



Year 4 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	<p><u>Trips/visitors</u> – Canal trust – Trent lock- workshop and guided walk.</p> <p>Visitor from Water Aid / or similar organisation: https://www.wateraid.org/uk/request-a-speaker.</p> <p>Cultural Diversity: Discussion of the needs shared by all people regardless of background, nationality race etc. An examination of community projects aimed at improving water quality where a diverse range of people have shared their skills to make the project a success. Visit to a local water source or reservoir: explore themes of one world that we all need to care for.</p> <p>Aspiration: Visitor to discuss with pupils the role they carry out and how they got involved with the organisation. Discuss how we can all make a difference in caring for our local environment. DT continue themes of resilience and importance of learning from setbacks (inspirational quotes regarding failure can be instructive: see Winston Churchill, Michael Jordan, Alex Fergusson)</p> <p>Cultural Diversity: The Rugby World Cup discuss the range of countries involved in the tournament and how the things they have in common outweigh the differences. We can compete with each other but respect each other and share a love of the game or sport. There would be no world cup if people couldn't play together regardless of background.</p> <p>Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.</p> <p>Stories from other faiths and religions: The story of Rama and Sita.</p>							<p><u>Trips/visitors</u> – visit from a local orchestra</p> <p>Visit to hear an orchestral performance with opportunities to hear a classical performance. (Consider joint trust performance for Y4).</p> <p>Aspiration: Orchestral members to speak to small groups about their instruments and what you have to do to learn to play. Link to values such as positivity and work ethic/ resilience , teamwork etc. (Enrichment Opportunity: Newark Violin School. Visitor to school to showcase elements of the design and making process and again to talk about how they learned their skills and the traits and dispositions needed to succeed.)</p> <p>Cultural Diversity: Discussions of how an orchestra is made up of many people often from a range of backgrounds and how each roles in an orchestra may be different but each enriches the music produced. (Enrichment Opportunity (Youtube How music saved Venezuela's children- inclusive orchestra from area of high deprivation.) Link to Team work.</p> <p>Consider the achievements of an artist from another culture Fujishima Takeji discuss how he was influenced by the French Impressionists and how cultures benefit from each other.</p>						
PE	<p><u>Unit 1 - Personal:</u></p> <ul style="list-style-type: none"> • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice • 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 							<p><u>Unit 2 - Social:</u></p> <ul style="list-style-type: none"> • I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. • 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. 						

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Science	<p>Precious Water: water is something that we take for granted but this is not true everywhere: explore where water comes from (water cycle) and introduce key concepts. Explore what happens when water is in short supply or polluted. How does this affect animals and humans? How can water be cleaned (look at sieving/ filtering etc.) What can people do to protect our water?</p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature; Recognise that environments can change and that this can sometimes pose dangers to living things. 					<p>Working Scientifically</p> <ul style="list-style-type: none"> See working scientifically criterion to the right (week 5-7 Autumn 2). 		<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating; Recognise that vibrations from sounds travel through a medium to the ear; Find patterns between the pitch of a sound and features of the object that produced it; Find patterns between the volume of a sound and the strength of the vibrations that produced it; Recognise that sounds get fainter as the distance from the sound source increases. 				<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 				

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Art & Design								<p>Sunrise over the Eastern Sea: using the work of the Japanese artist (The Rugby World Cup is held in Japan) as an inspiration for paintings of sunrises over water.</p> <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: • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • About great artists, architects and designers in history. 							

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DT	<p>The Story of Rama and Sita (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story).</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>													

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DT														
	<p>Design a tuned instrument (using the Greek Lyre as a stimulus; pupils to design, make and evaluate a tuned instrument which produces four different notes.</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 													

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History								Ancient Greece <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. 						
RE	Religion family and community: worship, celebration, way of living: <ul style="list-style-type: none"> • Pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions (A1) • Find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations (A3) • Describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, using different literacy approaches to the characters and meanings of the stories (A2) • Investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation are to be explored in relation to the story (B1) • Express and communicate their understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. (C3) Religious content will include: stories of Rama and Sita, celebrations of Divali in both India and in the UK, exploration of Hindu ideas about gods and goddesses, beliefs and values expressed in the stories and the festival, learning from Hindu community life. 													

