

Year 6 Curriculum Topic Map

September 2021



THE WEST PARK ACADEMY

LABOR OMNIA VINCIT

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>Visitor – Local Vicar. Link to RE unit of work (Week 4-7)</p> <p>Aspiration: Discussion around what motivates companies to support the sector. Explore the rewards and challenges.</p> <p>Cultural diversity: Discuss the range of countries from which we get Fairtrade products and exploring how we are dependent on other countries for food. Explore the UN convention on Human Rights and how fair trade supports communities to have the right to a standard of living adequate for health.</p>							<p>Visit to Lincoln Castle to see the Magna Carta = booked 12.11.20</p> <p>Aspiration: Trip to Lincoln Castle to see the Magna Carta. Discussion around how the Magna Carta meant the King no longer had absolute power. Compare and discuss the different views of Victorian Britain.</p> <p>Cultural diversity: Comparing the different views of Victorian Britain. Discuss why many people wanted changes to elections in Victorian Britain. Discuss the importance of the secret ballot.</p>						
PE	<p><u>Unit 1 – Cognitive</u></p> <ul style="list-style-type: none"> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. 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. 							<p><u>Unit 2 – Creative</u></p> <ul style="list-style-type: none"> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. 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. 						

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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
Science	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Using test results to make predictions to set up further comparative and fair tests; Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; Identifying scientific evidence that has been used to support or refute ideas or arguments. 							<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 						

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Art & Design				<p>Da Vinci to Lowry (Representing people in art)</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. <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]. 				<p>Victorian Silhouettes (Queen Victoria)</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. <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]. 						

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DT	<p>Fairtrade Products (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) 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. <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. 											<p>Bridges (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) 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								<p><u>The Changing Power of the Monarch</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 						
RE	<p><u>Teachings, wisdom and authority</u></p> <ul style="list-style-type: none"> Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2); Linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2); Linking to Citizenship Education, pupils consider moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3). Religious content will include: carefully selected texts from the scriptures of the religions selected for study and contemporary examples of members of the faith communities seeking to live out these texts and their values. 													

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Geography	<p>Fairtrade</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> 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; <p>Place knowledge:</p> <ul style="list-style-type: none"> 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>Human and physical geography:</p> <ul style="list-style-type: none"> 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. 													

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MFL						<p><u>In France</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. 								
Computing	<p>Coding</p> <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. 													

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Music											<p>World Unite (Music Express – Unit 6.1)</p> <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. 			

	<u>Spring 1</u>						<u>Spring 2</u>					
	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	<p>Visitor – WW1 soldier (drama workshop in school) – 05.01.21</p> <p>Cultural Diversity: Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities.</p> <p>Aspiration: Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.</p>						<p>Visit to the Holocaust Centre, Laxton – 25.03.21</p> <p>Cultural Diversity: consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc. Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.)</p> <p>Aspiration: Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.</p>					
PE	<p>Unit 3 – Social</p> <ul style="list-style-type: none"> • I can involve others and motivate those around me to perform better. • I can give and receive sensitive feedback to improve myself and others. • I can negotiate and collaborate appropriately. • 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. 						<p>Applying physical</p> <ul style="list-style-type: none"> • I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. • I can use combinations of skills confidently in sport specific contexts. • I can perform a range of skills fluently and accurately in practice situations. • 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. 					

	<u>Spring 1</u>						<u>Spring 2</u>					
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Science	<p><u>Light</u></p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines; Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Using test results to make predictions to set up further comparative and fair tests; Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; Identifying scientific evidence that has been used to support or refute ideas or arguments. 						<p><u>Electricity</u></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; Use recognised symbols when representing a simple circuit in a diagram. <p><u>Working Scientifically</u> (investigations including investigating the brightness of bulbs, loudness of buzzers etc)</p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Using test results to make predictions to set up further comparative and fair tests; Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; Identifying scientific evidence that has been used to support or refute ideas or arguments. 					

