

Curriculum Information

D Group
Year 6



st Chris
2024-25



ST. CHRISTOPHER SCHOOL
LETCWORTH GARDEN CITY

Curriculum Information

D Group Year 6

The Junior School follows a one-week timetable with a topic-based curriculum. Subject specific learning is, in the main, approached through the lens of the topic.

In this booklet you will find a summary of the main subjects covered in D Group (Year 6) and the amount of time dedicated to them each week. The class teacher is the main lead for the subject except for those subjects which are led by specialist teachers, detailed below.

Topics covered in D Group

Autumn Term: Conflict (World War II)

In the autumn term we look at conflict, specifically World War II. We learn about why the war started, the declaration of war, evacuation, the blitz, D-Day, rationing, children's pastimes, and what happened at the end of the war. Within our study of this topic, we use English and art to encourage students to think about what it may have been like to live in that era. Traditionally, we have a day where the students experience a day at school as an evacuee.

Spring Term: Migration

Our spring term involves a brief flight through British history, looking at the variety of invaders and settlers who have landed on our shores. We have 'mini focuses' on the Anglo Saxons, Vikings, Normans, and Tudors. The term culminates with a week-long visit to York to experience our learning in a different way, giving a real life feel to our students' theoretical learning.

Summer Term: Urban vs Rural

In the summer term, we look at the development of various settings in Britain. We learn about how towns develop, looking at industrialisation, the role of the railways in boosting trade, and change in how we spend our leisure time. We look at the changes in the seaside and holiday industries and finally undertake a study of Letchworth Garden City and the birth of the Garden City movement.

Subjects over each week



English

Iain Wheeler,
Bryan Anderson

4 hours



Number of hours over 1 week

The bulk of our English study is inspired by our topic. The students are immersed in the content, enabling them to fully understand what they're writing about and stimulating their creativity. Grammar is taught both explicitly and through creative writing, including sentence structure, precise vocabulary choices, more advanced punctuation, and linking paragraphs. Spellings are set and tested weekly.



Maths

Iain Wheeler,
Bryan Anderson

5 hours



In preparation for senior school, we work hard to consolidate place value and number skills, helping students to feel confident with manipulating questions and selecting the most efficient strategy to solve a problem. We have an overarching focus on fractions, decimals, and percentages as well as developing the student's skills in algebra. Later in the year, we look at geometry, statistics, and ratio.



Science

Iain Wheeler,
Bryan Anderson

2 hours



In science, students learn all about the human body, including the circulatory, respiratory and digestive systems before looking at light, classification, and electricity. Lessons are both theoretical and practical and we encourage students to think scientifically: to think of questions, make hypotheses, and then test them, justifying their results with scientific theory.



Computing

**Iain Wheeler,
Bryan Anderson**

1 hour

We practise a range of skills in computing, ranging from blogging to creating a printed advertising campaign. In an ever-changing world, we aim to understand how AI works and discuss the implications and moral impact of developing technologies. Within lessons, students are taught how to stay safe online and what their obligations are when it comes to respectful online behaviour.

Humanities – Geography and History

**Iain Wheeler,
Bryan Anderson**

2 hours

In history, we look at a variety of sources and analyse the reliability and effectiveness of different types of sources. We become historical detectives and see what information we can get from artefacts. There is a lot of storytelling in terms of understanding key points in history also in geography. We look at maps and scales, considering human impact on geography and how advances in technology can impact an area.

Art and Design Technology

**Iain Wheeler,
Bryan Anderson**

2 hours

Art and design technology in D Group is exclusively inspired by our topic work. We use a range of media including watercolours, acrylics, dyes, and silhouettes. In our study, students create 3D structures and learn how to draw intricately. We also practise needlework using felt and learn how to mend damaged clothes. Students are guided in how to practise techniques, but they also have the freedom to experiment and be creative.



PSHE and RSHE

**Iain Wheeler,
Bryan Anderson**

1 hour

PSHE (Personal, Social, and Health Education) and RSHE (Relationships, Sex, and Health Education) are taught with the understanding that the students will be transitioning to senior school at the end of the year. We learn about taking responsibility and foster increased independence as well as self-motivation and ambition. We talk extensively about resilience and how to take risks appropriately and safely. Lessons are taught mostly through discussion and drama activities with lots of group work.

