

# Widford Lodge

Preparatory School



## Form 6 Curriculum Information Booklet

## INTRODUCTION

This booklet contains curriculum information relevant to your child for this academic year. Each subject is referred to and we hope that it gives you a useful insight into what your child is likely to experience at school this year. However, please note that there has to be a degree of flexibility within this curriculum, depending on the individual needs of each child.

We recognise the potential impact that the covid 19 pandemic and the national lockdowns and school closures had on pupils' learning, emotional wellbeing and social interactions. We will therefore be continuing with our enhanced pastoral and wellbeing programme this year, including a new PSHEE curriculum and scheme of work. While due consideration has been given to this while compiling the curriculum plans for this year, we recognise that there may need to be adaptations as the year progresses and therefore cannot guarantee that every topic or theme detailed will be covered as described. Please be assured, however, that we will continue to monitor the curriculum and children's progress and will make any changes with their learning and wellbeing at the heart of decisions.

We are proud to be a Forest School: every pupil in the school will take part in a one hour on-site Forest School session each half term.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly, along with details of homework.

If you have any queries about anything in this booklet, or any other issues, please see either myself or the relevant teacher.

Michelle Cole  
September 2021

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## Allocation of lessons in Form 6

There are 50 lessons per week, each of 30 minutes duration. In addition to this, children spend 15 minutes three times a week reading, either in silence or aloud to a teacher. On Tuesday afternoons, all children in the Prep school take part in 45 minute activities sessions on a rota basis, grouped with children from other classes and year groups. Activities include cooking, gardening, drama, philosophy, team games and current news stories. In the spring term, Form 6 travel to Riverside each Tuesday afternoon for a 30 minute swimming lesson. This replaces the activities session for that term. There are also two form periods each week, which this year are prioritised for wellbeing and mindfulness. From January, the Reasoning lessons are swapped to Engineering. The allocation of lessons in Form 6 is as follows:

Subject	Allocation	Subject	Allocation
Maths	10	R.E	2
English	10	Music	2
Science	4	MFL	2
Art/DT	4	Reasoning/Engineering	2
Computer Science	2	P.E & Games	7
History	2	PSHEE	1
Geography	2		

## Homework in Form 6

Pupils are expected to read daily, to practise spellings for the weekly tests and to revise times tables regularly.

They currently receive Maths homework twice a week, English homework twice a week and a Science based homework once a week. One of the Maths and English homework tasks are shorter and are given on the same night as a short History or Geography task. Pupils are expected to spend around 40 minutes on each homework task. Some children may continue with weekly Verbal Reasoning/Non-Verbal Reasoning homework during the autumn term, to prepare them for any external entrance exams they are taking.

## WHAT DO WE EXPECT FROM WIDFORD LODGE PREP SCHOOL PUPILS?

- **That they will line up quietly**  
*This is especially important when waiting to go into assembly and at the end of break times. When waiting outside a classroom you may talk quietly but as soon as the teacher arrives you must stop talking and ensure you are in an orderly line, ready to enter the classroom.*
- **That they will enter the classroom, ready for the lesson to start**  
*When entering the classroom you should go straight to your seat with minimal fuss and noise. You should stand behind your chair in silence, ready to greet the teacher. After saying Good Morning/Afternoon you should sit down in silence, ready to listen to instructions.*
- **That they will be prepared for lessons**  
*It is important that you bring your pencil case, planner, folder and any homework to lessons. Make sure you have your book and diary for reading sessions. Think ahead and when possible put your pencil case and folder in the classroom ready for your next lesson. You should have the right kit and equipment for PE/Games lessons.*
- **That they will use their Planner**  
*Do make a note of homework tasks each day so you don't forget what needs to be completed. You may also use your planner to remind you of important events, matches etc. Do not doodle or scribble in your planner. Only write in pencil or black pen. Make sure your parent signs your planner each weekend.*
- **That they will work hard and not distract others**  
*Try your best. Complete work neatly. Concentrate, listen to information, ask questions if you don't understand. Do not start chatting just because the teacher is busy working with a group or writing on the board.*
- **That they will look after equipment and leave classrooms tidy at the end of each lesson**  
*Tidying up is not the start of break time – it is an important part of the lesson. Listen to instructions from the teacher. Work with other people on your table to hand in books and clear away equipment in the most efficient way. When you think you are ready, sit quietly in your seat and wait to be dismissed by the teacher.*
- **That they will wear their uniform with pride**  
*Wear the correct uniform every day. Remember to wear your cap/hat. Be smart - tuck your shirt in. If you have lost or forgotten an item of clothing then explain/apologise to a teacher and be proactive in trying to find lost items. Tie long hair back with plain hairbands in black/brown/school colours. Nail varnish should be removed. Only school badges should be worn on blazer lapels.*
- **That they will plan 'comfort breaks' so they do not need to miss lessons**  
*Wherever possible, go to the toilet and have a drink during break times or between lessons. At break time, do not wait until the bell has gone to line up at the water fountain. You may bring your own drink to lessons but it should be water not juice.*
- **That they will move around the school in a purposeful manner**  
*For safety reasons, you should not run around the school unless you are in the playground. When moving from lesson to lesson you should walk quickly without chatting too much. Keep to the paths – avoid walking on the grass. Take care down the back alley and be prepared to give way to others. Do not loiter in the classrooms/changing rooms when you are supposed to be in the playground.*

