

# Year 5/6 Curriculum Topic Map (A)



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 all subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive an inspiring 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
<b>British Values:</b>	Democracy. Elect school councillors. Invite a local councillor into school to explain their role.													
<b>Curriculum Drivers / Enrichment</b>	<p><b>Visit to the Blue John Mine:</b> 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.</p> <p><b>Cultural Diversity:</b> consider the variety of human geography associated with communities living in the shadow of a volcano today. Consider how incidents such as "Pompei" 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.</p> <p><b>Aspiration:</b> 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.</p>							<p><b>Visit to the Space Centre or Visit from the Planetarium.</b></p> <p><b>Cultural Diversity:</b> 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.</p> <p><b>Aspiration:</b> 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.</p>						
<b>Science</b>	<p><b>Rocks and Caves Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Understand the different types of rocks</li> <li>2. Classify rocks according to physical properties</li> <li>3. Explain why certain types of rock contain fossils</li> <li>4. Categorise the rocks found at different levels in the caves and explain how they formed</li> <li>5. Set up a fair test to investigate stalactite formation</li> </ol>							<p><b>Earth and Space Learning Journeys</b></p> <ol style="list-style-type: none"> <li>1. Name the planets and recall features</li> <li>2. Describe the movement of the Earth relative to the sun and other planets</li> <li>3. Demonstrate why we have day and night</li> <li>4. Describe the movement of the Earth in relation to the sun and the impact this has on the seasons</li> <li>5. Describe the phases of the moon</li> </ol>						
<b>PE</b>	<p><b>Cog Focus: Personal</b></p> <ul style="list-style-type: none"> <li>• I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes</li> <li>• I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets</li> <li>• 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</li> </ul> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Coordination, sending and receiving. Throlf</li> <li>2. Agility, ball chasing. Throlf</li> <li>3. Handicap Tournament, Throlf</li> <li>4. Coordination, sending and receiving. Scatterball</li> <li>5. Agility, ball chasing. Scatterball</li> <li>6. Knockout tournament, Scatterball</li> </ol>							<p><b>Cog Focus: Social</b></p> <ul style="list-style-type: none"> <li>• I can involve others and motivate those around me to perform better</li> <li>• I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately</li> <li>• 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</li> </ul> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Dynamic balance, on a line. River Crossing</li> <li>2. Counter balance, with a partner. River Crossing</li> <li>3. Levelling the Playing Field Competition, River Crossing</li> <li>4. Dynamic balance, on a line. Kabadi</li> <li>5. Dynamic balance, with a partner. Kabadi</li> <li>6. Round Robin Tournament, Kabadi</li> </ol>						

	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
<b>British Values:</b>	Democracy. Leadership focus. What qualities should we look for in a leader? Anti-discrimination. Are there 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?													
<b>History</b>	<b>Escape from Pompeii</b>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Recall the events of the Roman Invasion of Britain</li> <li>2. Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79</li> <li>3. To understand why people chose to live next to volcano</li> <li>4. Recount the events that took place in Pompeii and Herculaneum</li> <li>5. Sequence the events of the eruption of Mount Vesuvius</li> </ol>													
<b>Geography</b>								<b>Volcanos</b>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Describe the location of five famous Volcanoes</li> <li>2. Investigate Puebla</li> <li>3. Explore what happens when a volcano erupts</li> <li>4. Explore the features of a volcano</li> <li>5. Describe how volcanic islands form and a physical process that affects them</li> <li>6. Describe the human geography of Puebla and why people might choose to live so close to Mount Popocatepetl</li> </ol>						
<b>RE</b>	<b>What makes a leader inspirational?</b>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. To describe how Rosa Parks became a leader</li> <li>2. To explain why Martin Luther King is an inspirational leader</li> <li>3. To know the achievements of William Booth of Salvation Army</li> <li>4. To know who founded the Islamic relief</li> </ol>							<b>What are religious symbols?</b>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. To understand the Khanda symbol in the Sikh religion</li> <li>2. To understand different religions have symbols e.g. Cross, Star of David, Crescent Moon, Wheel of Life, Om, Khanda etc.</li> <li>3. To understand how colour can be used to express religious feelings and ideas</li> </ol> <b>Assessment piece:</b> Double age spread about religious symbols			<b>What do the Gospels tell us about the birth of Jesus?</b>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. To investigate the two versions of the birth of Jesus and identify similarities and differences.</li> <li>2. To know that the gospels of Matthew and Luke describe the birth of Jesus.</li> <li>3. To distinguish between features of the birth stories in the gospels and other Christmas stories/celebrations.</li> <li>4. To discuss, give views and reasons to the question "Are the birth stories true?"</li> </ol>			

