Year 5 Curriculum Topic Map

September 2023

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	**Visit to the Treak Cliff Cavern:** Enrichment Opportunity regarding the 3 types of rock and the effects of historic volcanic activity in contributing to the mineral wealth associated with the mine. **Cultural Diversity:** consider the variety of human geography associated with communities living in the shadow of a volcanos today. Consider how incidents such as "Pompei" and modern day disasters lead people from diverse backgrounds to work together to rescue inviduals and rebuild communities. Look at the work of the Hawaii Island Volcano Recovery Fund and how donations from around the world support recovery efforts. **Aspiration:** visiting speaker associated with the emergency rescue services (e.g. The Nottingham Mines Rescue Serice or other suitable local link). Explore the nature of the role, the rewards and challenges and career route.							**Visit from the Planetarium.** **Cultural Diversity:** Consider the impact of the "Earth Rise" photo and how it reminded people of the fragility of the earth and how we all share one planet regardless of nationality and all depend on each other. Explore the lives of significant leaders associated with religions e.g. Martin Luther King or Gandi. Consider how different cultural traditions have contributed to our understanding of the world and how we should treat each other. **Aspiration:** Enrichment Opportunity Earth and Space. Investigate the "Hidden Histories" associated with Nasa e.g. the contribution of Katherine Johnson to the Nasa project as an African American woman.						
PE	**Real PE – Unit 1 – Cognitive** • 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.							**Real PE – Unit 2 – Creative** • 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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Science	**Rocks and Caves** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; • Describe in simple terms how fossils are formed when things that have lived are trapped within rock; • Recognise that soils are made from rocks and organic matter.			**Rocks and Caves** **Working Scientifically** (Suggested activities investigate water absorption by igneous, sedimentary and metamorphic rock. Pupils to design investigations considering how to measure/ collect results and control variables. • 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.				**Earth and Space** • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system; • Describe the movement of the Moon relative to the Earth; • Describe the Sun, Earth and Moon as approximately spherical bodies; • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.					**Earth and Space** **Working Scientifically** (Suggested activities: children to make and record observations of the phases of the moon; patterns of daylight length as the basis for predictions; exploring links between daylight length and average daytime temperatures or tidal patterns and links to Earth and Space.) • Asking relevant questions and using different types of scientific enquiries to answer them; • 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; • Using straightforward scientific evidence to answer questions or to support their findings.	

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Art & Design	**Roman Pottery** (using the clay artefacts from Pompeii as a stimulus for clay work. What did the pots and jugs look like? How would they have been decorated?) • 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. **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].										**Portraits in the 20th Century (explore a range of portraits from the 20th century: Nelson Mandela portraits and the work of Matisse e.g. Woman in Hat, Andy Warhol Marylyn and representations of Martin Luther King.** • 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						**Design a Balloon Rocket** to travel along a horizontal line guided by a straw. **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. **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 **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 **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.						

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History	**Escape from Pompeii** (Revisit elements of Roman Life from the earlier unit and investigate the events at Pompeii in AD 79. Explore how we know about the volcano and discuss sources, place in an historical context e.g. who was the emperor. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind; • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses; • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.													
Geography						**Volcanos** • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • 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; • 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).					
RE	**Theme:** Belief into action **Key Question:** How far would a Sikh go for his/her religion? **Religion:** Sikhism							**Theme**: Christmas **Concept**: Incarnation **Key Question**: Is the Christmas story true? **Religion**: Christianity						
PSHE	**Being Me in My World:** Planning the forthcoming year; Being a citizen; Rights and responsibilities; Rewards and consequences; How behaviour affects groups; Democracy, having a voice; participating							**Celebrating Differences:** Cultural differences and how they can cause conflict; Racism; Rumours and name-calling; Types of bullying; Material wealth and happiness; Enjoying and respecting other cultures						

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MFL	**I am Learning Spanish** In this unit pupils will learn how to: • Pinpoint Spain and other Spanish speaking countries on a map of the world. • Ask and answer the question 'How are you?' in Spanish. • Say 'Hello' and 'Goodbye' in Spanish. • Ask and answer the question 'What is your name?' in Spanish. • Count from 1-10 in Spanish. • Say 10 colours in Spanish.													
Computing						**Coding** • 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** • 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; • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				

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Music												**The Solar System** • 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.		

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Curriculum Drivers/ Enrichment	**Visit to the Jorvic Centre** **Cultural Diversity:** discuss the diversity of Britain's past. Consider the heritage of Celtic, Saxon and Danish placenames and surnames and consider investigating the surnames in the class. Investigate words that we use today that originated in Scandinavia. Discuss how Danish and English people learned to live side by side and get along in Jorvic. **Aspiration:** Consider the work of the long ship craftsmen designing and building boats to withstand storms in the Northsea. Share the process of apprenticeship and becoming a skilled craftsmen. Link this to their own projects in DT and the dispositions needed to succeed e.g. work ethic and positivity, and the ability to learn from failure.						**Visitor from the Hindu or Islamic tradition:** **Cultural Diversity:** Discuss key questions about belief and explore the children's own responses to these questions. Explore similarities and differences and how these questions and time to reflect are key to the human experience. **Aspiration:** Enrichment Opportunity: link to Music. Explore the life of Brahms. What did it take for him to succeed as a composer from young musician at the age of 7?				
PE	**Real PE – Unit 3 – Social** • 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.						**Real PE – Unit 4 – Applying Physical** • 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.				

