

Year 3 Curriculum Topic Map

Academic Year 2022-2023



THE PYTHON HILL ACADEMY

LABOR OMNIA VINCIT

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.

	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
British Values:	Democracy. Elect school councillors. Discuss secret votes or ballots. What are the advantages or disadvantages? Develop ideas of democracy. What decisions in class can we make democratically. What are the difficulties in voting on all decisions. Explore ideas of representative democracy													
Curriculum Drivers / Enrichment	Visit to Creswell Crags Cultural Diversity: looking at the movement of people; where did the Neolithic people come from originally and where did the Celts come from. Britain as an island with a long and diverse history. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.							Visit to Church (during Advent) Cultural Diversity: Learning about holy buildings in different faith traditions. Discussing different beliefs in the community (wider Nottinghamshire). Revisit themes of how people get on with differing beliefs. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.						
Science	Cog Focus: Applying Physical <ul style="list-style-type: none"> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed Learning Journey <ol style="list-style-type: none"> Quick off the Mark, Front Curling. Personal Best Challenge Agility, reaction/response. Cooperative Challenges Agility, reaction/response. Copy Your Partner Agility, reaction/response. Link Skills Agility, reaction/response. 2 Ball Challenge Quick off the Mark, Front Curling. Personal Best Challenge Swimming							Cog Focus: Social <ul style="list-style-type: none"> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas I can help praise and encourage others in their learning Learning Journey <ol style="list-style-type: none"> Develop Combinations and Exchange Objects, Personal Best Challenge Dynamic balance to agility, jumping and landing. Stepping Stones Crossing Dynamic balance to agility, jumping and landing. Stepping Stones Dynamic balance to agility, jumping and landing. Stepping Stones Dynamic balance to agility, jumping and landing. Develop Combinations (cooperative) Dynamic balance to agility, jumping and landing. Follow the Leader Develop Combinations and Exchange Objects, Personal Best Challenge Swimming						
PE	Rocks and Soil Learning Journey <ol style="list-style-type: none"> Sort rocks according to observations Identify sedimentary, igneous and metamorphic rocks Describe how fossils are formed Investigate permeability Carry out a fair test, gather data and draw conclusions Describe the characteristics of different types of soil Investigate soil types in the local environment 							Light Learning Journey <ol style="list-style-type: none"> Identify different light sources Investigate how different materials respond to light Demonstrate that light travels in straight lines Investigate how mirrors reflect light Plan an investigation into shadows Carry out a fair test, gather data, draw conclusions Know that darkness is the absence of light 						

	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
British Values:	Tolerance. What similarities are there between Christianity and Islam e.g. special festivals, sacred books and belief in God. Chiefs and kings could decide things without representing people. Was there anything unfair about this? What similarities are there between Christianity and Islam e.g. special festivals, sacred books and belief in God Use the RE theme to explore how it important to accept people and show understanding even when we believe different things.													
History	From Stone Age to Iron Age Learning Journey 1. Sequence the stone age, bronze age and iron age and explain how we know about them 2. Describe changes to how people lived in the Stone Age 3. Investigate the diet of stone age farmers and compare it with the things we eat today 4. Describe what the evidence of settlement at Creswell Crags shows (choose the "On the hunt" tour on the visit) 5. Explain why the development of bronze was so important 6. Explain why Stonehenge was such a huge achievement for Prehistoric people 7. Explain why many iron age people lived in hill forts in Britain 8.													
Geography								Settlements Learning Journey 1. Investigate the settlement of Creswell 2. Use Ordnance Survey Maps to identify physical and human features 3. Explain the features of different types of settlement 4. Identify some of the ways human activity has changed the natural environment						
RE												Worship and sacred places: Learning Journey 1. Identify important Christian symbols and say what they represent 2. Investigate symbols that are used in Christian worship 3. Identify important parts of worship in Islam		

	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
British Values:														
Music	Ancient Worlds - Musical Focus: Structure <u>Learning Journey</u> <ul style="list-style-type: none">Perform a round in three partsExplore musical phrases, melodic imitation and roundsLearn about an instrument from Ancient Greece													
Computing								3.2 Online safety <u>Learning Journey</u> <ul style="list-style-type: none">To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.To understand how the Internet can be used to help us to communicate effectively.To understand how a blog can be used to help us communicate with a wider audience.To consider if what can be read on websites is always true.To look at a 'spoof' website.create a 'spoof' webpage.To think about why these sites might exist and how to check that the information is accurate.To learn about the meaning of age restrictions symbols on digital media and devices.To discuss why PEGI restrictions exist.To know where to turn for help if they see inappropriate content or have inappropriate contact from others.						
MFL														