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British Values:														
Music	<b>Our Community - Musical Focus: Performance</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>1. Conduct metres of two, three and four</li><li>2. pare for a performance by considering narration, performance space, setting up and other logistics</li><li>3. Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li><li>4. Learn about jazz scat singing and devise scat sounds</li><li>5. Learn to sing a song from English musical heritage (20th century)</li></ol>							<b>Our Community - Musical Focus: Listening</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>1. Listening to music with focus and analysing using musical vocabulary</li><li>2. Interpreting images to create descriptive sound sequences</li><li>3. Developing the use of dynamics in a song</li><li>4. Listening to music, focusing on dynamics and texture</li><li>5. Learning a melodic ostinato using staff notation</li><li>6. Developing techniques of performing rap using texture and rhythm</li><li>7. Learning about the sound of the whole tone scale</li><li>8. Creating and presenting a performance of song, music and poetry</li></ol>						
Computing	<b>5.2 Online Safety</b> <u>Learning Journey</u> <ul style="list-style-type: none"><li>• Responsibilities and support when online</li><li>• Protecting privacy</li><li>• Citing sources</li><li>• Reliability</li><li>•</li></ul>					<b>5.1 Coding</b> <u>Learning Journey</u> <ul style="list-style-type: none"><li>• Coding efficiently</li><li>• Simulating a physical system</li><li>• Decomposition and abstraction</li><li>• Friction and functions</li><li>• Introducing strings</li><li>• Text variables and concatenation</li></ul>					<b>Unit 5.3: Spreadsheets</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>1. Conversions of measurements</li><li>2. The count tool</li><li>3. Formulae including the advanced mode</li><li>4. Using text variables to perform calculations</li><li>5. Event planning with a spreadsheet</li></ol>			
MFL	<b>Unit 5.1: Core Unit 1</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"><li>1. Greeting each other</li><li>2. Introducing themselves</li><li>3. Counting up to 10</li><li>4. Introducing their immediate family</li></ol>					<b>Unit 5.2: Core Unit 2</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"><li>1. Saying days of the week</li><li>2. Naming colours</li><li>3. Counting between 11 and 20</li><li>4. Naming countries</li><li>5. Expressing likes and dislikes</li></ol>					<b>Unit 5.3: Core Unit 3</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"><li>1. Identifying body parts</li><li>2. Counting to 31</li><li>3. Identifying items of clothing</li><li>4. Naming months of the year</li><li>5. Talking about birthdays</li></ol>			

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<b>British Values:</b>	Democracy. Develop understanding of shared and absolute power													
<b>Art</b>	<b>Roman Pottery</b> (using the clay artefacts from Pompeii as a stimulus for clay work) <b>3D Form</b> <ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Develop skills in using clay including slabs, coils etc.</li> <li>Create sculpture and constructions with increasing independence.</li> </ul> <b>Pattern</b> <ul style="list-style-type: none"> <li>Use shape to create pattern</li> </ul> <b>Media</b> <ul style="list-style-type: none"> <li>Clay</li> </ul> <b>Final piece of art</b> <ul style="list-style-type: none"> <li>Lay Roman pot</li> </ul>													
<b>DT</b>							<b>Design a funky cushion</b> <b>Design</b> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of textiles according to their functional properties and aesthetic qualities</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>Apply their understanding of how to join and decorate fabrics</li> </ul>							