- **That they will respect and adhere to the additional processes and restrictions in place during the Covid 19 pandemic, including handwashing, hygiene and keeping within their bubbles**

## **Mathematics in Form 6**

In Year 6 children learn to:

### **Use and apply mathematics**

- Solve multi-step problems, and problems involving fractions, decimals and percentages, choosing and using appropriate and efficient methods at each stage, including calculator use.
- Represent a problem by identifying and recording the calculations needed to solve it, using symbols for unknown quantities where appropriate; set solutions in the original context and check their accuracy.
- Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions.
- Recognise and use sequences, patterns and relationships involving numbers and shapes; suggest hypotheses and test them systematically.
- Explain reasoning and conclusions, using symbols where appropriate.

### **Count, compare and order numbers, and describe relationships between them**

- Compare and order integers (whole numbers), decimals and fractions in different contexts.
- Use fractions, percentages and the vocabulary of ratio and proportion to describe the relationships between two quantities and solve problems, e.g. identify the quantities needed to make a fruit drink by mixing water and juice in a given ratio; use ratio notation and reduce a ratio to its simplest form.
- Multiply and divide fractions
- Relate fractions to their decimal and percentage representations e.g.  $\frac{5}{8} = 0.625 = 62\frac{1}{2}\%$
- Express one quantity as a percentage of another, e.g. express £400 as a percentage of £1000.
- Recognise approximate proportions and use percentages to identify and compare proportions, e.g. when interpreting pie charts.
- Understand and use binary code

### **Secure knowledge of number facts that can be recalled quickly and used and applied appropriately**

- Consolidate the rapid recall of number facts, including multiplication facts and the associated division facts.
- Use knowledge of multiplication facts to derive quickly squares of multiples of 10 e.g.  $(140)^2$  and recognise the square roots of perfect squares to  $12 \times 12$ . The children will also have a weekly times table test.
- Recognise and use multiples, factors, divisors and common factors; find the prime factors of whole numbers
- Use estimates and approximations and apply tests of divisibility to check results.
- Use simple formulae, generate and describe linear number sequences, express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns and enumerate possibilities of combinations of two variables

### **Calculate efficiently and accurately**

- Consolidate and extend mental methods of calculation to include decimals, fractions and percentages.
- Use the correct order of operations (B.I.D.M.A.S) ,including brackets.
- Use standard written methods to add, subtract, multiply and divide integers and decimal numbers; calculate the answer to  $\text{HTOnes} \div \text{Ones}$  and  $\text{Ones.t} \div \text{Ones}$  to one or two decimal places.

- Use a standard written method to multiply fractions together.
- Calculate percentage increases or decreases and fractions of quantities and measurements.
- Use a calculator to solve problems involving multi-step calculations; use the square root and 'power' keys.
- Add, subtract, multiply and divide directed numbers using standard methods.

**Position and transform shapes, recognise and use their properties to visualise and construct**

- Describe, identify and visualise parallel and perpendicular edges or faces and use these properties to classify 2-D shapes and 3-D solids.
- Make and draw shapes with increasing accuracy and apply knowledge of their properties.
- Use formulae for the area and volume of shapes, calculate the area of parallelograms and triangles, and estimate, calculate and compare the volume of cubes and cuboids using standard units.
- Visualise and draw on grids of different types where a shape will be after reflection, after translations or after a rotation about its centre or one of its vertices.
- Use coordinates in the first, and then in all four quadrants, to draw and locate shapes.
- Use a protractor to estimate, measure and draw angles, on their own and in shapes; calculate angles in a triangle or quadrilateral, around a point and on a straight line.
- Illustrate and name parts of circles, including radius, diameter and circumference.