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Science	**Properties and Changes of Materials** • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; • Demonstrate that dissolving, mixing and changes of state are reversible changes; • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.					**Properties and Changes of Materials** **Working Scientifically** • 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.			**Life Cycles** Living things and their habitats • 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. Animals including humans • 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; • Construct and interpret a variety of food chains, identifying producers, predators and prey.		

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Art							**The Northern Lights (consider how artists have represented the night sky (Van Gogh, Starry Night, and look at representations of the Northern Lights. Progress to using stencils to provide silhouettes of landscapes to be offset by the Northern Lights http://www.thatartistwoman.org/2015/01/northern-lights.html . Link to work on Scandinavia.** **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 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.					
DT	**Design a Viking Long-ship using resistant materials (design constrains: Longship must be capable of being propelled by sail and float with stability on a safe water course in the locality)** **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 **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 **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 **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures											

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History	**Anglo-Saxons and Vikings** Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland) ; Anglo-Saxon invasions, settlements and kingdoms: place names and village life ; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne											
Geography							**Scandinavia (a contrasting European locality)** • 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.					
RE	**Theme**: Beliefs and moral values **Key Question**: Are Sikh stories important today? **Religion**: Sikhism						**Theme:** Easter **Concept:** Salvation **Key Question:** How significant is it for Christians to believe God intended Jesus to die? **Religion:** Christianity					
PSHE	**Dreams and Goals:** Future dreams; The importance of money; Jobs and careers; Dream job and how to get there; Goals in different cultures; Supporting others (charity); Motivation						**Healthy Behaviour** Smoking, including vaping; Alcohol; Alcohol and anti-social behaviour; Emergency aid; Body image; Relationships with food; Healthy choices; Motivation and behaviour					

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MFL	**Animals** In this unit, pupils will learn how to: • Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).											
Computing	**5.3 Spreadsheets** • 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							**Life Cycles (Explore the human life cycle with music by Brahms, Berio and List etc to inspire singing, performing and composing using new techniques.** 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.					

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Curriculum Drivers/ Enrichment	**Visit: Woolsthorpe Manor – Sir Isaac Newton's house** (Enrichment Opportunity for Forces topic) **Cultural Diversity:** Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world. **Aspirations:** Mountains: Explore the life of Sir Edmund Hillary and the race to conquer Mount Everest. Discuss his later charitable work with the Himalayan Trust. **Cultural Divesity:** The challenge of Everest as a multi-national effort involving local people from Nepal (links to Team Player and Work ethic.					**Visit the Civil War Centre, Newark Castle and Sconce** Hills (N.B or other local opportunity). Aspiration: Enrichment Opportunity linked to PE visitor with a background of achievement in sport to discuss dispositions e.g. work ethic, team player. Consider the importance of practice, rehearsal as well as careers in sport and routes into this. **Cultural Diversity:** Enrichment opportunity linked to the PE visitor. Consider the diversity of some of England's successful teams e.g. England Women's world cup and Team GB for Tokyo Olympics.'						
PE	**Real PE – Unit 5 – Health and Fitness** • 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.					**Real PE – Unit 6 – Personal** • 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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Science	**Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces; • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.					**Forces** **Working Scientifically** • 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.		**Sound** (Revision unit: exploring the key concepts associated with sound from the previous year and exploring in greater depth the different ways in which sounds are produced, the effects on sounds when they have travelled through different media and investigating the effects of distance from a sound source; for example sounds growing fainter and seeing civil war cannon smoke before hearing the report/ thunder and lightning. • 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.			

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DT	**Design Make and Evaluate a Bagatelle Board (linked to Forces in Science)** **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; **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. **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. **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.											

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Art						**Mountains in Art** (compare and contrast artistic representations of mountains from the impressionists with representations in Chinese art. Explore techniques and build to a final piece painting based on what pupils have learned.) • 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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History						**The English Civil War or Coal Mining** (N.B. Consider local variation across the trust. This aspect of history is particularly significant to Newark. Other elements of history e.g. mining may be more significant/ heritage trail may be more relevant to academies across the wider Trust.) • A local history study; • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.					
Geography	**Mountains** • 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); • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.											
RE	**Theme**: Prayer and Worship **Key Question**: What is the best way for a Sikh to show commitment to God? **Religion**: Sikhism					**Theme:** Beliefs and Practices **Key Question:** What is the best way for a Christian to show commitment to God? **Religion:** Christianity						
PSHE	**Relationships:** Recognising Me; Safety with Online Communities; Being in an Online Community; Online Gaming; My Relationship with Technology Screen Time; Relationships and Technology					**Changing Me** Self-Image and Body Image; Puberty for Girls; Puberty for Boys; Conception; Looking Ahead.						

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Computing	**Game Creator** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • 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						**Celebrations** • 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.						
MFL	**Musical Instruments** In this unit, pupils will learn how to: • Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the highfrequency 1st person regular verb 'toco' (I play) with up to 10 different instruments.											

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 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'.