	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
British Values:	Democracy. Develop understanding of shared and absolute power													
Art	<p>Cave Art 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, <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>Positive and Negative Cave Art Images: explore related techniques used by Andy Warhol</p> <p>Aims:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history. 						
DT	<p>DT: Design and make a frame to hold a fossil for display (Four week block: teach the children to make a basic frame using sawing techniques with card and glue to join. Children evaluate and then design and make an improved version.</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; 							<p>Using Textiles to make a Christmas Decoration (running stitch to join etc)</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 						

<ul style="list-style-type: none"> • 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><u>Evaluate</u></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><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<p>practical tasks [for example, cutting, shaping, joining and finishing], accurately;</p> <ul style="list-style-type: none"> • 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><u>Evaluate</u></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.
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	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 Conkers or suitable science park with a focus on forces. Cultural Diversity: Profiles of other influential scientists: Einstein and Marie Curie. The achievements of non- European cultures. Explore the achievements of the Egyptians and the influence they had on later civilisations.						Visit to a local river (stimulus for observational art work using learned techniques and to reinforce work on the water cycle/ rain/ tributaries etc. Aspiration: The achievements of the great artists: how they persevered often through many years of being unsuccessful before being recognised; Visitor local artist to talk to the group about what they do and why they do it? What inspired them to paint, draw sculpt etc. Cultural Diversity: Understanding what it is like to be a Christian in modern Britain and how this affects the way you behave and the choices you make; Exploration of the importance of rivers to many cultures. How we all depend on water to live and for our crops to grow in the same way as the Egyptians needed the Nile to flood					
Science	Forces and Magnet Learning Journey 1. Explore how toy cars move across different surfaces 2. Plan a fair test to investigate how a toy car moves across different surfaces 3. Carry out a fair test, gather data and draw conclusions 4. Observe how magnets attract and repel 5. Group materials according to whether they are attracted to a magnet or not 6. Explore which materials magnets can work through (making predictions and exploring) 7. Design a test to investigate magnets 8. Carry out a fair test, gather data, draw conclusions 9. Observe patterns created by a magnetic field 10. Observe patterns created by a magnetic field when magnets repel each other										Plants See Summer 1 for Learning Journey	
PE	Cog Focus: Cognitive • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions • I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement • I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance Learning Journey 1. 3 Limb Race, Getting Around Us. Personal Best Challenge 2. Dynamic balance, on a line. Follow the Leader 3. Dynamic balance, on a line. Raise the Level 4. Dynamic balance, on a line. Balance Circuit 5. Dynamic balance, on a line. Travel and Turn Differently 6. 3 Limb Race, Getting Around Us. Personal Best Challenge Swimming						Cog Focus: Creative • I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging • I can make up my own rules and versions of activities. • I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme Learning Journey 1. Juggle Challenge, Roller Ball. Personal Best Challenge 2. Coordination, sending and receiving. Collect Your Rebound 3. Coordination, sending and receiving. Send and Receive in Order 4. Coordination, sending and receiving. Explore and Compare 5. Coordination, sending and receiving. Collect Different Rebound game 6. Juggle Challenge, Roller Ball. Personal Best Challenge Swimming					

	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
British Values:	Tolerance and Acceptance. Consider the achievements of the Egyptians and what they were able to do so long ago Democracy. Who made decisions in Ancient Egypt. Was Egypt an equal and fair society? Tolerance. Consider how it might be difficult to be a Christian if your friends don't have a religion. How might you feel. What should friends do to help?											
History	Ancient Egypt Learning Journey <div><div>1.</div><div>Place early civilisations on a timeline</div></div> <div><div>2.</div><div>Name and describe important gods and goddesses and explain how we know about them today</div></div> <div><div>3.</div><div>Explain why the Pyramids were built and what they were used for</div></div> <div><div>4.</div><div>Explain why the Nile was essential for the Egyptian civilisation</div></div> <div><div>5.</div><div>Describe the different levels of society in Ancient Egypt</div></div>											
Geography						Water Cycle and the River Nile Learning Journey <div><div>1.</div><div>Locate Egypt on a globe and describe the climate</div></div> <div><div>2.</div><div>Locate Cairo on a map of Egypt and explain how the people there get water</div></div> <div><div>3.</div><div>Describe why there is rainfall in the North of Egypt</div></div> <div><div>4.</div><div>Describe some of the different ways people in Egypt trade</div></div>						
RE										Beliefs and questions: Learning Journey <div><div>1.</div><div>Describe how Christians celebrate Easter</div></div> <div><div>2.</div><div>Investigate different views of "Creation"</div></div> <div><div>3.</div><div>Explain what it means to be a Christian</div></div>		