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Art	<p>Art inspired by wartime poetry (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches)</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. <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]. 												
DT							<p>War Time Fruit Cake</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. 	<p>Electronic Quiz Board</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"> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. 					

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History	<u>World War One</u> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 						<u>World War Two</u> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 					
Geography												
RE												
Computing	<u>Spreadsheets</u> <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							<u>Journeys</u> <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; 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. 					

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MFL												<p>Family</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 guage 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; • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • Present ideas and information orally to a range of audiences; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language.

	<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
Curriculum Drivers/Enrichment	<p>Visit to a local park following SAT's week</p> <p>Aspiration: Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference of disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience.</p> <p>Cultural Diversity: Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us."</p>					<p>Residential visit: Robin Hood's Bay 07.06.21 – 09.06.21</p> <p>Aspiration: During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind.</p> <p>Cultural Diversity: Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.</p>						
PE	<p>Unit 5 – Health and fitness</p> <ul style="list-style-type: none"> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 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. 					<p>Unit 6 – Personal</p> <ul style="list-style-type: none"> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. 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. 						

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	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	<p><u>Living Things and Habitats</u></p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; Give reasons for classifying plants and animals based on specific characteristics. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Using test results to make predictions to set up further comparative and fair tests; Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; Identifying scientific evidence that has been used to support or refute ideas or arguments. 					<p><u>Growing up – Health Education Link</u></p> <ul style="list-style-type: none"> That mental wellbeing is a normal part of everyday life in the same way as physical health That there is a normal range of emotions (happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings How to judge whether what they are feeling and how they are behaving is appropriate and proportionate The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) It is common for people to experience mental ill-health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes About menstrual wellbeing including the key facts about the menstrual cycle The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. 						

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	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><u>The Life of Van Gogh</u> 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] • Learn about great artists, architects and designers in history. 											

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DT						<p>The Summer Fair (Suggested activities: motors, fairground rides e.g. Ferris wheels)</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; • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; • Apply their understanding of computing to program, monitor and control their products. 						
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
RE	<p><u>Beliefs in action in the world</u></p> <ul style="list-style-type: none"> • Discover and explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other (C1); • Discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1); • Apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Oxfam (C3); • Write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3); • Religious content will include: spiritual concepts of justice, fairness, compassion and responsibility, related to the work of major faith based global aid and development charities. <ul style="list-style-type: none"> • Find out about the Jewish religion and community, focusing on religious practice in Europe before the Second World War (A1) • Investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own (A2) • Develop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Holocaust and from today's world (B2) • Pupils use case studies and survivor accounts to develop accurate understanding of examples of issues arising from holocaust study (C2) • Having learned about Jewish community action in the UK today, create their own charter of ways to make sure 'Never Again' is 'more than a saying', applying their own ideas to issues of respect for all (C2). <p>Religious content will include: study of religious responses to the Holocaust in Judaism. Pupils will study commitments to remembrance, to peace and to equality influenced by the events of the Holocaust.</p>											

	<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						<p><u>The Coastline</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> 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. <p>Place knowledge:</p> <ul style="list-style-type: none"> 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>Human and physical geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <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. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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. 						

	<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
Computing	<p><u>Text Adventures</u></p> <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 logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; • 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; • 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						<p><u>Moving on</u> (with the option of a leavers' performance)</p> <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. 						

	<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 Future</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; • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • Present ideas and information orally to a range of audiences; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language; • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 									



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 4 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: Learning Journeys (A4) and Concept Walls/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. Assessment involves a pre-test against the concept wall in the first lesson and sit the same end-test at end of the scheme of work. Teachers then measure the difference to gauge learning and progress). Year Group Leaders in each school help teachers to create these documents and quality assure them. Learning Journeys give an overview of the sequence of work and teachers refer to these 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 4: Medium Term planning (which includes individual lesson plans). Class teachers are fully responsible for their own planning, even where planning is shared between the teachers in a year group. The expectation is that a teacher 'tweaks' the planning to fit with the needs of their class.

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'