**Measure accurately using appropriate units, interpret and compare scales**

- Use, read, write and convert between standard units of measurement for length, mass, volume and time and convert between miles and kilometres
- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; identify further questions to ask
- Describe and interpret results and solutions to problems using the 3 averages and the range.

Towards the end of Form 6, children are introduced to money and finance, exploring key vocabulary and discussing their growing financial independence. They also undertake projects in teams, requiring them to present their spending proposals and the reasons behind them.

**Year 6 progression to Year 7**

Children learn to:

**Use and apply mathematics**

- Solve numerical problems, present, interpret and compare solutions in the context of the problem
- Interpret and use simple formulae from mathematics and other subjects; represent numbers in a problem with symbols, construct and solve simple linear equations and set the solution back in the context of the problem
- Develop and evaluate lines of enquiry; identify, collect, organise and analyse relevant information; decide how best to represent conclusions and what further questions to ask
- Generate sequences and describe the general term in simple cases; use letters and symbols to represent unknown numbers or variables; find counter-examples to disprove a conjecture
- Use step-by-step deductions to solve problems involving properties of shapes; explain and justify reasoning and conclusions
- Count, compare and order numbers, and describe relationships between them
- Compare and order integers and decimals in different contexts
- Order a set of fractions by converting them to decimals

- Understand the relationship between ratio and proportion, solve problems involving proportions; and divide a quantity into two parts in a given ratio

**Secure knowledge of number facts that can be recalled quickly and used and applied appropriately**

- Including multiplication facts to  $10 \times 10$  and the associated division facts
- Recognise highest common factors and lowest common multiples in simple cases
- Make and justify estimates and approximations of calculations

**Calculate efficiently and accurately**

- Use standard written methods to add and subtract whole numbers and decimals, and to multiply and divide three-digit by two-digit whole numbers; extend to multiplying and dividing decimals with one or two places by single-digit whole numbers (whole-number answers)
- Use bracket keys and the memory of a calculator to carry out calculations with more than one step; use the square root key

**Position and transform shapes, recognise and use their properties to visualise and construct**

- Extend knowledge of properties of triangles and quadrilaterals and use these to solve problems, explaining reasoning with diagrams
- Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes
- Find coordinates of points determined by geometric information
- Know the sum of angles at a point, on a straight line and in a triangle, and recognise vertically opposite angles
- Construct a triangle given two sides and the included angle

**Measure accurately using appropriate units, interpret and compare scales**

- Convert between related metric units using decimals to three places, e.g. convert 1375 mm to 1.375 m, or vice versa
- Read and interpret scales on a range of measuring instruments; compare readings on different scales, e.g. when using different instruments
- Calculate the area of right-angled triangles given the lengths of the two perpendicular sides,
- Process, present and interpret data to pose and answer questions
- Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts
- Analyse data from surveys and practical experiments by selecting, processing, presenting and interpreting data; plan how to collect and organise small sets of data; construct, on paper and using ICT, graphs and diagrams to represent data; compare proportions in two pie charts with different totals; identify ways of extending the survey or experiment
- Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented.



## **English: Form 6**

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, writing, handwriting, grammar and comprehension work. Speaking and listening skills are embedded throughout these areas.

### **Speaking and Listening:**

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building contributions of others.

### **Spelling:**

We will be covering the words and spelling rules as suggested in the New National Curriculum (N.C.). We are using CGP workbooks for further exercises to reinforce what is suggested in the N.C. The children also have access to a scheme called 'Spellingframe'. They are set a weekly list of words to learn. There are exercises online to help them learn the words and test themselves as well as some interactive games to play. The children will be tested once a week at school on the words associated with the spelling rule that they are studying. A dictation will be included.

The children will learn to spell by:

- using further prefixes and suffixes
- spelling some words with 'silent' letters
- continuing to distinguish between homophones and other words which are often confused
- using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the N.C
- using dictionaries to check the spelling and meaning of words
- using the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- using a thesaurus

### **Handwriting:**

We follow the Nelson Handwriting Scheme and will continue to practise letter formations in cursive writing. The children learn to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

The children will increase the legibility, consistency and quality of their handwriting.

Children are encouraged to use the correct pencil/pen grip and cursive writing form throughout Form 5. We always encourage the children to present their work to the highest standard. The children have some formal lessons in class on letter formations and joins. They will be entitled to write in pen if they pass a test and receive a 'Pen Licence'. The children will learn to choose the writing implement that is best suited for a task.

