

Year 2 Curriculum Topic Map

September 2021



This curriculum is standardised across The Forge Trust. Where it differs in each academy, local context is taken into account.

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	<ul style="list-style-type: none"> Visit a local supermarket to explore where produce is from and to purchase fruit as a stimulus for art work (use fruit from Jamaica to link into Geography Unit. Use the walk to identify human features of the environment and link to aerial photos. Cultural Diversity (similarities and differences for children living in Kirkby and Kingston). Science – make explicit links to how all humans need the same things to grow and thrive. 							Sports coach or nutritionist to visit school to talk about keeping healthy. Aspiration: how did they qualify. What do they do in their job? Cultural Diversity: Florence Nightingale and Mary Seacole: caring for all regardless of background, and culture. Mary Seacole: how was her life different to that of Florence Nightingale and explore the important things they had in common (drive, vision, personality, work ethic, compassion). Aspiration: the achievements of Florence Nightingale in leading on improvements in nursing and health against the expectations of the time.						
PE	REAL PE - Unit 1 - Personal <ul style="list-style-type: none"> I know where I am with my learning and I have begun to challenge myself I try several times if at first I don't succeed and I ask for help when appropriate I can follow instructions, practise safely and work on simple tasks by myself 							REAL PE Unit 2 – Social <ul style="list-style-type: none"> I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas I can help praise and encourage others in their learning I can work sensibly with others, taking turns and sharing 						
Science	The Needs of Animals and Humans <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults; Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 				Keeping Healthy <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 			
Art	Still Life – Cezanne (begin with observational drawings of fruit, leading to work with pastels and paints, progress to using Paul Cezanne's work as an inspiration to explore techniques.) Aims: <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 							Jamaican Art (choose a stylised piece of Jamaican art work as a stimulus for collage) <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; To use a range of materials creatively to design and make products; Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design. 						

	Autumn 1							Autumn 2							
	1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History							Florence Nightingale/ Mary Seacole <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. 								
RE														Leaders: What makes some people inspiring to others? Christian and Jewish leaders <ul style="list-style-type: none"> Pupils retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives (A2); Pupils think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving (C1); Pupils encounter many examples of simple 'wise sayings' (e.g. from Jesus) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); Pupils ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2); Pupils discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2); Religious content will include: Stories about key leaders e.g. Moses, Jesus, Peter; their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. 	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Geography	Comparing Kingston (Jamaica) with Kirkby <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans; Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 													
Computing			2.1 Coding <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; Create and debug simple programs; Use logical reasoning to predict the behaviour of simple programs. 				2.2 Online Safety <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 							
Music	Travel Musical Focus: Performance The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive "theme park" music. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 									Our Bodies Musical Focus: Beat The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 				

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DT								<p>Nutrition</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria; • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria. <p>Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes; • Understand where food comes from. 						

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Curriculum Drivers/ Enrichment	Visit Newark Air Museum (or suitable local option) Aspiration: The Wright Brothers and the qualities needed to succeed, perseverance overcoming set-backs and failures. Link to own experiences when designing and making. Cultural Diversity: Learning about other cultures (Jewish beliefs and practices linked to creation/ stories in common with Christianity. All humans as part of the same family.						Visitor from White Post Farm (introduction to a range of animals as a stimulus for learning about habitats) Aspiration: Visitor to visit classes afterwards and children to interview about role, what does the person do for their job? how did they learn to care for animals etc.? Visit to a local place of worship or visitor into school (baptism and discussions of belonging). Cultural Diversity: We all need to belong. In what ways do we already belong? School? Family? Clubs? Teams? How can we help a new pupil who doesn't speak our language to belong?					
PE	REAL PE – Unit 3 Cognitive <ul style="list-style-type: none"> I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well I can understand and follow simple rules and can name some things I am good at 						REAL PE – Unit 4 – Creative <ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme I can explore and describe different movements 					
Science	Uses of Materials <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 			Living things and their habitats <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive; Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; Identify and name a variety of plants and animals in their habitats, including micro-habitats; Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 			Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 		
Art							Clay animals/ habitats (decide on an animal to focus on and begin with observational drawings, leading to plans and then begin to experiment and work with clay towards a finished high quality product. <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 					

	Spring 1						Spring 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
DT	<p>Flying and gliding</p> <ul style="list-style-type: none"> Design, make and evaluate a <i>paper plane</i> that will sustain flight/ travel the furthest (challenge: how long); Design, make and evaluate a parachute and protection that will protect an egg when dropped from height. <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 													
History	<p>The First Flight</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. 													
RE			<p>Believing: What do Jewish people believe about God, creation, humanity, and the natural world?</p> <ul style="list-style-type: none"> Pupils explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children (C3); Pupils could work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1); Pupils retell the Jewish story of creation, considering ways in which people care for the earth and making links with the Environment and Science (C3); Pupils explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest (A1); Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3). <p>Religious content will include: Children's ideas about God; Jewish peoples' ideas about God and the story of creation. The importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</p>								<p>What is it like to belong to the Christian religion?</p> <ul style="list-style-type: none"> Linking to PSHE, pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1); Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2); Pupils explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism (A1); <p>Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action (C2). Religious content will include: Belonging in a family, school and community. Ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism, Golden Rule.</p>			

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Geography							Animals Around the World <ul style="list-style-type: none"> Investigate the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Recap: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 					
Computing				2.4 Questioning <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 							2.5 Effective Searching <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school. 	
Music	Number Musical Focus: Beat The children explore steady rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 						Animals Musical Focus: Pitch The children link animal movements with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. 					