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Geography				<p>All roads leads to:</p> <ul style="list-style-type: none"> • Learn about OS Maps symbols/ grid references etc. What local features can pupils identify. Progress to producing own maps of the school site to locate an object. Progress to directions and compass points and evaluate. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); 													

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Computing								Coding <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	Online Safety <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 						
MFL								Playtime <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language. 	My Home <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Engage in conversations; ask and answer questions; express opinions and respond 						

		<p>to those of others; seek clarification and help;</p> <ul style="list-style-type: none">• Speak in sentences, using familiar vocabulary, phrases and basic language structures;• Read carefully and show understanding of words, phrases and simple writing;• Appreciate stories, songs, poems and rhymes in the language.	
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	<u>Spring 1</u>						<u>Spring 2</u>					
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Curriculum Drivers/ Enrichment	<p><u>Trips/visitors</u> – Warburtons workshop – bread making</p> <p>Cultural Diversity: Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages (e.g. Hindu Pilgrimage, The Haj as well as Christian Pilgrimage (Iona or The Lady of Walsingham. NB there is a statue of the Lady of Walsingham in Newark Parish Church). Explore how shared experiences create belonging and how this is vital for well-being regardless of faith and beliefs. In DT consider how ingredients and cooking traditions from different cultures have enriched the food we eat and have available. Consider how we depend on a range of countries for the food we eat. Aspiration: Visitor into School. Arrange for the School Chef or other suitable Chef to talk to the children about making soup. Involve the children in discussions about catering as a career. What does the chef do in their role? What qualifications/ certificates do they have? What do they enjoy about cooking/ creating food?</p>						<p><u>Trips/visitors</u> – Tropical butterfly house (including workshop).</p> <p>Enrichment: Visit to Zoo/ park with access to rainforest animals e.g. reptiles, amphibians etc Aspiration: Member of staff from the zoo/ park working in conservation to discuss their route into the role. The challenges and rewards of working in this sector. Cultural Diversity: Explore with the children the ecological importance of Rainforests and how we all have an interest in conservation. Discuss themes of “one world” and how we all need to care for it regardless of nationality. Consider the skills of indigenous people who survive and thrive in the rainforest and the threats they face from deforestation etc. Explore the creative work produced by indigenous Australians and the importance of creativity and art to all people. Consider how we value the differences and similarities in art work (Aboriginal representations of the rainforest compared with the work of Rousea and some similarities between pointillism and techniques used in Aboriginal art.</p>					
PE	<p><u>Unit 3 - Cognitive:</u></p> <ul style="list-style-type: none"> • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. • 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. 						<p><u>Unit 4 – creative:</u></p> <ul style="list-style-type: none"> • I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. • 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. 					

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Science	<p>Why we eat? (and what happens to our food?)</p> <p>Science: Year 4:</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans; Identify the different types of teeth in humans and their simple functions. <p>Revisit</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <p>Revisit</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 						<p>Working Scientifically (link to healthy eating. Explore food preferences and healthy diets) Collect data to answer questions</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 						<p>The Rainforest (Living things and their habitats)</p> <p>Living things are their habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways; Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; Recognise that environments can change and that this can sometimes pose dangers to living things; Construct and interpret a variety of food chains, identifying producers, predators and prey. 						<p>Working Scientifically (link to rainforest work on the understory) what habitats are their locally at the level of mini beasts/ insects etc. classifying and identifying and investigating habitats e.g. woodlice preference chamber.)</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 					

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Art							<p>How has the rainforest been represented in Art (contrast the work of Rousseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques.</p> <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. <p>Subject content:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • About great artists, architects and designers in history. 					
							<p>Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.)</p> <ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • To create sketch books to record their observations and use them to review and revisit ideas. 					
DT	<p>Plan and make a nutritious soup for a pilgrim arriving on Iona (link to discussion of the harshness of conditions for early Christians making the journey to Iona)</p> <p>Nutrition</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet; • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 											

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RE	<p>Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages?</p> <ul style="list-style-type: none"> • Consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); • Suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians (B2); • Linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); • Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression (C1). Religious content will include: learning about pilgrimages and religious journey to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). 											

