



# The West Hampstead Curriculum - A Guide for Parents in Year 6 – 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 Spring 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.



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



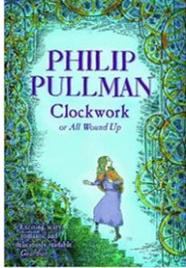
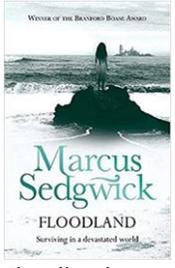
## The Year 6 West Hampstead Curriculum Overview – 2021-22

	<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>The 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, 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.

# Year 6 Topic Map – Spring Term



Beckford Curriculum 2021-22 – Environment					Year 6 – Disasters	
					<h2>Essential Knowledge</h2>	
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> <li>• What Earth is made of?</li> <li>• What happens when plates collide?</li> <li>• How the movement of plates affects ocean geography.</li> <li>• How extreme weather affects the environment.</li> <li>• How people predict extreme weather.</li> <li>• What is a tornado?</li> <li>• What is a hurricane?</li> <li>• What does a hurricane look like in the UK?</li> <li>• How do people protect against extreme weather?</li> <li>• How do people adapt and thrive in extreme weather?</li> </ul> <p>In this topic, we will focus mainly on <b>community</b> but will also refresh the children on some elements of <b>aspiration</b>.</p>	
<b>Aspiration</b> 	<b>Responsibility</b> 	<b>Resilience</b> 	<b>Consideration</b> 	<b>Community</b> 		
Entry Point		Explore			Enrichment	Exit Point
Introduction to extreme weather through videos.  <a href="#">NHM Emergency earthquakes</a>		<ul style="list-style-type: none"> <li>- 2004 Indian ocean earthquake and tsunami</li> <li>- Hurricanes and tornados UK vs US</li> <li>- Climate change, rising sea levels, adaptations</li> </ul>			Science museum.  (Online workshop).	Extreme weather art work displayed in school.

English	Science	Geography
 <p>Clockwork – Phillip Pullman</p>  <p>Macbeth</p>  <p>Floodland – Marcus Sedgwick</p>	<p>Spring 1 – light.</p> <ul style="list-style-type: none"> <li>- I can investigate how light behaves using reflections and shadows.</li> <li>- I can explain patterns in my results.</li> <li>- I understand that light travels from a source and know that light sources are seen when light from them enters the eyes.</li> <li>- I can draw diagrams with lines and arrows to show how we see things when light is reflected from them.</li> <li>- I can explain the difference between the shadows and reflection in terms of the path of light.</li> </ul> <p>Spring 2 – Living things and their habitats.</p> <ul style="list-style-type: none"> <li>- I am able to group a wide selection of different animals into groups according to their characteristics.</li> <li>- I can use the terms, vertebrate, fish, amphibian, bird, mammal, reptile, invertebrate, insects, arachnids, worms, flowering and non- flowering, when grouping living things.</li> <li>- I can use classification keys to group living things and give reasons for my choices.</li> <li>- I can use a branching database to identify an unknown plant or animal.</li> <li>- I can research the work of scientists such as Carl Linnaeus to find out how they developed classification keys.</li> </ul>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the U.K and a region within North or South America.</p> <p>I can ask and answer complex geographical questions about a range of topics (How is it changing? How does it affect other places?).</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>I can understand the causes and effects of extreme weather.</p> <p>I can understand why people seek to manage and sustain their environment.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian.</p>
	<p><b>Computing</b></p> <p>See Spring Units</p>	<p><b>Art and Design</b></p> <p>I can select ideas based on first hand observations, experience or imagination and develop these through open ended research. <b>L1</b></p> <p>I can improve my use of techniques I have been taught <b>L2</b></p> <p>I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. <b>L3</b></p> <p>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. <b>T3</b></p> <p>I can use different techniques, colours and textures in my artwork and explain the choices I have made. <b>T5</b></p> <p>I can follow a design brief to achieve an effect for a particular function. <b>T7</b></p>

PE	Music	RE
<p><u>Tennis</u></p>	<p><b>Brass</b> Camden Music</p>	<p><u>Spring 1</u> I can remember a Christian story about love and talk about it. <i>I can talk about something I can relate to in a Christian story about love, (assessed in the Investigation lessons).</i></p> <p>I can re-tell a Christian story about love and begin to explain what this teaches Christians about how they live their lives. <i>I can start to understand what some of the Christian stories about love mean.</i></p> <p>I can describe what a Christian might learn about life after death from a Bible story. <i>I can ask important questions about eternity.</i></p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal. <i>I can reflect on my own beliefs about whether anything is eternal.</i></p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them. <i>I can give my own answer to whether anything is eternal and give my reasons.</i></p> <p><u>Spring 2</u> I can tell you some festivals that are special to Christians, (assessed in the Investigation lessons). <i>I can talk about who is influential to me, (assessed in Lesson 1).</i></p> <p>I can tell you how some Christians try to do good in the world. <i>I can tell you about someone who has influenced me and why I respect them.</i></p> <p>I can describe one way that Christianity seems to be a strong religion today. <i>I can start to consider whether I think Christianity is a strong religion now.</i></p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. <i>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</i></p> <p>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. <i>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</i></p>