	Summer 1					Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Curriculum Drivers/ Enrichment	Visit to Wawick Castle Aspirations Who is responsible for the upkeep of Newark Castle stone masons, grounds people etc., (input during visit). Cultural Diversity (what was it like to be a Saxon under Norman rule). Links to belonging- how would you feel seeing the castle going up with a drawbridge in your town. You can't go in without permission, and are told what to do (links to Saxon "Moots" debates to decide things and British Values- democracy.)					Visit to a synagogue (focus on stories with key characters e.g. Joseph, Jonah, Noah). Cultural Diversity: visit to a synagogue how can we believe different things and still be friends. Revisit memories and photographs of earlier visit to a Christian place of worship. Shared beliefs and British values (tolerance). Looking at the things we share in common e.g. special things linked to the Torah. Discuss sharing of key stories in Christianity and Judaism. The United Kingdom: (links to cultural diversity- the UK and beyond, where do our families and friends come from as a way of providing context to learning about the human and physical geography of the UK-what is it like there? How far is it from London, Edinburgh, Cardiff, Belfast? Is it in Scotland, Wales, England?)							
PE	REAL PE – Unit 5 – Applying Physical <ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency u I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed n I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together s 					REAL PE – Unit 6 – Health and Fitness <ul style="list-style-type: none"> I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down u I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely n I am aware of why exercise is important for good health s 							
Science	Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants; Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 					Working Scientifically <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 		Seasonal Changes <ul style="list-style-type: none"> Observe changes across the four seasons; Observe and describe weather associated with the season and how day length varies. 		Working Scientifically (possible investigations linked to shadows and light) <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions. 			
Art						Stain glass Windows illustrating stories from the Old Testament (See RE link) Aims: <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 				Shadows and Silhouettes Aims: <ul style="list-style-type: none"> Introduce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 			

		Summer 1					Summer 2						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DT		Build a model of a Castle with working drawbridge. Design <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. Technical knowledge <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable; Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 											
	History	Why was Wawick Castle built and what was it for? (events beyond living memory that are significant nationally). What happened, what took place and how do we know? Why were castles built in the way they were? <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 											
RE						Jewish and Christian Stories : How and why some stories are important in religion? What can we learn from them and from the Torah? Pupils retell (for example through drama or in pictures) some religious stories with key characters such as Joseph, Jonah, Noah, Daniel, David, Abraham and suggest reasons why they are important to Jewish people and Christians (A2); <ul style="list-style-type: none"> Pupils think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively (C1); Pupils ask and find out about from where these stories come (The Torah, the Old Testament in the Bible) (B3); Pupils consider what is special about the Torah and respond sensitively, relating to their special things (B1); Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. The importance of the Torah.							
Geography						The United Kingdom <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; Identify seasonal and daily weather patterns in the United Kingdom and the location. 							

	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Computing	2.6 Creating Pictures <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		2.7 Making Music <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		2.8 Presenting Ideas <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 							
Music												

Additional Commentary

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

A. Curriculum Design

Rigour in planning and delivery, including excellent modelling, demonstrations and clarity is a pre-requisite for implementing curriculum design.

“Teachers teach techniques and a technique becomes a skill when it is applied independently”

Out of the three main designs for curriculum (knowledge, knowledge-engaged and skills-led), all subjects in our curriculum are knowledge-engaged. Knowledge engaged means knowledge is taught with a view to children applying this knowledge through thoughts, physical skills or actions. For example, in writing or problem solving. Reference can be made to Bloom’s Taxonomy.

B. The ‘golden threads’ in our curriculum are as follows:

1. Standards: pupil achievement in reading, writing, speaking & listening and maths (especially important in white working-class areas for children to go on and achieve);
2. Aspirations (typically white working class children lack aspiration for many reasons, and can often lack knowledge about ‘pathways’);
3. Cultural diversity and preparing children for ‘Modern Britain’.

See top of Curriculum Map for each term for Aspiration and Cultural Diversity threads. For Standards, See Long-Term Planner.

The Three 'I's of Curriculum

INTENT : The 'top level' view of the curriculum. It is 'what is on offer'.

Key Question: Why are children taught what they are in Forge schools?

Answer: The Executive Senior Leadership Team of the trust believe strongly that all schools should follow the National Curriculum Framework 2013. Approximately 80% of the content is standardised in every year group, with 20% autonomy for schools to make 'local' decisions fitting the context of the school.

Key Question: Why were the curriculum decisions made?

