

Year 5/6 Curriculum Topic Map (A)

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. Invite a local councillor into school to explain their role.													
Curriculum Drivers / Enrichment	Visit to the Blue John Mine: 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 volcano today. Consider how incidents such as "Pompeii" and modern day disasters lead people from diverse backgrounds to work together to rescue individuals 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 Service or other suitable local link). Explore the nature of the role, the rewards and challenges and career route.							Visit to the Space Centre or 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 Gandhi. 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.						
Science	Rocks and Caves Learning Journey <ol style="list-style-type: none"> 1. Classify rocks according to physical properties 2. Investigate types of rock found locally 3. Explain why certain types of rock contain fossils 4. Explain why rocks and minerals found in different areas can vary 5. Categorise the rocks found at different levels in the caves and explain how they formed 6. Set up a fair test to investigate stalactite formation 7. Make observations and draw conclusions 							Earth and Space Learning Journeys <ol style="list-style-type: none"> 1. Name the planets and recall features 2. Describe the movement of the Earth relative to the sun and other planets 3. Demonstrate why we have day and night 4. Describe the movement of the Earth in relation to the sun and the impact this has on the seasons 5. Describe the phases of the moon 6. Understand what space is and illustrate the distance between the planets and the sun to scale 						
PE	Cog Focus: Personal <ul style="list-style-type: none"> • I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice Learning Journey <ol style="list-style-type: none"> 1. Coordination, sending and receiving. Throlf 2. Agility, ball chasing. Throlf 3. Handicap Tournament, Throlf 4. Coordination, sending and receiving. Scatterball 5. Agility, ball chasing. Scatterball 6. Knockout tournament, Scatterball 							Cog Focus: Creative <ul style="list-style-type: none"> • I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience • I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others • I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging Learning Journey <ol style="list-style-type: none"> 1. Static balance, seated. Seated Volleyball 2. Static balance, floor work. Seated Volleyball 3. Bump Ladder Tournament, Seated Volleyball 4. Static balance, seated. Scorpion Handball 5. Static balance, seated. Scorpion Handball 6. Static balance, floor work. Scorpion Handball 7. Round Robin Tournament, Scorpion Handball 						

	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. Leadership focus. What qualities should we look for in a leader? Anti-discrimination. Are their occasions when people of faith or none might feel that they do not belong? Democracy. What values did MLK express? Why did people follow Dr King?													
History	Escape from Pompeii Learning Journey <ol style="list-style-type: none"> 1. Recount the events that took place in Pompeii and Herculaneum 2. Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79 3. Describe an everyday Roman scene in Pompeii 													
Geography								Volcanos Learning Journey <ol style="list-style-type: none"> 1. Describe the location of five famous Volcanoes 2. Describe how volcanic islands form and a physical process that affect them 3. Use location to make predictions about climate 4. Describe the human geography of Puebla 5. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl 6. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl 						
RE								Inspirational Leaders today and in the recent past. Learning Journey <ol style="list-style-type: none"> 1. Describe how Rosa Parkes became a leader 2. Explain why Martin Luther King is an inspirational leader 			Religion and the individual: Learning Journey <ol style="list-style-type: none"> 1. Explain the significance of Holy Communion (The Eucharist) 2. Investigate important teachings Jesus gave and the challenges they present 3. Explain the importance of Christmas for Christians 			

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British Values:														
Music												At the Movies Musical focus; Composing <ul style="list-style-type: none"> • Sing and play percussion in a group piece with changes in tempo and dynamics • Perform music together in synchronisation • Use the musical dimensions to create and perform music for a movie • Evaluate and refine compositions with reference to the inter-related dimensions • Learn about and explore techniques used in movie soundtracks 		
Computing						Coding Learning Journey <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing • Use sequence, selection, and repetition in programs; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors • Select, use and combine a variety of software (including internet services) on a range of digital devices 				Online Safety Learning Journey <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 				
MFL	Hobbies (Recap core units 123 as appropriate) Learning Journey <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes 													

