



The West Hampstead Curriculum - A Guide for Parents in Year 4 – 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
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



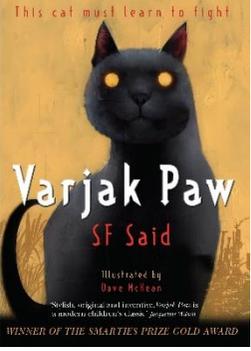
- Belonging
- Collaboration
- Relationships

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



West Hampstead Curriculum 2020-21 – Journeys					Year 4 – Journey to the afterlife.			
					<h2>Essential Knowledge</h2>			
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> • I understand the journey that Egyptians took to the afterlife. • I can understand how to make a product that meets a design brief. • I can understand that our knowledge of the ancient Egyptians comes from artefacts. • I understand the importance of the river Nile in ancient Egypt. • I can recall the mummification process and understand how it helped shape our knowledge of the past. 			
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 				
Entry Point		Explore		Trip		Exit Point		
Archaeological dig Children will take part in a dig to discover Egyptian artefacts and predict what each artefact is.		Research <ul style="list-style-type: none"> • Journey of the afterlife. • Howard Carter. • Pharaohs. 		Internal visit Children take part in Egyptian workshop. (Could be teacher led with borrowed artefacts).		Family Day – Parents can come to the internal visit to watch the dances. Celebration workshop with parents to celebrate and learn about the journey to the afterlife including a small performance. (Parents could join a zoom call or the children could be recorded and then this could be shown to parents).		

English	Science	History	Geography
 <p>Into the forest.</p>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>I can use historic terms related to the period of study. (Ancient civilization, archaeology, chronology, oral history and slave).</p> <p>I understand that our knowledge of the past is constructed from a range of sources. (Artefacts, maps, clothing).</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past (artefacts, archeology, and hieroglyphics).</p> <p>I know about the achievements of early civilizations.</p>	<p>I can recognise the different shapes of continents.</p> <p>I can show I know about the wider context of places – region, country.</p> <p>I can understand and explain why there are similarities and differences between places.</p>
 <p>Varjak Paw</p>	<p>Computing</p> <p>I understand that what I say or post on the internet might be copied, shared and stored by others.</p> <p>I know what to do if I see anything worrying online.</p> <p>I understand how search engines order search results (research about a Pharaoh).</p>	<p>Art and Design</p> <p>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</p> <p>I can use skills I have been taught to adapt and improve my work. L2</p> <p>I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied. L4</p> <p>I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt. T4</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p>Design Technology</p> <p>I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience (Making torches for Howard Carter).</p> <p>I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.</p> <p>I can understand and use electrical systems in my products.</p> <p>I can design a functional and appealing product for a particular purpose and audience.</p> <p>I can make detailed evaluations about existing products and my own, considering the views of others to improve my work (Egyptians making torches).</p>

	PE - Athletics	Music	PSHE	RE	French
	<p>▪ <u>use running, jumping, throwing and catching in isolation and in combination.</u></p> <p><u>L/O's</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to sustain activity and run continuously without stopping for 3-5 minutes. • Learn and apply the principles of starting fast (standing start). • Master the basic technique for jumping. • Demonstrate the ability to Hop, skip and jump individually and where possible together (triple jump). • Demonstrate how to throw different objects (one arm) as far as they can using good technique. • Apply the throwing skills to a ball/Neurf ball/foam javelin throw. 	<p>Mamma Mia Charanga (pop)</p> <p>Listen & Appraise: I can identify the piece's structure I can identify the instruments/voices I can find the pulse</p> <p>Musical Activities: I can copy back, play, invent rhythmic and melodic patterns. I can sing in unison. I can play instrumental parts accurately and in time, as part of the performance G and A by ear then notation I can improvise in the lessons and as part of the performance using G then A I can compose a simple melody using simple rhythms and use it as part of the performance using the notes G, A, B</p> <p>Perform & Share: I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. I can record performance and reflect on what went well, even better if?</p>	<p>To set a goal</p> <p>To understand that food gives us energy</p> <p>To understand the importance of nutrients</p> <p><i>Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</i></p> <p>To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them</p> <p>To learn about the effects and risks of drinking alcohol</p> <p>To learn about different patterns of behaviour that are related to drug use</p> <p>To explain the importance of asking questions.</p> <p>To developing an awareness of the role of victims, bullies and bystanders.</p> <p><i>Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection</i> <i>Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection</i></p>	<p><u>Autumn 1</u> I can remember a story about a person important to Jews. <i>I can talk about an agreement Jewish people make with God and say if this is important.</i></p> <p>I can tell a Jewish story and say something Jewish people believe. <i>I can start to explain the significance of an aspect of Jews' relationship with God.</i></p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God. <i>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</i></p> <p>I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. <i>I can start to relate to how Jews feel about their special relationship with God.</i></p>	<p><i>Où habites-tu?</i></p> <p><i>En ville</i></p> <p><i>Toutes directions</i></p> <p><i>A l'école</i></p>