Answer: Our catchment areas are predominantly White British, many of them serving areas of deprivation and challenge. As a result, we must equip children with the necessary basic skills in Mathematics, English and Science so that they can succeed in life. Being sufficiently skilled in these areas gives children 'currency' to go on and access higher qualifications and courses when they leave primary school. Therefore, **standards** are a golden thread in the curriculum that will give children the necessary cultural capital required. In our context it is imperative that we prepare children for life in modern Britain by making sure they are taught about different cultures and faiths. We aim for our children to be tolerant and understanding of people who appear to be 'different'; consequently **cultural diversity** is also a golden thread. In our schools, the social mobility agenda is very important given the nature of our catchments, therefore **aspiration** is another golden thread throughout our curriculum. Linked closely to aspiration is our speaking and listening curriculum, that prepares children and builds their public speaking skills through four key areas: speaking skills; listening skills; awareness of audience and non-verbal communication.

Key Question: Who made the curriculum decisions?

Answer: The curriculum in place is 'layered', with 7 stages to the planning process at The Forge Trust. Below is a description of each planning stage as well as key personnel who contributed at the various stages:

Stage 1: Curriculum Map for all Year Groups (showing National Curriculum references for all subjects as well as coverage. Local Curriculum/context 20% and National Curriculum 80% trust standardised). ESLT prepared this stage: The CEO, Deputy CEO, Consultant Principal and Principals. A high degree of control and expertise was imperative at this stage to ensure the highest quality.

Stage 2: Connections-When do we revisit key concepts? (do this using the curriculum map template). ESLT prepared this stage: The CEO, Deputy CEO and Consultant Principal.

Stage 3: Long-term plan-Similar to the curriculum map but includes the following core extras:

- Composition-grammar and the process of writing;
- Reading;
- Maths;
- Spelling.

The Senior Leadership Team (SLT) of each school devised these plans in consultation with curriculum leaders in the core subjects.

Stage 4: Medium-term knowledge organisers (for topics) showing cross-curricular links with other subjects and key vocabulary (similar to the old topic webs). Year Group Leaders in each school create these documents.

Stage 5: Concept Pyramids (ASSESSMENT OF FOUNDATION SUBJECTS)-This is key concepts and vocabulary covered in a topic and is the basis for assessment in non-core subjects (pre/end tests in books). Year Group Leaders in each school create these documents.

Stage 6: Refer to Learning Journeys (A4) and overview of the sequence of work and teachers do this EVERY LESSON! Ensure there is a 'Reflection Box' – what have I learnt in this topic/what do I still need help with? Teacher can refer to stage 2 and mention when it will be revisited if the content is something of a core nature. Class Teachers are responsible for creating Learning Journeys.

Stage 7: Weekly Planning and individual lessons. Class Teachers are responsible for creating Learning Journeys.

IMPLEMENTATION: 'Curriculum is WHAT is taught not HOW' (Ofsted 2018)

WHAT: In core subjects, topics are taught in a systematic way to build on previous learning and ensure maximum understanding. Key vocabulary is highlighted and children have opportunities to use and apply their learning in every lesson. In subjects such as Science, PE, RE, MFL, DT, History, Geography and Art, topics have a concept wall containing key vocabulary linked to the topic. These concept walls form the basis of assessment criteria, but more importantly guide a meaningful learning journey where lessons are sequenced in a progressive way.

Process: 1. Teachers plan coverage of a topic listing key vocabulary and concepts on a wall. 2. The concept wall is used as a basis for pre-testing children to assess their knowledge at the start of a topic. 3. Children fill in their empty pyramid with three levels of words and concepts: level 1-words and concepts they already know; level 2-words and concepts they are familiar with but don't have a deep understanding of; level 3-words and concepts that they have no knowledge about at all. 4. The sequence of lessons on the learning journey (scheme of work) with explicit reference to the learning journey at each stage. 5. Reflections on what children have learnt and what they still find difficult are filled in on learning journeys, and an end-test relating to the concept wall is taken. Learning and progress can be measured against the pre-test.

HOW: Individual lessons have learning objectives and success criteria, and the trust's teaching and learning toolkit highlights the areas of the learning cycle that should be evident in a lesson. The toolkit also links to 'pedagogy' that teachers should employ in lessons.

IMPACT

Outcomes are assessed in reading, writing, maths and SPaG at a minimum of three assessment points per year (termly) so that we can accurately track each child. Where year groups are causing a concern, Principals can opt to assess half-termly. We have an exam based system, in line with the accountability system in place nationally. If children can answer questions that represent the taught curriculum in each year group correctly on an exam paper, then we believe that this proves impact. After all, exams are a part of life and provide children with the currency that children need to be succeed. However, although exam papers are only a 'tool' to measure in core subjects, they are not the only measure. We believe in high quality teacher assessment to back up summative judgements. These are linked to ARE grids (age related expectations) in each year group. High quality, ongoing formative assessment happens daily through marking and feedback. Work scrutiny will also show impact and learning.

Ofsted's definition of Curriculum

INTENT: 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage'.

IMPLEMENTATION: '...for translating that framework over time into a structure and narrative, with an institutional context'.

IMPACT: '...and for evaluating what knowledge and understanding pupils have gained against expectation'