	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	<b>Visit to the Jorvic Centre</b>  <b>Cultural Diversity:</b> 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.  <b>Aspiration:</b> 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.						<b>Cultural Diversity:</b> 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.  <b>Aspiration:</b> 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	<b>Properties and changes of materials</b> <b><u>Learning Journey</u></b>  <ol style="list-style-type: none"><li>Sort materials according to whether they are magnetic and/or conduct electricity</li><li>Plan an investigation into the absorbency of different materials (Viking clothing)</li><li>Separate materials through evaporation, filtering and sieving</li><li>Know dissolved materials form a solution and extract clean salt from dirty sea water</li><li>Recognise reversible and irreversible changes</li><li>Design an investigation into the effects of sugar on fermentation rates and draw conclusion</li></ol>								<b>Life Cycles</b> <b><u>Learning Journey</u></b> <ol style="list-style-type: none"><li>Describe different stages of the human life-cycle</li><li>Describe the process of reproduction in plants</li><li>Compare life-cycles of different animals (mammal, amphibian, insect)</li></ol>			
PE	<b>Cog Focus: Applying Physical</b> <ul style="list-style-type: none"><li>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</li><li>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations</li><li>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</li></ul> <b><u>Learning Journey</u></b> <ol style="list-style-type: none"><li>Dynamic balance to agility, jumping and landing. Jumpball</li><li>Static balance, one leg. Jumpball</li><li>Round Robin Tournament, Jumpball</li><li>Dynamic balance to agility, jumping and landing. Jump, Roll, Balance</li><li>Static balance, one leg. Jump, Roll, Balance</li><li>Class Competition, Jump, Roll, Balance</li></ol>						<b>Cog Focus: Health and Fitness</b> <ul style="list-style-type: none"><li>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</li><li>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity</li><li>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</li></ul> <b><u>Learning Journey</u></b> <ol style="list-style-type: none"><li>Static balance, stance. Beanbag Raid</li><li>Coordination, footwork. Beanbag Raid</li><li>Continuous Knockout Tournament, Neanbag Raid</li><li>Static balance, stance. Dodgeball</li><li>Coordination, footwork. Dodgeball</li><li>Ladder Tournament, Dodgeball</li></ol>					

	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
<b>British Values:</b>	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.											
<b>History</b>							<b>Anglo-Saxons and Vikings</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>Describe what happened in Britain after the Romans left</li> <li>Understand that England was divided into smaller Kingdoms</li> <li>Describe life in an Anglo-Saxon village</li> <li>Explain why Vikings raided Anglo-Saxon Kingdoms</li> <li>Investigate Viking and Anglo-Saxon place names</li> </ol>					
<b>Geography</b>	<b>Scandinavia (a contrasting European locality)</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>Locate Scandinavia's countries and major cities on a world map</li> <li>Investigate the climate and biomes of Sweden</li> <li>Investigate the physical features of Sweden</li> <li>Investigate physical features of Scandinavia</li> <li>Compare population density in Sweden, Scandinavia, London and Tokyo</li> </ol>											
<b>RE</b>	<b>How and why do people pray?</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>To investigate how Sikh's worship through prayer?</li> <li>To analyse the Christian teachings and beliefs in the Lord's prayer.</li> <li>To know and explain the meanings behind the positions in Muslim prayer.</li> <li>To describe how Hindus pray at home and in the Mandir.</li> <li>To analyse different prayers from three different religions, comparing similarities and differences.</li> </ol>						<b>Do we have a variety of religions in our local area?</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>To know religious communities in Nottinghamshire (Notts Census data)</li> <li>To develop an accurate understanding of the religious plurality for Britain</li> </ol> <b>Assessment Piece:</b> Write a speech about wanting to become Mayor of Nottinghamshire promoting harmony			<b>Why are Good Friday and Easter Sunday the most important days for Christians</b> <u>Learning journey</u> <ol style="list-style-type: none"> <li>To know what Christians believe about Good Friday and Easter Sunday and their significance for Christians today.</li> <li>To show how Christians express sorrow and hope in different rituals, symbols and services.</li> <li>To reflect on the feelings and ideas associated with the themes and ideas behind the Easter Story.</li> </ol>		