### **Writing:**

Children are encouraged to write during group work and independently, usually on a daily basis. Children will be taught to use punctuation and grammar correctly. They will learn the techniques and layout of story writing, factual report writing and letter writing. They will write on themes that arise from the novels, poetry and short stories studied in class. The children will also have a 10 minute writing task once a week in preparation for the 11+ exam.

Children will be taught to develop positive attitudes towards and stamina for writing by:

- planning their writing
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- drafting and writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluating and editing by assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Grammar:**

Pupils should be taught to develop their understanding by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied i.e. omitted relative pronoun
- learning the grammar for Form 6 from the N.C
- indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses

- using a colon to introduce a list
- punctuating bullet points consistently
- using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading

**Reading:**

Children will be heard on a regular basis and are encouraged to read regularly at home. We have a wide variety of reading books from schemes as well as the library. They may also read books from home as long as they are suitable.

In reading lessons the children will develop positive attitudes to reading and understanding of what they read by:

**Word Recognition:**

- applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology)
- reading aloud and understanding the meaning of new words that they meet. They will have a small booklet in which to record unfamiliar words.

**Comprehension:**

The children will develop positive attitudes to reading and 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 one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- distinguishing between statements of fact and opinion
- retrieving, recording and presenting information from non-fiction
- participating 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
- explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

- providing reasoned justifications for their views as regards to good literature and book choices.

### **Comprehension Exercises:**

This will be completed during class lessons in preparation for exams and as homework. We have several text books that are used as part of the children's comprehension work. 'Galore Park' is a text book that has been written for Independent Schools and is used to challenge the children to think laterally in their reading comprehension exercises.

Children will be encouraged to read the questions carefully, understanding what is required for an answer, either factual information from the text or their personal opinion. The children will be taught the layout required and technique of answering in full sentences and using the text for the answers; this is to ensure they have a solid understanding of the text read and the vocabulary used.

The children will continue to have work that will prepare them for the SATS Testing in May. We use the CGP SATS Buster Books and a variety of other sources.

### **Fiction Studies:**

At some stage during the year the children will study the following authors and genres:

#### **Fiction:**

- Just So Stories – Rudyard Kipling
- Galore Park Extracts.
- Classic fiction – Charles Dickens – A Christmas Carol
- Adaptations of classics on film and television.
- 'Goodnight Mister Tom' - Michelle Magorian.
- Shakespeare – Macbeth.
- 'The Diary of Anne Frank'
- 'Rose Blanche' – picture book.
- 'The Mysteries of Harris Burdick' – Mystery.
- Extracts from novels that cover the genre: mystery, humour, Science Fiction, fantasy.
- Significant children's authors and poets.
- Science Fiction Extracts
- Poetry:
- Classic Poetry
- Kennings, cinquains, riddles, tanka, free verse and nonsense verse.
- Classic and modern poetry: comparison of poetic devices.
- Range of poetry in different forms: kennings, cinquains, riddles, tanka, free verse and nonsense verse.
- Writing poetry, comparison of poetic styles and devices, analysing poetry.

#### **Non-Fiction Studies:**

- A range of text types from reports and articles in newspapers and magazines: instructions
- Autobiography and biography, diaries (Anne Frank), journals, letters, anecdotes, records of observations, journalistic writing, non-chronological reports.
- Persuasive writing: adverts, circulars, flyers.
- Debates and editorials. Information books and newspaper and magazine articles.
- Formal notices and public information documents.

- Reference texts – dictionaries and thesaurus.
- Text Organisation
- Explanatory texts
- Debates and editorials.
- Information books and newspaper and magazine articles.
- Recounts of events, activities, visits; observational records, news reports
- Instructional texts: rules, recipes, directions, instructions, showing how things are done
- Non-Chronological reports (i.e. to describe and classify). Mysteries –Loch Ness Monster etc
- Explanations

## **Science in Form 6**

In the Prep School children will have 2 hours of Science a week. They have a brief test at the end of each topic, then an exam set in the end of year exams.

### **Safety in the Laboratory**

Children will revise the Widford Lodge Laboratory Rules. Children will relate safety in the laboratory to safety in the home as well as utilising the different types of laboratory apparatus. They will also recap and identify the different hazard symbols.

### **Working Scientifically**

Please find below the scientific skills and topics, with a brief description of what we hope each child will attain. They will develop scientific skills by:

- Identifying scientific evidence that has been used to support or refute ideas or arguments
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Using test results to make predictions to set up further comparative and fair tests.