	Autumn 1							Autumn 2													
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British Values:	Democracy. Develop understanding of shared and absolute power																				
Art	<p>Roman Pottery (using the clay artefacts from Pompeii as a stimulus for clay work)</p> <p>Aims</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design. <p>Subject content:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 														<p>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)</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] <p>About great artists, architects and designers in history.</p>						
DT								<p>Design a Balloon Rocket</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p>													

		<ul style="list-style-type: none">• Investigate and analyse a range of existing products• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
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	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. Consider all the different peoples and cultures that have come together to make modern Britain.											
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.						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?					
Science	Properties and changes of materials Learning Journey Sort materials according to whether they are magnetic and/or conduct electricity 1. Plan an investigation into the absorbency of different materials (Viking clothing) 2. Present findings from our investigation and demonstrate which material would be best suited for Viking clothing 3. Separate materials through evaporation 4. Extract clean salt from dirty sea water 5. Recognise reversible and irreversible changes 6. Design an investigation into the effects of sugar on fermentation rates 7. Draw conclusions about the relationship between the amount of sugar and fermentation rates								Life Cycles Learning Journey 1. Describe different stages of the human life-cycle 2. Describe the process of reproduction in plants 3. Compare life-cycles of different animals 4. Compare life-cycles of plants and animals			
PE	Cog Focus: Social <ul style="list-style-type: none"> I can involve others and motivate those around me to perform better I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task Learning Journey <ol style="list-style-type: none"> Dynamic balance, on a line. River Crossing Counter balance, with a partner. River Crossing Levelling the Playing Field Competition, River Crossing Dynamic balance, on a line. Kabadi Dynamic balance, with a partner. Kabadi Round Robin Tournament, Kabadi 						Cog Focus: Applying Physical <ul style="list-style-type: none"> I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities Learning Journey <ol style="list-style-type: none"> Dynamic balance to agility, jumping and landing. Jumpball Static balance, one leg. Jumpball Round Robin Tournament, Jumpball Dynamic balance to agility, jumping and landing. Jump, Roll, Balance Static balance, one leg. Jump, Roll, Balance Class Competition, Jump, Roll, Balance 					

	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:	Rule of Law. Discuss trial by ordeal in AS England. How do we find out if people are innocent or guilty today. Tolerance. Discuss how ideas of Zakat could help different cultures to live together.											
History	Anglo-Saxons and Vikings <u>Learning Journey</u> <ol style="list-style-type: none"> Describe what happened in Britain after the Romans left Describe life in an Anglo-Saxon village Decide whether an Anglo-Saxon Kingdom was a fair place to live and give reasons Explain why Vikings raided Anglo-Saxon Kingdoms Describe everyday life in a Viking Settlement Identify the distribution of Viking settlements in the school locality 											
Geography							Scandinavia (a contrasting European locality) <u>Learning Journey</u> <ol style="list-style-type: none"> Describe the extent of the locations settled and visited by the Vikings Investigate the climate and biomes of Sweden Investigate how land use in Sweden affects trade Investigate population density in Sweden 					
RE											Beliefs and Questions <u>Learning Journey</u> <ol style="list-style-type: none"> Investigate what Ahimsa means for life as a Hindu Investigate what Zakat means for life as a Muslim 	

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British Values:	Rule of Law. Introduce the idea of Juries and Jury service. With ordinary people deciding what happens											
Music							Music Express - Our Community Musical Focus: Performance <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Conduct metres of two, three and four 2. prepare for a performance by considering narration, performance space, setting up and other logistics 3. Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion 4. Learn about jazz scat singing and devise scat sounds 5. Learn to sing a song from English musical heritage (20th century) 					
Computing	5.3 Spreadsheets Learning Journey <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 											
MFL							School Trip Learning Journey <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. 					

