none"> <li>• Natural History Museum (the spirit tour).</li> <li>• John Grant Museum.</li> </ul>	
		Exit Point	
		<ul style="list-style-type: none"> <li>- <b>End of evolution communication display in year 6 corridor.</b></li> <li>- <b>Year 6 exhibition of Individual research projects to parents.</b></li> </ul>	

## Year 6 - National Curriculum Objectives - Evolution and Adaptation – Summer term

### Reading


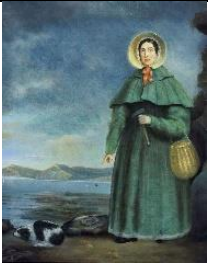
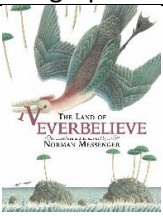
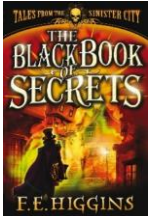
Reading – Word Reading:

- 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
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

<b>Maths</b>	
<b>Coordinates and shape</b>	<ul style="list-style-type: none"> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• describe positions on the full coordinate grid (all four quadrants)</li> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> </ul> <p>solve number and practical problems that involve all of the above</p>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>• divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</li> </ul> <p>recall and use equivalences between simple fractions and decimals, including in different contexts</p>
<b>Decimals and measures</b>	<ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• convert between miles and kilometres</li> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• use simple formulae</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul> <p>generate and describe linear number sequences (with decimals)</p>
<b>Percentages and statistics</b>	<ul style="list-style-type: none"> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> <li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p>calculate and interpret the mean as an average</p>
<b>Proportion problems</b>	<ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul>

Writing	Key Writing Pieces	Teaching Points
 <p>Alma (Literacy Shed)</p>	<p>Narrative – retell the story  <b>To entertain</b></p>	<ul style="list-style-type: none"> <li>• Descriptive techniques: similes, metaphors, de:de. Focus on building atmosphere.</li> <li>• Range of sentence lengths and types</li> <li>• Subordinate clauses</li> </ul>
 <p>Biographies</p>	<p>Biography of Charles Darwin or Mary Anning  <b>To inform</b></p>	<ul style="list-style-type: none"> <li>• Organising information by topic</li> <li>• Technical vocabulary</li> <li>• Relative clauses – brackets, dashes and commas</li> <li>• Passive voice</li> <li>• Colons to link related clauses</li> </ul>
 <p>The Land of Neverbelieve – Norman Messenger</p>	<p>Fantasy field guide  <b>To inform</b></p>	<ul style="list-style-type: none"> <li>• Setting descriptions</li> <li>• Relative clauses</li> <li>• Personification</li> <li>• Passive voice</li> <li>• Formal tone</li> </ul>
 <p>The Black Book of Secrets – F.E. Higgins</p>	<p>Balanced argument – should Ludlow be punished for stealing?  <b>To discuss</b></p> <p>Write own confession  <b>To entertain</b></p>	<p>Some; others  Passive voice  Subjunctive  Modal verbs</p> <p>Different sentence types and lengths  Paragraphing  Relative clauses</p> <ul style="list-style-type: none"> <li>• De:de</li> </ul>



Science	History	Geography
<p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>-I can my knowledge of skeletons and the evidence of fossils to develop my understanding of how living things have evolved over millions of years.</li> <li>-I know that living things produce offspring of the same kind but are not usually identical to their parents.</li> <li>-I can investigate how some plants have adaptations that allow them to live in a particular habitat.</li> <li>-I can describe how animals from different habitats are suited to their habitats. I can describe how, over time, some animals have developed special features that allow them to survive in their habitat.</li> <li>-I can research the lives of Charles Darwin, Mary Anning and Alfred Wallace, looking at how they developed their ideas on evolution.</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand that our knowledge of the past is constructed from a range of sources. <b>(Origin of species (Charles Darwin)/ Mary Anning/ Alfred Wallace).</b></li> <li>-I can evaluate the usefulness of a variety of sources <b>(Written texts/ Pictures/ Videos).</b></li> <li>- I understand bias in sources of evidence. <b>(Documents from difference viewpoints i.e. creationism.)</b></li> <li>-I understand the difference between primary and secondary sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-I can use maps to identify physical features of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <b>(Charles Darwin’s travels in South America).</b></li> <li>-I can ask and answer complex geographical questions about a range of topics (How has the environment changed? Linked to animals adapting). I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> </ul>
Computing	Art and Design	Design Technology
<ul style="list-style-type: none"> <li>-I can use more than one piece of software to complete a task.</li> <li>-I can design a program (which programming software do we have?) for a given audience. <b>(A game/flow diagram that will help others understand the idea of natural selection? Something you’d get in a museum?)</b></li> <li>-I can use software to help me analyse and present data and information. <b>(Collecting data on inherited features of the class/year group.)</b></li> <li>-I can combine software and hardware to solve real life problems.</li> <li>-I can break code up into related instructions, making debugging easier and quicker</li> <li>-I can store and retrieve variables in a program</li> <li>-I can use loops, variables and IF statements to alter my programs run.</li> <li>-I can use logical thinking to identify and solve potential bugs during coding.</li> </ul>	<ul style="list-style-type: none"> <li>-I can improve my use of techniques I have been taught.</li> <li>-I can explain and justify my preferences towards different styles and artist.</li> <li>-I can use simple perspective in their work using single focal point and horizon.</li> <li>-I can use techniques, colours, tones, and effects in an appropriate way to represent things I have seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</li> <li>-I can produce intricate patterns in a malleable media.</li> <li>-I can use different techniques, colours and textures in my artwork and explain the choices I have made.</li> </ul>	<p>n/a</p>