### **Light and Sight**

- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### **Classifying Living Things**

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

### **Changing Circuits**

- Use recognised symbols when representing a simple and series circuit in a diagram.
- 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.

### **Evolution and Inheritance**

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### **Our Bodies**

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

### **Sex Education**

Parents will receive more detailed information about this topic prior to these lessons.

## **Geography in Form 6**

Children will develop their mapping skills, including the use of six figure grid references. They will develop their knowledge and understanding of places, patterns and processes through the following topics:

### **Rivers**

- The Water Cycle
- What happens to precipitation when it reaches the ground?
- Major rivers of the World and UK
- Course of a river from source to mouth
- Processes of erosion, transportation and deposition
- Formation of river features such as meander, ox-bow lake, waterfall, delta
- Field Trip to Epping Forest to carry out stream survey
- Ways in which man uses rivers

### **Mountains**

- Introduction to plate tectonics
- Ways in which mountains are formed
- Major mountain ranges of the World
- Interpretation of contour lines
- Climatic changes that occur with increasing altitude
- How plants, animals and people adapt to conditions at high altitudes
- Safety awareness for expeditions to mountainous areas
- Ways in which man uses the mountains

### **Europe**

- Mapping of major countries and their capitals
- Mapping of main physical features and climatic zones
- Research into a European country of their choice
- The E.U.
  - its development and function
  - member countries
  - pros and cons of belonging
- Study of contrasting European locations including Southern Spain, Alpine France, Arctic Sweden, the River Rhine and the lowlands of The Netherlands.
- What is Brexit?



## **History in Form 6**

These are the History topics that the children will be learning about in Year 6. As well as studying these key questions, the children will be also be working towards a better sense of chronology, to know when these events occurred and the dates of important events. Children will also be introduced to different sources of evidence: primary and secondary. They will learn that we only understand the past by looking at and studying different types of evidence. The children will be given opportunities to study and interpret different types of evidence for themselves; and to think about the reliability of them and whether they contain any anachronisms or bias.

### **The Kingdom of Benin**

- What was The 'Forest Kingdom' of Benin?
- What was life like in Benin?
- What can we learn from Benin art?
- Why did the Kingdom of Benin end?
- What other kingdoms were in West Africa?

### **The French Revolution**

- Who was King Louis XVI?
- Was Louis a good King?
- Did King Louis make sensible decisions?
- How is the French Revolution connected to British History?
- Where was Versailles and what was it like?
- Who was Marie Antoinette? Where did she come from and why was she so unpopular?
- Why did the French people want to get rid of the Monarchy and other aristocrats?
- What happened to the King and his family?

### **Children in Victorian times**

- When was the Victorian era?
- Who was Queen Victoria and for how long did she reign?
- Why did she become Queen?
- Who did she marry?
- What was the Industrial Revolution and how did this change England and the way that we lived?
- How were the lives of rich children different from the lives of poor children?
- Who tried to improve the lives of poor children and why?

### **Children during the Second World War**

- What were the causes of the Second World War?
- Which countries were involved? Who were allies and axis countries?
- What was the war experience like for city children compared to children who lived in the countryside?
- What was 'evacuation' and why did it start?
- What was rationing? What did this mean for ordinary people?
- What is propaganda?

## **Art, Design & Technology in Form 6**

The Art Design and Technology curriculum is divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to compliment topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and two of the Design and Technology units. Within the art curriculum, children will have opportunities to study and respond to art and artists from different cultures and backgrounds. All activities are subject to change in response to any COVID19 restrictions.

### **Drawing & Painting**

- Making detailed, analytical observational drawings.
- Enlarging own drawings and using selected media to develop work.
- Investigating the visual element of tone. Responding to portraits from different times and styles.
- Exploring line, shape, colour and texture. Developing own work in response to the work of art movements, e.g. Cubists

### **3D**

- Making decorative containers and structures from clay.
- Responding to the work of artists such as Alberto Giacometti.
- Exploring the work of craftspeople and designers
- Making masks from brown, gummed tape.

### **Collage**

- Creating collaged responses to the work of different artists, e.g. Gustav Klimt, Pablo Picasso, Henri Matisse
- Mixed-media animal collage

### **Print-making**

- Developing unique state prints with Press Print reduction blocks and coloured tissue.