	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
Music							Time - Musical Focus: Beat <u>Learning Journey</u> 1. Identifying and performing an ostinato 2. Improvising to an ostinato accompaniment 3. Performing rhythmic ostinati individually and in combination 4. Layering rhythms 5. Recognising rhythm patterns in staff notation					
Computing	3.5 Email <u>Learning Journey</u> 1. 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, 2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; 3. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web;.											
MFL			At School <u>Learning Journey</u> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes • 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; • Write phrases from memory.								Food <u>Learning Journey</u> • Listen attentively to spoken language • Explore the patterns and sounds of language through songs and rhymes • Engage in conversations; ask and answer questions; express opinions and respond • Speak in sentences, using familiar vocabulary, • Read carefully and show understanding of words, phrases and simple writing;	

	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
British Values:												
Art							Impressions of Rivers: <u>Aims</u> <ul style="list-style-type: none">• explore the techniques of the impressionists in representing water. In particular Seurat.• Apply these techniques to images of the Nile past and present and then a local river-examining light, waves and reflection. <u>Subject content</u> <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;• 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							The Pharos Gold (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure. <ul style="list-style-type: none">• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;• 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;• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.					

	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
British Values	Tolerance. Consider all the different types of bread from different cultures highlighting how there is more in common than different.										
Curriculum drivers / enrichment	Visit: A Bakery e.g. Warburtons to demonstrate bread-making Cultural Diversity: Visitor from the Islamic Tradition to share stories from the Quran and to explore Islam as meaning peace. Quotes from the Quran relating to this. Aspiration: How did the visitor learn about the tradition?- His or her experience as a child. Baker to discuss role and training undertaken. Cultural Diversity: different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan.					Visit: Matlock – The heights of Abraham Cultural Diversity: Consider how varied the British Isles are. Our areas are very different. What values unite us? Aspiration: Artist to discuss inspiration and how they learned their skills. The importance of looking after tools and caring about what you do. The rewards and challenges of producing a piece of art. Cultural Diversity: John Constable to Hannah Woodman: discuss how in the past it was harder for women to be seen as artists. Remind pupils of the challenges faced by Florence Nightingale. Consider writing to an artist to ask about the challenges she has faced. Consider and examine landscapes from a range of cultural traditions. How do they differ from the work we have studied? How might the impressionists have influenced Hannah's work and where do they sit on the timeline between Constable and Woodman.					
Science	Plants (continued) Learning Journey <ol style="list-style-type: none"> 1. Describe how plants are adapted to their habitats 2. Describe the function of different parts of a plant 3. Explore the part that flowers play in the life-cycle of flowering plants 4. Identify flowers that are pollinated by insects and by the wind 5. Describe how water is transported in plants 6. Plan a fair test to prove that plants need light 7. Draw conclusions about what our investigation has shown 					Animals including Humans Learning Journey <ol style="list-style-type: none"> 1. Illustrate a simple food plan 2. Know that humans are consumers and need to get all nutrition from the food they eat 3. Know that a range of fruit and vegetables are essential for a balanced diet 4. Design a menu to meet the nutritional needs of children 5. Label the human skeleton 6. Identify animals with exo and endoskeletons 7. Describe how muscles work in pairs 8. 					
PE	Cog Focus: Personal <ul style="list-style-type: none"> • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice • I know where I am with my learning and I have begun to challenge myself • I try several times if at first I don't succeed and I ask for help when appropriate Learning Journey <ol style="list-style-type: none"> 1. Matching Pairs and Balloon Balance, Personal Best Challenge 2. Coordination, footwork. Footwork Games 3. Coordination, footwork. Follow the Leader game 4. Coordination, footwork. Follow the Leader game 5. Coordination, footwork. Mirroring and Matching game 6. Coordination, footwork. Mirror Challenge 7. Matching Pairs and Balloon Balance, Personal Best Challenge Swimming					Cog Focus: Health and Fitness <ul style="list-style-type: none"> • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working • I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely Learning Journey <ol style="list-style-type: none"> 1. Quick off the Mark, Front Curling. Personal Best Challenge 2. Agility, ball chasing. Timing Through Cooperation 3. Agility, ball chasing. Awareness Challenges 4. Agility, ball chasing. Develop Combinations 5. Agility, ball chasing. Grand Prix Qualifying 6. Quick off the Mark, Front Curling. Personal Best Challenge Swimming					