	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
Art							<p>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.</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>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)</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 											

	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											
Curriculum drivers / enrichment	<p>Cultural Diversity: Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world.</p> <p>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.</p> <p>Cultural Diversity: The challenge of Everest as a multi-national effort involving local people from Nepal (links to Team Player and Work ethic.</p>					<p>Visit the National Coal Mining Museum</p> <p>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.</p> <p>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.'</p>					
Science	<p>Forces Learning Journey</p> <ol style="list-style-type: none"> 1. Identify the effects of friction 2. Carry out an investigation into shoe grip 3. Describe the forces acting on a falling object 4. Describe the effects of air resistance on a falling object 5. Investigate the effects of air resistance on a falling object 6. Recognise that mechanisms allow a smaller force to have a greater effect 7. Recognise that pulleys allow a smaller force to have a greater effect 					<p>Y5 - Sound Learning Journey</p> <ul style="list-style-type: none"> • Describe how sound travels through a medium to the ear • Label the parts of the ear and describe how they respond to sound • Investigate the relationship between pitch, volume and distance from the sound source • Explore how sounds travel through different media • Describe how sounds travel through water <p>Y6 -Growing Up Learning Journey</p> <ul style="list-style-type: none"> • Describe changes to the body that occur during puberty • Describe the development of a baby from conception to birth • Learn about the ways in which puberty can affect us emotionally • Understand the influences around us that affect body image • Describe different ways of maintaining good health and hygiene. • Know the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. 					
PE	<p>Cog Focus: Cognitive</p> <ul style="list-style-type: none"> • I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations • 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 • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Coordination, ball skills. Throw Tennis 2. Agility, reaction/response. Throw Tennis 3. Ladder Tournament, Throw Tennis 4. Coordination, ball skills. Endball 5. Coordination, ball skills. Endball 6. Agility, reaction/response. Endball 7. Round Robin Tournament, Endball 					<p>Cog Focus: Health and Fitness</p> <ul style="list-style-type: none"> • I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme • I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Static balance, stance. Beanbag Raid 2. Coordination, footwork. Beanbag Raid 3. Continuous Knockout Tournament, Nbeanbag Raid 4. Static balance, stance. Dodgeball 5. Coordination, footwork. Dodgeball 6. Ladder Tournament, Dodgeball 					

	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. Intolerance of different groups can lead to conflict. (People from different backgrounds moving to a new colliery and the Miners strike) Tolerance. Different traditions have developed artwork to represent mountains. Explore how each can add value. Tolerance. Consider how in the UK people are free to choose which religion to follow. Explore what discrimination means.										
History						Coal Mining in the Local Area Learning Journey <ol style="list-style-type: none"> Describe how the history of the local colliery fits into the chronology of mining in Britain Describe some of the changes that happened during the industrial revolution Write a letter giving reasons why children should not be allowed to work in coal mines Describe the conditions experienced by miners in the 20th century Use sources to investigate the sequence in which the mining community grew up Use sources to investigate why people wanted to come to colliery villages to settle and work and describe changes that happened when the mines closed What was the impact of the 1984/85 miners strike on families and the future of mining 					
Geography	Mountains Learning Journey <ol style="list-style-type: none"> Investigate the largest mountains in the UK Locate Ben Nevis and describe the land use in the wider area Identify mountain ranges around the world Describe the topography of Mount Kilimanjaro 										
RE			Beliefs in action in the world Learning Journey <ol style="list-style-type: none"> Investigate art and architecture relating to world religions Investigate and reflect on the impact of the architecture, design and artwork associated with a place of worship 								

	Summer 1					Summer 2					
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British Values:											
Music						Y5 - Celebrations <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; 2. Improvise and compose music for a range of purposes using the inter related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory. Yr 6 – End of year performance					
Computing	Game Creator <u>Learning Journey</u> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • 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. 										
MFL						Seasons <u>Learning Journey</u> <ol style="list-style-type: none"> 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. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; 6. Present ideas and information orally to a range of audiences 					

	Summer 1					Summer 2					
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British Values:											
Art						<p>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.)</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>Design Make and Evaluate a Bagatelle Board (linked to Forces in Science)</p> <p><u>Design</u></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><u>Make</u></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><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></p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 										

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'