### **Technology**

- Learning about structures that can fail when loaded.
- Exploring techniques for reinforcing and strengthening and the use of tubes as a construction material
- Investigating and exploring a range of existing real-life and model structures and evaluating ideas and outcomes against simple design criteria.
- Considering how material properties influence material selection and its working properties.
- Shaping and jointing a variety of materials and assembling electric circuits.
- Evaluating the finished product.
- Modifying models and products in light of observations, leading to an improved design.
- Considering the appearance and sustainability of design outcomes.

## **Computing in Form 6**

### **Digital literacy**

- Using the Internet: evaluating the usefulness of websites; identifying various aspects of a webpage that should be ignored,
- Teams: virtual learning environment (VLE); logging in, accessing groups; completing tasks and assignments
- Internet Safety: Cyber bullying, social networking and gaming; recognizing what constitutes personal information; understanding how to be just as protective of their personal information online, as in the real world; where to go and what to do if worried about any of the issues covered.

### **Information technology**

- Inserting and using hyperlinks
- Digital imaging: creative compositions; photograph correction and manipulation;
- Creating non-linear presentations, interactive games, activities and websites
- Spreadsheet modelling: entering and editing data and formulae, using the functions 'SUM' 'AVERAGE', 'MIN' and 'MAX' in calculations.

### **Computing and programming**

- Writing algorithms, including repeat loops, functions, conditionals, while events and nested loops.
- Scratch programming: making computer games that include: sequencing and motion commands, sensors and loops, triggering, sequencing graphics to create animation effects, calculations and variables, testing, debugging and modifying.
- Introduction to HTML: using basic tags, inserting images and creating links; introducing CSS for basic formatting.

## Games and Physical Education in Forms 5 and 6

### Games

In Forms 5 and 6 boys continue to play Rugby, Football and Cricket with girls playing Netball, Hockey and Cricket. There is the option for girls and boys to change between these if they wish. In the summer term, Form 6 travel to Riverside on Tuesdays for a swimming lesson. They need Widford Lodge swimwear, available from School Wear Plus.

Skill development continues to be important but there is increasing emphasis on match play and tactical awareness. We aim to get as many children as possible involved in competitive matches against other schools in addition to the inter-house programme.

General fitness is completed at the beginning of the lesson in the warm up and throughout the lesson.

<u>Term</u>	<u>Autumn 1st</u>	<u>Autumn 2nd</u>	<u>Spring 1st</u>	<u>Spring 2nd</u>	<u>Summer 1st</u>	<u>Summer 2nd</u>
Sport	<b>Orienteering and Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Racket sports</b>	<b>Athletics</b>	<b>Athletics</b>
Details	Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities.  They take part in team building challenges that really test their physical, mental and co-operative skills.	Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child.  We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.	Children learn and perform increasingly complex sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.	Children continue to work on forehand, backhand and volleying skills. They also practise serving. They play doubles and singles games, keeping score themselves. They are also introduced to other net games such as table tennis and badminton.	Children not only participate in sprints, long distance running, relays, high jump, long jump and throwing activities but are also expected to judge and measure performances. Much credit is given to any child who beats their 'personal best' and the children really do encourage each other. Standards are recorded which go towards the House Sports day competition.	As for summer 1st

<b>Term</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>Sport</b>	<b>Orienteering and Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Racket sports</b>	<b>Athletics</b>	<b>Athletics</b>
<b>Kit needed</b>	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts, white polo tops and a blue sunhat. A drinks bottle.	White shorts, white polo tops and a blue sunhat. A drinks bottle.

## **Personal, Social, Health and Economic Education in Form 6**

At Widford Lodge we promote wellbeing alongside academic achievement. Where the relationships between wellbeing and learning are recognised and developed, children thrive. PSHEE makes an invaluable contribution to our Form Six's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour. We follow the Jigsaw mindful approach to PSHEE, it is a progressive and spiral scheme of learning. In planning the lessons, the Jigsaw scheme ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The Relationships and sex curriculum is wholly consistent with the National Curriculum (2014) and DfE (2020) guidance. We have planned a progressive curriculum appropriate to each age group. LGBTQ+ is included in the curriculum in a sensitive and age-appropriate manner

### **Being Me In My World**

- Know how to set goals for the year ahead
- Understand what fears and worries are
- Know about children's universal rights (United Nations Convention on the Rights of the Child)
- Know about the lives of children in other parts of the world
- Know that personal choices can affect others locally and globally
- Understand that their own choices result in different consequences and rewards
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process