	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
British Values:	Tolerance. Consider how Muslims need to pray regularly during the day. How could a school or class show acceptance to a Muslim who wanted to pray at lunchtime?										
History											
Geography						<u>Let's Explore the UK Learning Journey</u> <ol style="list-style-type: none"> Investigate the settlement of Matlock Describe the topography of Matlock and the surrounding area Investigate land use for the high street and countryside surrounding Matlock (Visit) Investigate the different types of business in the Matlock area Describe how water travels from the hills to the sea 					
RE	<u>Inspirational People from the Past Learning Journey</u> <ol style="list-style-type: none"> Describe the role of Moses in freeing the slaves from Egypt and explain how Jewish people remember this today Explain what Jesus expected from his followers Investigate stories told by the Prophet Muhammed PBUH Describe why Harriet Tubman is remembered today and why she inspires people Describe how people of different beliefs are inspired to help others today 									<u>An enquiry into Christian and Islamic prayer: Learning Journey</u> <ol style="list-style-type: none"> Describe how Christians pray and explain ideas about what the Lord's Prayer means Describe how Muslims pray and prepare for prayer 	

	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
Music						In the past – Musical focus: Pitch <u>Learning journey</u> 1. Understand and use pitch notations 2. Read simple rhythm notation 3. Listen to and learn about a medieval antiphon 4. Listen to, learn about, play and dance to Tudor dance music					
Computing	3.5 Email <u>Learning Journey</u> 1. 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, 2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns 3. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer										
MFL			At School <u>Learning Journey</u> 1. Listen attentively to spoken language and show understanding by joining in and responding; 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures; 5. Read carefully and show understanding of words, phrases and simple writing; 6. Appreciate stories, songs, poems and rhymes in the language; 7. Write phrases from memory.							Food <u>Learning Journey</u> 1. Listen attentively to spoken language 2. Explore the patterns and sounds of language through songs and rhymes 3. Engage in conversations; ask and answer questions; 4. Speak in sentences, using familiar vocabulary 5. Read carefully and show understanding of words, phrases and simple writing;	

	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
	<ul style="list-style-type: none"> Democracy. Make use of pupil voice when discussing the work of Constable and Woodman. 										
Art						<p>Exploring the UK: John Constable to Hannah Woodman (using the works of Constable/Woodman for exploring and developing techniques. Drawing through to painting. final products exploring modern British landscapes.</p> <p>Aims</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history. 					
DT	<p>Breads around the world</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>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 										

Additional Commentary

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

Vision:

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

A. Curriculum Design

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

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

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

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

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

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

The Three 'I's of Curriculum

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

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

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

Key Question: Why were the curriculum decisions made?

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

Key Question: Who made the curriculum decisions?

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

Stage 1: Curriculum Map

Curriculum maps are in place 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). They also highlight our curriculum drivers: standards, cultural diversity and aspiration. The Executive Senior Leadership Team 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 and maintain a strategic overview.

Stage 2: Medium Term Planning Support & Year Group Connections-This document builds on the content taught in previous years. It includes learning objectives, success criteria and phases of lessons for each topic. It is a working document that is designed for subject leaders and teachers in each school to access so that standards in the subject can be measured and checked. Each topic has an **A4 Learning Journey and Assessment Concept Pyramid**. The CEO, Deputy CEO and Consultant Principal (ESLT) prepared this documentation liaising with the trust's network leaders to finalise the documentation ready for September 2020. This ensured standardisation of approach in each school and ensured assessment is mirrored in each school.

We have Learning Journeys in place and we use Concept Pyramids to assess in science, history, geography and RE. Concept Pyramids include the key concepts and vocabulary covered in a topic and these form the basis for assessment (pre and end tests). Assessment involves children completing pre and end-tests in books, and teachers can then measure progress at the end of the topic. Learning Journeys give an overview of the coverage highlighted in Stage 2 planning (Medium Term Planning Support and Year Group Connections). Teachers refer to these at the beginning of every lesson. A 'reflection box' is a feature of all Learning Journeys where children can reflect on what they have learnt and what they still need help with understanding. Teachers should use this information to aid feedback and next steps.

Stage 3: Short-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. They should use the medium term planning support to form their lesson plans, and ensure that they differentiate three ways in lessons (LA/MA/HA) so that all children are appropriately challenged.

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, History, Geography and RE, 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'