

Year 2: The Forge Curriculum Topic Map

Academic Year 2021-22



THE ST
AUGUSTINE'S 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.

| British Values: Democracy. Elect school councillors. Remind the children about voting and that the councillors "represent" them. What would they like the council to know about. | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Curriculum Drivers/Enrichment | <ul style="list-style-type: none"> Visit a local supermarket to explore where produce is from and to purchase fruit as a stimulus for art work (use fruit from Jamaica to link into Geography Unit. Use the walk to identify human features of the environment and link to aerial photos. Cultural Diversity (similarities and differences for children living in Newark and Kingston). Science – make explicit links to how all humans need the same things to grow and thrive. | | | | | | | Sports coach or nutritionist to visit school to talk about keeping healthy. Aspiration: how did they qualify. What do they do in their job? Cultural Diversity: Florence Nightingale and Mary Seacole: caring for all regardless of background, and culture. Mary Seacole: how was her life different to that of Florence Nightingale and explore the important things they had in common (drive, vision, personality, work ethic, compassion). Aspiration: the achievements of Florence Nightingale in leading on improvements in nursing and health against the expectations of the time. | | | | | | |
| PE | Real PE Cog Focus: Personal <ul style="list-style-type: none"> 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 appropriately I can follow instructions, practise safely and work on simple tasks by myself Learning Journey <ol style="list-style-type: none"> Coordination, footwork. Matching Pairs game Coordination, footwork. Follow the Leader game Coordination, footwork. Matching Pairs game Static balance, one leg. Balloon Balance game Static balance, one leg. Mirror Image game Static balance, one leg. Balloon Balance game Static balance, one leg. Mirror Image game | | | | | | | Real PE Cog Focus: Social <ul style="list-style-type: none"> 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 I can work sensibly with others, taking turns and sharing Learning Journey <ol style="list-style-type: none"> Dynamic balance to agility, jumping and landing. Develop combinations (competitive) Dynamic balance to agility, jumping and landing. Develop combinations (cooperative) Dynamic balance to agility, jumping and landing. Develop combinations (competitive) Static balance, seated. Mirror Image game Static balance, seated. Mirror Image game Static balance, seated. Exchange Objects in 4's (cooperative) Static balance, seated. Exchange Objects in 4's (competitive) | | | | | | |
| Science | The Needs of Animals and Humans Learning Journey <ol style="list-style-type: none"> Know that caterpillars grow from eggs Label parts of a caterpillar Know that all animals have offspring and name common examples Make observations of chrysalis Sequence the life-cycle of a bird Observe the emergence of the butterfly Describe the lifecycle of a butterfly | | | | | | | Keeping Healthy Learning Journey <ol style="list-style-type: none"> Know that humans need to eat a range of different foods to stay healthy Design a healthy meal Know that good hygiene is important to stay well Carry out a test to show why handwashing is important Use results from test to show why handwashing is important Investigate the effects of activity on the human body Describe the effects of exercise and good nutrition to stay healthy | | | | | | |

| British Values: Tolerance. Explore the lives of Mary Seacole and Florence Nightingale. Though they came from different backgrounds the important thing was that they helped others | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| History | | | | | | | | <u>Florence Nightingale/ Mary Seacole</u> <u>Learning Journey</u> 1. Sequence the main events in the life of Florence Nightingale 2. Compare the uniforms of nurses worn at the time of Florence Nightingale with those worn today 3. Write a letter explaining why Florence Nightingale should be allowed to go to the Crimea as a nurse 4. Compare the hospital at Scutari before Florence Nightingale arrived with what it was like afterwards 5. Describe some of the ways Florence Nightingale helped improve nursing and hospitals 6. Describe important events from Mary Seacole's life | | | | | | |
| RE | | | | | | | | <u>Comparing Kingston (Jamaica) with the Local Area</u> <u>Learning Journey</u> 1. Find Jamaica on an atlas and describe where it is 2. Describe some of the physical features of Jamaica (Physical Geography) 3. Describe some similarities and differences between life in and life in Jamaica (insert the school locality) 4. Describe different features of life in Jamaica 5. Compare the school location to Jamaica | | | | | | |
| Geography | | | | | | | | | | | | | | |

| British Values: Tolerance and Acceptance. The children learn a song from Tanzania and think of things they enjoy from other countries. | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Computing | | | | 2.1 Coding <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; Create and debug simple programs; Use logical reasoning to predict the behaviour of simple programs. | | | | 2.2 Online Safety <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 2.3 Spreadsheets <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | | | | | |
| Music | Travel Musical Focus: Performance The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive "theme park" music. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | | | | | Our Bodies Musical Focus: Beat The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments. <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | |

| British Values: Tolerance and Acceptance. Choose pieces of Jamaican art that the children like and value. | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | 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 |
| DT | | | | | | | | <p>Nutrition</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. <p>Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes; Understand where food comes from. | | | | | | |
| Art | <p>Still Life – Cezanne (begin with observational drawings of fruit, leading to work with pastels and paints, progress to using Paul Cezanne’s work as an inspiration to explore techniques.)</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 use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | | | | | <p>Jamaican Art (choose a stylised piece of Jamaican art work as a stimulus for collage)</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; To use a range of materials creatively to design and make products; 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. | | | | | | |