### **Celebrating Difference**

- Know that there are different perceptions of 'being normal' and where these might come from
- Know that being different could affect someone's life
- Know that power can play a part in a bullying or conflict situation
- Know that people can hold power over others individually or in a group
- Know why some people choose to bully others
- Know that people with disabilities can lead amazing lives
- Know that difference can be a source of celebration as well as conflict

### **Dreams & Goals**

- Know their own learning strengths
- Know how to set realistic and challenging goals
- Know what the learning steps are they need to take to achieve their goal
- Know a variety of problems that the world is facing
- Know how to work with other people to make the world a better place
- Know some ways in which they could work with others to make the world a better place
- Know what their classmates like and admire about them

### **Healthy Me**

- Know how to take responsibility for their own health
- Know how to make choices that benefit their own health and well-being
- Know about different types of drugs and their uses
- Know how these different types of drugs can affect people's bodies, especially their liver and heart
- Know that some people can be exploited and made to do things that are against the law
- Know why some people join gangs and the risk that this can involve

- Know what it means to be emotionally well
- Know that stress can be triggered by a range of things
- Know that being stressed can cause drug and alcohol misuse

### **Relationships**

- Know that it is important to take care of their own mental health
- Know ways that they can take care of their own mental health
- Know the stages of grief and that there are different types of loss that cause people to grieve
- Know that sometimes people can try to gain power or control them
- Know some of the dangers of being 'online'
- Know how to use technology safely and positively to communicate with their friends and family

### **Changing Me**

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know that sexual intercourse can lead to conception
- Know that some people need help to conceive and might use IVF
- Know how a baby develops from conception through the nine months of pregnancy and how it is born
- Know how being physically attracted to someone changes the nature of the relationship
- Know the importance of self-esteem and what they can do to develop it
- Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

## **Religious Education in Form 6**

These are the Religious Education topics that the children will be learning about in Year 6. As well as studying these key questions, the children will be encouraged to develop enquiry-based skills and reflect upon their own beliefs and values.

### **Autumn**

#### **Religions**

We are recalling various facts about how religions are practised around the world. We will be investigating similarities and differences between religions, while evaluating our own beliefs.

- What is important about religious symbols?
- What symbols are related to which religion?
- What festivals do each religion celebrate?
- What prayers do each religion follow?
- What books can be found in each religion and how significant are they?
- What similarities can be found between each religion?
- What differences can be found between each religion?

#### **Significant People**

We are learning about significant people in history and examining the impacts that they have had.

- What makes someone a significant person?
- Who would you describe as a significant person?
- Who was William Wilberforce?
- Who was Stephen Hawkins?
- Who was Sir Tim Berners-Lee?
- Who is Bill Gates?
- Who was Ghandi?
- Who was John Logie Baird?
- Who was Sir Robert Peel?
- Were the people we studied significant?

### **Spring**

#### **Humanism**

We will be looking at the meaning of Humanism.

- What is the Humanist symbol?
- What are the key Humanist beliefs and ideas?
- What ceremonies mark milestones in the life of a Humanist?

#### **Create your own religion**

We will be looking at what factors you would need to consider to setup our own religion.

- What is your religion about?
- What do people who follow your religion believe?
- What is your religious symbol?
- What prayers are there in your religion?
- What leaders are there in your religion?
- What festivals do you have?
- Is it similar to other religions?



## **Summer**

### **Mindfulness**

We are learning what is mindfulness and how it might help us in the future.

- What is mindfulness?
- Am I 'Mindful'?
- When would I use mindfulness?
- How do you practise mindfulness?
- Is mindfulness of benefit to me?

### **Project Work**

We will be producing individual projects that discuss similarities and differences between the 6 major religions that we have studied at Widford.

## **MFL in Form 6 (Spanish terms 1-2 and French/German in the summer term)**

From September, all pupils learn Spanish for one hour per week, with Señora Scott. They are introduced to some Spanish phonics, to help them to identify sounds and letter strings so they are able to spot patterns of pronunciation and grammar. They shall be learning four skills: listening, speaking reading and writing in Spanish (the emphasis will be mainly speaking and listening at the early stage of learning a new language). They will identify similarities between French they learnt previously with Spanish. We move from using single words to short phrases and sentences. Pupils will begin to discover a little grammar of the Spanish language and identify differences and similarities with English. Pupils are encouraged to become “language detectives” as they begin to build language-learning skills.

In the summer term we revise French, Spanish and learn a little German in preparation for pupils’ transition to secondary school. The learning during this term is personalised to reflect pupils’ preferences and level of ability.

