Year 1 Curriculum Topic Map

September 2023-2024

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.

	Autumn 1							Autumn 2						
	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	**Trip around the local area** (Focus on key human features aerial photos). Aspiration (Jobs people do).					**Visitor into School** (Aspiration: Visitor (Warbutons) staying healthy focus and story of how the visitor came to work in the business.)		**Visit to Yorkshire wildlife park** (science – see NC links. Aspiration- work of a ranger)						
PE	**Locomotor Skills – co-ordination & static balance** **ABC (Agility, Balance & Co-ordination).** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.							**Locomotor Skills – dynamic balance to agility & static balance.** **ABC (Agility, Balance & Co-ordination).** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;						
Science	**The Human Body** **(4 hours 45 as per timetable below)** • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.			**Working Scientifically (Link to human body, 3 hours 10 mins as per timetable below).** • Asking simple questions and recognising that they can be answered in different ways; • Observing closely, using simple equipment; • Performing simple tests; • Identifying and classifying; • Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.		**Animals Including Humans** • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; • Identify and name a variety of common animals that are carnivores, herbivores and omnivores; • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).		**Working Scientifically (Link to Animals Including Humans, 3 hours 10 mins as per timetable below).** • Asking simple questions and recognising that they can be answered in different ways; • Observing closely, using simple equipment; • Performing simple tests; • Identifying and classifying; • Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.			
Art	**Art: Self Portraits** • Become proficient in drawing; • David Hockney (Proportion of faces etc)													
DT					**DT: Healthy Eating.** **<u>Nutrition</u>** • Use the basic principles of a healthy and varied diet to prepare dishes; • Understand where food comes from.			**DT: Design a Home for a Hedgehog** **<u>Design</u>** • Design purposeful, functional, appealing products for themselves and other users based on design criteria; • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **<u>Make</u>** • Select from and use a range of too(pls and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **<u>Evaluate</u>** • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria.			

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History **RE**	**History of Ourselves** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.							**Helen Sharman – First British Astronaut in Space** • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.						
	Discovery RE **Theme – The Creation Story** • Christianity • Key Question - Does God want Christians to look after the world? • We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. • Does the world belong to God? • Should people take care of the world? (Believing/Behaving)							**Discovery RE** **Theme – The Christmas Story** • Christianity • Key Question - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? • We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. • What can I learn from stories from religious traditions? • Are symbols better than words at expressing religious beliefs? (Believing/Belonging)						
PSHE **Geography**	**Being me in my world** • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class							**Celebrating differences** • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships • Know that people have differences and similarities						
			The Local Area • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country; • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment; • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.					**Helen Sharman – First British Astronaut in Space** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • Name and locate the world's seven continents and five oceans; • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.		

	Autumn 1							Autumn 2						
	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**
Computing				**Unit 1.1 Online Safety and exploring Purple Mash Unit 1.2: Grouping and Sorting** • use technology purposefully to create, organise, store, manipulate and retrieve digital content; • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.				**Unit 1.3: Pictograms Unit 1.4: Lego Builders** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.					
Music	**Music Express** **Ourselves** **Musical Focus: Exploring Sounds** The children explore ways of using their voices expressively. They develop skills singing while performing actions and create an expressive story. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music.											**Music Express** **Travel** **Musical focus: Performance** The children develop their performance skills and learn songs about travel and transport around the world. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music.		

	Spring 1						Spring 2					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Curriculum Drivers/ Enrichment	**Visit to Sudbury Hall** (Toy Museum to support topic). Visiting craftsman linked to toy making- e.g. carpentry. To talk about their job/ hobby and how they learned the skill (career opportunities/ routes.						**Walk to Clumber Park** (Spring Gardens and stimulus for art) Find an example of an artist from a different culture with examples of representations of flowers as a stimulus. Stories Jesus told (what do different people believe).					
PE	**Gymnastics** **Dance** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • Perform dances using simple movement patterns.						**Ball skills** **Team Games** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • Participate in team games, developing simple tactics for attacking and defending.					
Science	**<u>Toys</u>** **Everyday materials** • Distinguish between an object and the material from which it is made; • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; • Describe the simple physical properties of a variety of everyday materials; • Compare and group together a variety of everyday materials on the basis of their simple physical properties.				**Working Scientifically (Link to Everyday Materials , 3 hours 10 mins as per timetable below).** • Asking simple questions and recognising that they can be answered in different ways; • Observing closely, using simple equipment; • Performing simple tests; • Identifying and classifying; • Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.		**Seasonal Changes** **<u>Seasonal Changes</u>** • Observe changes across the four seasons; • Observe and describe weather associated with the seasons and how day length varies.				**Working Scientifically (Link to Seasonal Changes , 3 hours 10 mins as per timetable below).** • Asking simple questions and recognising that they can be answered in different ways; • Observing closely, using simple equipment; • Performing simple tests; • Identifying and classifying; • Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.
Art							**Spring Flowers (representing flowers through a range of media using the work of Georgia O' Keeffe as an inspiration)** • 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.					
DT	**<u>Build a Bridge (use the stimulus of a toy car for a character. Can you design build and evaluate a bridge that will allow the character to drive across)</u>** **<u>Design</u>** • Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **<u>Make</u>** • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **<u>Evaluate</u>** • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria. **<u>Technical knowledge</u>** • Build structures, exploring how they can be made stronger, stiffer and more stable.											