	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
<b>British Values:</b>	Rule of Law. Introduce the idea of Juries and Jury service. With ordinary people deciding what happens											
<b>Music</b>	<b>Life Cycles - Musical Focus: Structure</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Singing in three parts</li> <li>2. Reading a melody in staff notation</li> <li>3. Accompanying a song with tuned and untuned instruments</li> <li>4. Composing and performing together</li> <li>5. Singing in two parts</li> <li>6. Combining vocal sounds in performance</li> <li>7. Creating a performance using voices and instruments in four parts</li> <li>8. Creating musical effects using contrasting pitch</li> <li>9. Creating descriptive music</li> <li>10. Developing a performance with awareness of audience</li> </ol>						<b>Keeping Healthy - Musical Focus: Beat</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Exploring beat at different tempi</li> <li>2. Singing syncopated melodies</li> <li>3. Developing rhythm skills through singing, playing and moving</li> <li>4. Singing and playing scales and chromatic melodies</li> <li>5. Accompanying a song with sung and played drones</li> <li>6. Singing in unison and two parts</li> <li>7. Learning to perform a song with syncopated rhythms</li> <li>8. Using a score to notate and guide selected elements of a performance</li> </ol>					
<b>Computing</b>	<b>Unit 5.4: Databases</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Searching a database</li> <li>2. Creating a class database</li> <li>3. Creating a topic data base</li> <li>4. Creating a topic database</li> </ol>				<b>Unit 5.5: Game creator</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Setting the scene</li> <li>2. Creating the game environment</li> <li>3. The game quest</li> <li>4. Finishing and sharing</li> <li>5. Evaluation</li> </ol>				<b>Unit 5.6: 3d modelling</b> <u>Learning Journey</u> <ol style="list-style-type: none"> <li>1. Introducing 2Design and make</li> <li>2. Moving points</li> <li>3. Designing for a purpose</li> <li>4. Printing and making</li> </ol>			
<b>MFL</b>	<b>Unit 5.4: On holiday</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"> <li>1. More countries</li> <li>2. Holiday accommodation</li> <li>3. Vocabulary associated with the zoo, beach and theme park</li> <li>4. Using the perfect past tense</li> </ol>				<b>Unit 5.5: Eating out</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"> <li>1. Asking for items in a shop or restaurant</li> <li>2. Asking how much things cost</li> <li>3. Some basic weights</li> <li>4. How to order for others in a restaurant</li> </ol>				<b>Unit 5.6: Hobbies</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"> <li>1. Naming hobbies</li> <li>2. Talking about types of music and giving a variety of opinions</li> <li>3. Say what musical instruments they play</li> <li>4. Talking about different types of film</li> </ol>			



	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><b>The Northern Lights (consider how artists have represented the night sky</b> (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)</p> <p><b><u>Colour and painting</u></b></p> <ul style="list-style-type: none"><li>Controlling and experimenting with particular qualities of tone, shades, hue and mood.</li><li>Explore the use of texture in colour.</li><li>Considering colour for purposes</li><li>Use colour to express moods and feelings.</li><li>Explore the texture of paint - very wet and thin or thick and heavy.</li><li>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</li><li>Consider artists use of colour and application of it</li></ul> <p><b><u>Media</u></b></p> <ul style="list-style-type: none"><li>Paint, Block printing paint/acrylic, water-colour</li></ul> <p><b><u>Final piece of art</u></b></p> <ul style="list-style-type: none"><li>Recreate Van Gogh’s Starry Night</li><li>Silhouettes landscape of The Northern Lights</li></ul>											
DT	<ul style="list-style-type: none"><li></li></ul>											Design a Viking Longship