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History											<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC; • The Roman Empire by AD 42 and the power of its army; • Successful invasion by Claudius and conquest, including Hadrian’s Wall. 	
Geography	<p>The Rainforest</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>											

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Computing							4.6 Animation <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 					
Music	External Provider Musical Instrument Tuition <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 						External Provider Musical Instrument Tuition <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 					
MFL												

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Curriculum Drivers/ Enrichment	<p><u>Trips/visitors</u> –Roman drama group workshop/ visit to Roman invaders at Mount Cook.</p> <p>Visit the Jewry Wall (Roman Museum/ former Roman Bathhouse)</p> <p>Cultural Diversity: The Roman Empire: consider the countries that made up the Roman Empire and the range of nationalities of the Roman Soliders in the British Isles e.g. Syrian, North African, European. Consider how all were part of the Roman Empire. Explore issues of inclusivity and contrast this with the Roman use of slavery. Discuss fairness and what it would like to be a slave and why this is unacceptable in Modern Britain.</p> <p>Aspiration: Archaeologist to speak to the children about the finds they have made in their career. What fascinates them the most? What do they do as part of their role, explore the importance of computing in logging and recording sites and finds. How did they become an archaeologist?</p>					<p><u>Trips/visitors</u> – Trip to church and Nottingham synagogue/mosque.</p> <p>Visit to a place of worship to explore rituals/ celebrations associated with a new baby’s birth.</p> <p>Cultural Diversity: Explore the importance of this key milestone in all cultures and some of the similarities between different cultural traditions in celebrating this. Discuss how shared celebrations promote inclusion and belonging. Learn about different cultures’ approaches to the journey of life e.g. the Hindu circle of life. Begin the understand the importance of sense of meaning and purpose to the human experience.</p> <p>Aspiration: Enrichment Link to Electricity. Consider the work of Thomas Edison in inventing the lightbulb. Consider the values that enabled him to succeed against the backdrop on numerous failures e.g work-ethic. Consider the importance to success of learning from failure.</p>						
PE	<p>Unit 5 – Applying physical:</p> <ul style="list-style-type: none"> • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. • 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. • 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. 					<p>Unit 6 – Health and fitness:</p> <ul style="list-style-type: none"> • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. • 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. • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. 						

	<u>Summer 1</u>					<u>Summer 2</u>										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
Science	States of Matter <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases; Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 			<u>Working Scientifically</u> <p>Asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identifying differences, similarities or changes related to simple scientific ideas and processes;</p>					Electricity <ul style="list-style-type: none"> Identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; Recognise some common conductors and insulators, and associate metals with being good conductors. 					<u>Working Scientifically</u> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; 		

		Using straightforward scientific evidence to answer questions or to support their findings.		Using straightforward scientific evidence to answer questions or to support their findings.
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	<u>Summer 1</u>					<u>Summer 2</u>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Art						<p>Mosaics (use techniques inspired by Roman Mosaics to represent the the Hindu Wheel-linked to journeys).</p> <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; <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. 	<p>Art inspired by Music (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner’s Iohengrin and Georgia O’ Keeffe’s Music Pink and Blue i i)</p> <p>Aims:</p> <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; <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; Great artists, architects and designers in history. 						

	<u>Summer 1</u>					<u>Summer 2</u>						
	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	<p>Design Make and Evaluate a Roman Onager (catapult)</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their Work; Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures;</p>											

	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
History	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica; • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. 	

	<u>Summer 1</u>					<u>Summer 2</u>											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7					
RE						<p>The Journey of Life and Death</p> <ul style="list-style-type: none"> • Find out about and describe some ways in which different religions see life as a journey (A1); • Make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1); • Compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1); • Develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses (B1). Religious content will include: exploring life as a journey and the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals; a range of ideas about different concepts of an afterlife such as heaven, paradise or reincarnation. 							<p>Spiritual expression: Christianity, music and worship: what can we learn</p> <ul style="list-style-type: none"> • Linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as a Christmas carol, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. (A2) • Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? (A3) • Express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts (A3) • Discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people. (C1) Religious content will include: different examples of the music of the Christian 				

				community, explored in depth as forms of spiritual expression and worship.
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	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Geography						Japan <ul style="list-style-type: none"> • Locate on an atlas a country from six continents that attended the Olympic games. • Use the location of Japan to make predictions about the climate. • Compare life in Tokyo, London and the local area. • Investigate the physical and human geography of Japan to answer questions. 						
Computing						4.3 Spreadsheets <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 			4.5 Logo <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 			

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
MFL	<p><u>The Body</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. 											

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'