	Spring 1						**Spring 2**					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
History	**Toys** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life											
RE	**Discovery RE** **Theme – Jesus as a friend** • Christianity • Key Question - Was it always easy for Jesus to show friendship? • We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. • What can I learn from religious traditions? • Should people follow religious leaders and teachings? (Believing/Behaving)						**Discovery RE** **Theme – Easter – Palm Sunday** • Christianity • Key Question – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? • We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. • Should people follow religious leaders and teachings? • Are symbols better than words at expressing religious beliefs? (Believing/Behaving)				
PSHE	**Dreams and Goals** • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning						**Healthy Me** • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness • Know about people who can keep them safe				
Geography							**Weather around the World (begin with local weather leading to UK weather forecast to explore capital cities and weather in different locations on a given day leading to wider world/ key weather characteristics associated with different climate zones.** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.				

	Spring 1						Spring 2					
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Computing	**Unit 1.5: Maze Explorers** **Computing:** • Create and debug simple programs.						**Unit 1.6: Animated Story Books** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.					
Music				**Music Express** **Machines:** Musical Focus: Beat The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music.					**Music Express** **Seasons:** **Musical Focus: Pitch** The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music.

	Summer 1					Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Curriculum Drivers/ Enrichment	**Cultural Diversity**: Exploring other faiths (Judaism, Christianity, people with no faith). Celebrating difference and common humanity. How can people who think different things get on together. **Aspiration:** During visit to place of worship/ minister/ rabbi. What is their role? How did they achieve their role?					**Aspiration: Trip to the beach - Cllethorpes** (Geography link). Input re conservations and role played. Global citizen – caring for our world. One world we all need to share.				**Cultural Diversity:** Great Fire of London. How the city responded together to fight the fire. Role of King Charles.		
PE	**Ball Skills – working in teams** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending.					**Athletics/Sports Day prep** **Team Games (competitive)** • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending.						
Science	**Let's Grow** • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; • Identify and describe the basic structure of a variety of common flowering plants, including trees.		**Working Scientifically (Plants) 3 hours 10 mins as per timetable below).** • Asking simple questions and recognising that they can be answered in different ways; • Observing closely, using simple equipment; • Performing simple tests; • Identifying and classifying; • Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.			**Coast to Country** • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; • Identify and name a variety of common animals that are carnivores, herbivores and omnivores; • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).		**Working Scientifically (investigating habitats e.g. woodlice preference chamber) 4 hours 45 mins as per timetable below).** • Asking simple questions and recognising that they can be answered in different ways; • Observing closely, using simple equipment; • Performing simple tests; • Identifying and classifying; • Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.		
Art	**Art (plant paintings using Monet as a stimulus)** **Aims:** • 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 use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		**Collage (linked to work on Monet)** • 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 use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			**Coastal Art (observational)** • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques.				

	Summer 1					Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
History						**The Great Fire of London** • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].						
RE	**Discovery RE** **Theme – Shabbat** • Judaism • Key Question - Is Shabbat important to Jewish children? • We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. • Are religious celebrations important to people? (Believing/Belonging).					**Discovery RE** **Theme – Rosh Hashanah and Yom Kippur** • Judaism • Key Question - Are Rosh Hashanah and Yom Kippur important to Jewish children? • We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. • Are religious celebrations important to people? • Are symbols better than words at expressing religious beliefs? (Believing/Belonging)).						
PSHE	**Relationships** • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school community and how they hel					**Changing me** • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know that learning brings about change						
Geography	**Coast to Country (building to visit in week 1 summer 2 with science links)** • use basic geographical vocabulary to refer to: ➢ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; ➢ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.											
Computing	**Unit 1.7: Coding** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; • Create and debug simple programs; • Use logical reasoning to predict the behaviour of simple programs; • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.					**Unit 1.8: Spreadsheets** **Unit 1.9: Technology outside school** • Recognise common uses of information technology beyond school; • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.						

	Summer 1					Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Music				**Water:** **Musical focus: Pitch** The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned instruments musically; • listen with concentration and understanding to a range of high-quality live and recorded music; • experiment with, create, select and combine sounds using the inter-related dimensions of music.					**Weather:** **Musical Focus: Exploring sounds** The children use voices, movement and instruments to explore different ways that music can be used to describe the weather. **Water:** **Musical focus: Pitch** The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
DT									**The Great Fire of London** (design make and build a model of a 17th century house with doors that open) **Design** ➢ Design purposeful and functional products for themselves and other users based on design criteria; ➢ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **Make** ➢ Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing); ➢ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate** ➢ Explore and evaluate a range of existing products; ➢ Evaluate their ideas and products against design criteria. **Technical knowledge** ➢ Build structures, exploring how they can be made stronger, stiffer and more stable; ➢ Explore and use mechanisms such as levers, sliders, wheels and axles in their products.			

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 thoughout 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'.