	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>British Values</b>												
<b>Curriculum drivers / enrichment</b>	<b>Cultural Diversity:</b> Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world.  <b>Aspirations:</b> Mountains: Explore the life of Sir Edmund Hillary and the race to conquer Mount Everest. Discuss his later charitable work with the Himalayan Trust.					<b>Visit the National Coal Mining Museum</b>  <b>Aspiration:</b> 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.  <b>Cultural Diversity:</b> 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.						
<b>Science</b>	<b>Forces Learning Journey</b> <ol style="list-style-type: none"> <li>Describe the forces acting on a falling object</li> <li>Carry out an investigation into shoe grip (effects of friction)</li> <li>Investigate the effects of air resistance on a falling object</li> <li>Investigate the effects of water resistance</li> <li>Recognise that mechanisms (such as gears, levers and pulleys) allow a smaller force to have a greater effect</li> </ol>					<b>Y5 - Sound Learning Journey</b> <ol style="list-style-type: none"> <li>Describe how sound travels through a medium to the ear</li> <li>Label the parts of the ear and describe how they respond to sound</li> <li>Investigate the relationship between pitch, volume and distance from the sound source</li> <li>Explore how sounds travel through different media</li> <li>Describe how sounds travel through water</li> </ol>						
<b>PE</b>	<b>Cog Focus: Cognitive</b> <ul style="list-style-type: none"> <li>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations</li> <li>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</li> <li>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</li> </ul> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Coordination, ball skills. Throw Tennis</li> <li>Agility, reaction/response. Throw Tennis</li> <li>Ladder Tournament, Throw Tennis</li> <li>Coordination, ball skills. Endball</li> <li>Coordination, ball skills. Endball</li> <li>Agility, reaction/response. Endball</li> </ol>					<b>Cog Focus: Creative</b> <ul style="list-style-type: none"> <li>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience</li> <li>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</li> <li>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</li> </ul> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Static balance, seated. Seated Volleyball</li> <li>Static balance, floor work. Seated Volleyball</li> <li>Bump Ladder Tournament, Seated Volleyball</li> <li>Static balance, seated. Scorpion Handball</li> <li>Static balance, seated. Scorpion Handball</li> <li>Static balance, floor work. Scorpion Handball</li> <li>Round Robin Tournament, Scorpion Handball</li> </ol>						

	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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	<b>Coal Mining in the Local Area</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>Describe how the history of the local colliery fits into the chronology of mining in Britain</li><li>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</li><li>Understand the roles in early coal mines and the conditions</li><li>Describe some of the changes that happened during the industrial revolution</li><li>What was the impact of the 1984/85 miners strike on families and the future of mining</li></ol>											
Geography								<b>Mountains</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>Investigate the largest mountains in the UK</li><li>Locate Ben Nevis and describe the land use in the wider area compared to Sweden</li><li>Identify mountain ranges around the world</li><li>Investigate what makes mountains popular tourist destinations</li><li>Evaluate the positive and negative impacts of tourism on mountain environments</li></ol>				
RE	<b>Can we express religion through art and architecture?</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>To Investigate architecture relating to world religions</li><li>To describe some ways religious architecture express spiritual ideas giving examples of great buildings from different religions</li><li>To understand why Mosques matter to the Muslim community</li><li>To understand how art can be sacred and spiritual for believers</li><li>To investigate and reflect on the impact of design and artwork associated with a place of worship</li><li>To find out about some great examples of religious art and present their reasons for choosing those they find most impressive;</li><li>To apply ideas about worship and belief in a creative way, using Christian sculpture</li></ol> <b>Assessment piece</b> – Non chronological report on how does art and architecture express spiritual ideas?											