### **Autumn:**

#### **KEY QUESTIONS TO PRACTISE VERBALLY IN EVERY LESSON:**

i. ¿Cómo te llamas? ¿Cómo estas? ¿Cuántos años tienes?

#### **Unit 1: Me Presento (I present myself)**

- Learn the days of the week and months of the year, so say the date (and numbers up to 31)
- Count to 20 in Spanish.
- Say their name and age in Spanish.
- Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.
- Tell you where they live in Spanish.
- Tell you if they are Spanish or English, introducing concept of gender and agreement.
- *Intercultural understanding: European Day of Languages, Christmas around the world (Spanish-Speaking countries) and festive vocabulary. Cultural Lesson: El Dia de los Muertos (Mexico)*
- *Intercultural understanding: European Day of Languages (Spanish-speaking World), El Dia de Los Muertos (Mexico) Christmas around the world (Spanish-speaking countries)*

### **Spring:**

***The units chosen this term are both Progressive Language Units. They shall consolidate learning and extend the skills that will encourage the pupils to understand and use more sentences, conjunctions and opinions when speaking, listening, reading and writing.***

#### **KEY QUESTIONS TO PRACTISE VERBALLY IN EVERY LESSON:**

i. ¿Cómo te llamas? ¿Cómo **l**estas? ¿Cuántos años tienes? Developing new questions to add to a thorough role-play and speaking practise activities in class and for assessments.

#### **Unit 2: El Fin de Semana (The Weekend)**

- Ask what the time is in Spanish.
- Tell the time accurately in Spanish.
- Learn how to say what they do at the weekend in Spanish.
- Learn to integrate connectives into their work.
- Present an account of what they do and at what time at the weekend.

#### **Unit 3: La Comida Sana (Healthy Eating)**

- Name and recognise ten foods and drinks that are considered good for your health.

- Name and recognise ten foods and drinks that are not considered good for your health.
- Say what activities they do to keep in shape during the week.
- Say in general what they do to keep a healthy lifestyle.
- Learn to make a healthy recipe in Spanish.
- *Intercultural Understanding: Easter in Spanish-speaking countries- Semana Santa (Holy Week) and typical traditions/celebrations*

Cross curricular links: telling the time (Maths link), healthy choices (Science/PSHEE/Food technology)

**Summer:**

**Dual-Language Studies (German learning and revision of Spanish)**

- Learning some basic German
- Revision of 2 languages and preparation for secondary: introducing myself and giving basic details in German and Spanish
- Writing a short paragraph about myself in at least 2 languages.
- Choice of activities to include: extension of Spanish vocabulary, extension of German vocabulary. Pupils are guided by the teacher in all activities but there is an element of choice to reflect their personal interests and in preparation for the languages they will study in Year 7.
- *Intercultural Understanding: World sport competitions and the impact to countries- tourism/coverage/traditions)*
- *Language Learning Skills: Comparing different foreign languages taking into account punctuation, word order, use of capital letters, etc.*

## **Music in Form 6**

### **ONGOING SKILL DEVELOPMENT**

**Listening and appraising skills:** Children will be encouraged to focus on the instrumentation and interrelated elements of music and describe what they hear using an ever increasing range of technical vocabulary e.g. pitch, rhythm etc.

**Performing** and recognising rhythm, pulse and pitch in music

**Good singing technique/singing songs with increasing complexity:** The children will learn a number of songs that may have a topical or seasonal relevance or as part of preparation for a school concert, assembly or production.

Please note that the order of the following units of work may change in order to accommodate rehearsals for the Form 6 school production. Form 6 will continue to learn the ukulele during the lessons.

### **Autumn:**

#### **Exploring Rounds**

- Singing songs in parts and rounds
- Performing instrumental lines in parts
- Providing accompaniments for songs in rounds
- Exploring the effect of notes played together

#### **Exploring Western Classical Music**

- Listening and appraising a range of classical music
- Exploring context and meaning in music
- Learning about the historical context of music
- Learning to recognise elements and structure in music

### **Spring**

#### **Classroom Jazz**

- Recognising style indicators
- Play instrumental parts to a backing track
- Improvise instrumental parts

#### **Performing Together**

- Children learn songs for the School production

### **Summer**

#### **Exploring Rounds, Fugues and Canons**

- To listen to and appraise a variety of music that is constructed as a round, fugue or Canon
- To listen to, analyse and appraise various versions of Pachelbel's Canon in D
- To create a simple composition based on Pachelbel's Canon

#### **Writing blues Songs (if time allows)**

- Creating lyrics
- Exploring song structures
- Writing simple blues songs