PE	Music	PSHE	RE
<p><b>Athletics</b></p> <p><u>Use running</u>, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>• <b>Endurance running/Relays</b></li> <li>• <b>Throwing – foam javelin</b></li> <li>• <b>Throwing – neurf javelin</b></li> <li>• <b>Triple jump</b></li> <li>• Jumping competition</li> <li>• Running fast</li> </ul>	<p><b>Music and Me</b></p> <p>Charanga (various contemporary artists from diverse cultural background)</p> <p><b>Listen &amp; Appraise:</b> I can talk about the music of featured artists I can talk about musical connections using previous knowledge</p> <p><b>About the artists:</b> I can talk about why four female artists were chosen I can talk about key words or themse from the videos</p> <p><b>Create:</b> I can a composition with consideration of;</p> <ul style="list-style-type: none"> <li>- Which options I chose and why,</li> <li>- The key themes I used in my lyrics</li> <li>- The tools I used</li> <li>- The sections I particularly liked and disliked</li> </ul> <p><b>Perform &amp; Share:</b> I can present the performance in an engaging way, reflect on its strengths and weaknesses, talk about own identity in music</p> <p><b>Voice</b></p> <p><b>End of year show</b></p>	<p><b>Summer 1</b></p> <p><b>RELATIONSHIPS EDUCATION</b></p> <p><b>RESPECTFUL RELATIONSHIPS</b> To identify the qualities of a good friend</p> <p><b>HEALTH EDUCATION</b></p> <p><b>CHANGING ADOLESCENT BODY</b> To remind pupils about the physical, emotional and social changes that take place during puberty To dispel any myths about puberty To explore some of the concerns <b>people</b> might have <b>during</b> puberty</p> <p><b>RELATIONSHIPS EDUCATION</b></p> <p><b>RESPECTFUL RELATIONSHIPS</b> To know what constitutes a positive healthy relationship To know that relationships change over time</p> <p><b>4 SEX EDUCATION</b> To know the difference between an adult intimate/loving relationship and other types of relationships To know how a baby is made (sexual intercourse) To know what pregnancy means To know how a baby is made and grows (conception and pregnancy) To know what conception and pregnancy are</p> <p><b>6 RESPECTFUL RELATIONSHIPS/BEING SAFE</b> To understand the difference between a healthy and unhealthy relationship</p> <p><b>Summer 2</b></p> <p><b>7 RESPECTFUL RELATIONSHIPS/ ONLINE RELATIONSHIPS</b> To explore ways to communicate in a relationship and know when it is appropriate to share personal information To know some of the risks of meeting people online</p> <p><b>MENTAL WELLBEING</b> Be able to: identify the differences between primary and secondary school describe how it might feel to move to secondary school explain different ways of managing change. To understand how to develop positive self-talk To learn how to manage screen time and maintain a healthy balance To learn the importance of good sleep</p>	<p><b>Summer 1</b></p> <p>I can tell you something Muslims believe about how they should try to live good lives. I can say if this will help a Muslim get to Heaven. I can tell you that Muslims believe in life after death and I can start to understand that this links to how they choose to behave. I can tell you what I think about life after death. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p><b>Summer 2</b></p> <p>I can tell you about something Muslims believe in. I can talk about something I find puzzling or interesting about the Muslim religion. I can tell you some things Muslims believe are wrong/ evil. I can start to ask questions about why Muslims have different beliefs if they are in the same religion. I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped. I can start to express my opinion on how Jihad is interpreted by some Muslims. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>