	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>British Values:</b>												
<b>Music</b>	<b>At the Movies</b> <b>Musical focus; Composing</b> <ol style="list-style-type: none"> <li>1. Sing and play percussion in a group piece with changes in tempo and dynamics</li> <li>2. Perform music together in synchronisation</li> <li>3. Use the musical dimensions to create and perform music for a movie</li> <li>4. Evaluate and refine compositions with reference to the inter-related dimensions</li> <li>5. Learn about and explore techniques used in movie soundtracks</li> </ol>					<b>Y5 - Celebrations</b> <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</li> <li>2. Improvise and compose music for a range of purposes using the inter related dimensions of music.</li> <li>3. Listen with attention to detail and recall sounds with increasing aural memory.</li> </ol> <b>Yr 6 – End of year performance</b>						
<b>Computing</b>	<b>Unit 5.7: Concept maps</b> <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>1. Introduction to concept mapping</li> <li>2. Using 2Connect</li> <li>3. 2Connect story mode</li> <li>4. Collaborative concept maps</li> </ol>					<b>Unit 5.8: Word processing with Microsoft Word</b> <b><u>Learning Journey</u></b> <ol style="list-style-type: none"> <li>1. Making a document from a blank page</li> <li>2. Inserting images: considering copyright</li> <li>3. Editing images in word</li> <li>4. Adding the text</li> <li>5. Finishing touches</li> <li>6. Presenting information using tables</li> <li>7. Writing a letter using a template</li> <li>8. Presenting information – newspaper</li> </ol>						
<b>MFL</b>	<b>Unit 5.7: School trip</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"> <li>1. The perfect past tense</li> <li>2. The future tense</li> <li>3. Some common verbs</li> <li>4. Vocabulary associated with a trip to a museum and the countryside</li> </ol>					<b>Unit 5.8: Seasons</b> <b><u>New Language Content</u></b> <ol style="list-style-type: none"> <li>1. The names of seasons</li> <li>2. Talking about seasonal activities</li> <li>3. Saying the date and when their birthday is</li> <li>4. Naming craft materials</li> <li>5. Following craft instructions</li> </ol>						

	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>British Values:</b>												
<b>Art</b>						<p><b>Lowry (including looking at perspective drawing)</b> (compare and contrast artistic representations of mountains from the <u>Drawing</u></p> <ul style="list-style-type: none"> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> <li>Investigate perspective including vanishing point</li> </ul> <p><b>Colour and Painting</b></p> <ul style="list-style-type: none"> <li>Considering colour for purposes</li> <li>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed</li> <li>Consider artists use of colour and application of it</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>Pencil grades, water colour</li> </ul> <p><b>Final piece of art</b></p> <ul style="list-style-type: none"> <li>Boxed perspective drawing to vanishing point</li> <li>Lowry water-colour</li> </ul>						
<b>DT</b>												
	<p><b>Design a Viking Long-ship using resistant materials</b> (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><u>Design</u></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p>					<p><b>Design Make and Evaluate a Bagatelle Board</b> (linked to Forces in Science)</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul>						

	<ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• 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</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b><u>Technical knowledge</u></b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products;</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>	
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## **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'

### C1. Suggested Timetable for Year 5/6

	8.40-8.50am	8.50-9.30am Session 1	9.30-10.45am Session 2	10.45-11am	11.00 - 12.30pm Session 3		12.30-1.15pm	1.15-1.30pm Session 4	1.30-3.00pm Session 5/6/7			3-3.20pm
MON	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Times Table	History / Geography	PSHE 2.15 – 2.45	Assembly 2.45 – 3.00pm	Class story
TUE	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Times Tables	PE 1.30 – 2.15pm	Art / DT 2.15 – 3.00pm		Class story
WED	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	French/Music 1.15 – 2.15pm		RE/Computing 2.15pm – 3.00pm		Class story
THUR	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Science 1.15 – 2.15pm		RE/Computing 2.15pm – 3.00pm		Class story
FRI	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Pic News 12.00 – 12.30	Lunch	PE 1.15pm – 2.15pm	Times Table 2.15 – 2.30pm	Assembly 2.30 – 3.00pm	Class story	