French

Cyrille Simon

1 hour

Through games, songs, mime, dance, and projects, students learn key French vocabulary, linguistic structures, and grammar. During the transitional year towards senior school, more emphasis is placed on student ownership over their learning by encouraging more student led activities. For example, students take full autonomy over classroom routines, set up to consistently revisit and build upon previously learnt language. Through a variety of engaging situational topics, students revise and meet new grammatical concepts such as irregular present tense verb formations, introduction to key verbs in the past tense, a wide range of conjunctions, complex negations, and imperatives. Focus remains on understanding aural input and oral output, however, students are also encouraged to notice features of written French when reading short texts and begin to produce their own writing in the target language.

Music

Bryan Anderson

1 hour

Lots of class singing happens in D Group, with harmony and an extended range. Students perform challenging pieces together, using all of the instruments available to them. Composition activities are a key component this year and include topics such as composing to a brief, creating lyrics and a melody, and understanding and developing musical structures (ternary form and verse/chorus).



Activities

Jan Hall

1 hour

Starting the Autumn Term, D Group students take part in weekly lessons in the Senior School, rotating through a carousel of subjects each half term, to help them acclimatise to learning in a Senior School environment, moving to new areas for different lessons, and meeting members of staff who teach in the Senior School.

Computing, cookery and pottery are taught each half term with students taking part in each subject twice across the whole year. Students are accompanied to and from the Senior School by Junior School staff.



Cooking

Ros Black

In D Group cooking, students develop skills around preparing, cooking and serving food. Throughout the year students make a range of recipes to practice skills such as knife skills, safe use of the oven, preparing different fruit and vegetables, making and shaping doughs for bread and pastry. During lessons, students are encouraged to think about and discuss different aspects related to the food they are making – such as where the ingredients come from, healthy eating and foods from around the world. Here is a selection of the dishes that D Group have cooked this year: crudités with dips; choc chip cupcakes; pizza; apple crumble; samosas; blueberry and cinnamon muffins; and scones with cream and jam.



PE

Abigail Lester

1 hour

Students participate in the following activities to develop their fundamental tasks such as fitness, outdoor and adventurous, activities, creative dance, gymnastics, tennis, and athletics. These skills, alongside those taught during their games lessons, are supported with after school practices and the opportunity to play competitive fixtures.



Games

Abigail Lester

1 hour 30 minutes

Students follow a programme of football and netball (autumn term), rugby and hockey (spring term), and cricket and rounders (summer term). Students think about how to use tactics and strategies to outwit the opposition.

They also learn to plan basic principles of attack and make informed decisions during small-sided games.

Additionally, students learn to understand the effect of exercise and develop an attitude of fair play, sportsmanship, and enjoyment.

Swimming

Jenny White

45 minutes (+ changing time)

Throughout their swimming lessons, D Group focus on building stamina. Within the year, students learn how to swim 200m in effective front and back crawl. Students also refine strokes (preferred stroke) to a pre-competitive (proficient) level.

Forest School

Lydia Sommerville

1 hour 30 minutes – once per half term

This year we are trialling French Forest School once every half term. Inspired by the natural environment around us, we explore our surroundings in spoken French. Examples of what we cover include descriptions of stick sizes, birdwatching to extend descriptions and think about adjectival placement, and the arrival of spring to practise er verbs. The focus on spoken French gives the students an opportunity to express themselves more freely whilst developing a range of language skills that can be exploited further when back in the classroom.

What is *Forest School*?

Forest School at St Chris is a child-centred, inspirational process that gives our students opportunities to challenge themselves, develop confidence and increase their self-esteem through hands on learning experiences in a natural environment. Sessions are based on a fundamental respect for students and for their capacity to instigate, explore and maintain curiosity in the world around them. Most importantly, our students develop a deep and meaningful connection to the natural world and understand their place in it.



St Chris has a whole - of - person approach, strong pastoral - behavioural support offering , as well as the expectation that my child's academic gifts would be nurtured

Current Parents' Survey, 2022