| British Values: Pupil voice in group work and planning activities in PE and investigations in science. | Spring 1 | | | | | | Spring 2 | | | | | |
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| | 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 Newark Air Museum (or suitable local option) Aspiration: The Wright Brothers and the qualities needed to succeed, perseverance overcoming set-backs and failures. Link to own experiences when designing and making. Cultural Diversity: Learning about other cultures (Jewish beliefs and practices linked to creation/ stories in common with Christianity. All humans as part of the same family. | | | | | | Visitor from White Post Farm (introduction to a range of animals as a stimulus for learning about habitats) Aspiration: Visitor to visit classes afterwards and children to interview about role, what does the person do for their job? how did they learn to care for animals etc.? Visit to a local place of worship or visitor into school (baptism and discussions of belonging). Cultural Diversity: We all need to belong. In what ways do we already belong? School? Family? Clubs? Teams? How can we help a new pupil who doesn't speak our language to belong? | | | | | |
| PE | Real PE Cog Focus: Cognitive <ul style="list-style-type: none"> 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 and I can explain why someone is working or performing well I can understand and follow simple rules and can name some things I am good at Learning Journey <ol style="list-style-type: none"> Dynamic balance, on a line. Balance Circuit game Dynamic balance, on a line. Rock, Paper, Scissors game Dynamic balance, on a line. Balance Circuit game Static balance, stance. Balance Transfer (competitive) Static balance, stance. Develop combinations Static balance, stance. Balance Transfer (competitive) | | | | | | Real PE Cog Focus: Creative <ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme I can explore and describe different movements Learning Journey <ol style="list-style-type: none"> Coordination, ball skills. Getting Around Us (cooperative) Coordination, ball skills. All Routes game Coordination, ball skills. Getting Around Us (cooperative) Counter balance, with a partner. Rollerball game Counter balance, with a partner. Lean Away game Counter balance, with a partner. Rollerball game | | | | | |
| Science | Uses of Materials <ol style="list-style-type: none"> Sort everyday materials according to what they are made from. Can they be changed? Explain why different materials were chosen to make certain objects in the local environment Test the properties of materials Plan an investigation into which materials can successfully cushion objects Carry out an investigation into which materials can successfully cushion objects Explain which materials were most effective in cushioning the object and to describe their characteristics | | | | | | Living things and their habitats <ol style="list-style-type: none"> Categorise animals in micro-habitat Identify the animals and plants found in a local micro-habitat Gather data on invertebrates in the locality Describe how creatures are adapted to their habitats Lesson 5-Sequence a food chain Lesson 6-Describe a food chain | | | | | |
| Art | | | | | | | Clay animals/ habitats (decide on an animal to focus on and begin with observational drawings, leading to plans and then begin to experiment and work with clay towards a finished high quality product. <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; To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | | | | | |

| British Values: Tolerance. Learn about Shabbat. What special times do children in class have. Explore how people should respect what is important to others | Spring 1 | | | | | | Spring 2 | | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | |
| DT | <p>Flying and gliding</p> <ul style="list-style-type: none"> Design, make and evaluate a <i>paper plane</i> that will sustain flight/ travel the furthest (challenge: how long); Design, make and evaluate a parachute and protection that will protect an egg when dropped from height. <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. | | | | | | | | | | | | | |
| History | <p>The First Flight</p> <p>Learning Journey</p> <ol style="list-style-type: none"> Sequence important events in the lives of the Wright Brothers Place pictures of aeroplanes in order from oldest to newest and explain why Explain why the first powered flight was so important | | | | | | | | | | | | | |
| RE | | | <p>Believing: What do Jewish people believe about God, creation, humanity, and the natural world?</p> <p>Learning Journey</p> <ol style="list-style-type: none"> Listen to other people's ideas about God and say what I think Recall the creation story from the Torah and Old Testament Explain what Shabbat is and why it is important | | | | | | | | <p>What is it like to belong to the Christian religion?</p> <p>Learning Journey</p> <ol style="list-style-type: none"> Describe what belonging means to different people Describe how church is a place some people feel that they belong | | | |

| British Values: Tolerance. Explore and appreciate music from different traditions. | Spring 1 | | | | | | Spring 2 | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Geography | | | | | | | Animals Around the World Learning Journey <ol style="list-style-type: none"> 1. Identify seven continents and five oceans on an atlas and globe 2. Describe the annual journey of humpback whales 3. Investigate features of each of the seven continents 4. Create a fact file for one of the seven continents | | | | | |
| Computing | | | | | | | 2.4 Questioning <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | | | | |
| Music | Number Musical Focus: Beat The children explore steady rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments. <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | Animals Musical Focus: Pitch The children link animal movements with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | |

| British Values: Tolerance. Explore ideas of sacred and respecting things that are important to others- link to synagogue visit. | Summer 1 | | | | | Summer 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Curriculum Drivers/ Enrichment | Visit to Newark Castle Aspirations Who is responsible for the upkeep of Newark Castle stone masons, grounds people etc., (input during visit). Cultural Diversity (what was it like to be a Saxon under Norman rule). Links to belonging- how would you feel seeing the castle going up with a drawbridge in your town. You can't go in without permission, and are told what to do (links to Saxon "Moots" debates to decide things and British Values- democracy.) | | | | | Visit to a synagogue (focus on stories with key characters e.g. Joseph, Jonah, Noah). Cultural Diversity: visit to a synagogue how can we believe different things and still be friends. Revisit memories and photographs of earlier visit to a Christian place of worship. Shared beliefs and British values (tolerance). Looking at the things we share in common e.g. special things linked to the Torah. Discuss sharing of key stories in Christianity and Judaism. The United Kingdom: (links to cultural diversity- the UK and beyond, where do our families and friends come from as a way of providing context to learning about the human and physical geography of the UK-what is it like there? How far is it from London, Edinburgh, Cardiff, Belfast? Is it in Scotland, Wales, England? | | | | | | |
| PE | Real PE Cog Focus: Applying Physical <ul style="list-style-type: none"> 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 I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together Learning Journey <ol style="list-style-type: none"> Coordination, sending and receiving. Collect Your Rebound game Coordination, sending and receiving. Jungle Challenge game Coordination, sending and receiving. Beat the Buzzer game Agility, reaction/response. Quick off the Mark game Agility, reaction/response. Copy Your Partner game Agility, reaction/response. Cooperative Challenges game | | | | | Real PE Cog Focus: Health and Fitness <ul style="list-style-type: none"> 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 I am aware of why exercise is important for good health Learning Journey <ol style="list-style-type: none"> Agility, ball chasing. Tunnels game Agility, ball chasing. Develop Combinations game Agility, ball chasing. Tunnels game Static balance, floor work. Front Curling game Static balance, floor work. Reverse Formation game Static balance, floor work. Front Curling game | | | | | | |
| Science | Plants Learning Journey <ol style="list-style-type: none"> Predict what will happen when a seed germinates Gather information about a seedling Recognise different forms of seed dispersal Describe the conditions in which plants grow Investigate how temperature affects germination Gather and record information about germination rates Draw conclusions about what conditions are needed for seeds to germinate | | | | | Seasonal Changes Learning Journey <ol style="list-style-type: none"> Measure temperature using a thermometer Measure and record temperature at different times of day and make predictions Explore shadows Investigate shadow length throughout the day Observe how day length changes over the year | | | | | | |
| Art | | | | | | Stain glass Windows illustrating stories from the Old Testament (See RE link) Aims: <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. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | | Shadows and Silhouettes Aims: <ul style="list-style-type: none"> Introduce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content <ul style="list-style-type: none"> To use a range of materials creatively to design and make products; To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. | | | |

| British Values: The "golden rule" and how it is found in different cultures and religions even if the stories are different. | Summer 1 | | | | | Summer 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| DT | Build a model of the gate house at Newark Castle with working drawbridge. Design <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate <ul style="list-style-type: none"> Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria. Technical knowledge <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable; Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | | | | | | | | | | | |
| History | Why was Newark Castle built and what was it for? Learning Journey <ol style="list-style-type: none"> Name 3 people who wanted to be King in 1066 and give a reason why each one thought they should be Describe how William became King in 1066 Describe what a motte and bailey castle is and explain why they were built Identify parts of Newark Castle that are Norman and say why it was built on this site Consider changes that have happened from the time the castle was built up to today | | | | | | | | | | | |
| RE | | | | | | Jewish and Christian Stories: How and why some stories are important in religion/ What can we learn from them and from the Torah? <ol style="list-style-type: none"> Decide whether the Good Samaritan followed the "Golden Rule" Investigate the story of Rebecca Investigate what the story of Joseph teaches about forgiveness Describe the characters of different people from the Old and New Testament | | | | | | |
| Geography | | | | | | The United Kingdom Learning Journey <ol style="list-style-type: none"> locate London in the United Kingdom and identify key features locate Scotland and Edinburgh in the United Kingdom and describe some human and physical features locate Belfast and Northern Ireland in the United Kingdom and describe some human and physical features locate Cardiff and Wales in the United Kingdom and describe some human and physical features | | | | | | |

| British Values: Tolerance: Consider how the UK is made up of Scotland, Wales, England and Northern Ireland. All different countries but all British. | Summer 1 | | | | | | Summer 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | |
| Computing | 2.6 Creating Pictures <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | 2.7 Making Music <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | 2.8 Presenting Ideas <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | | | | | | | |
| Music | | | | | | | | | | | | | |

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 1 & Year 2

| | 8.55-9am | 9-9.20am | 9.25-10.15am | 10.20-11am | 11.05-12pm | 12.00-12.45 | 12.50-13.05pm | 1-2pm | 2.30 pm | 2.10-2.45pm | 2.45-3pm |
|------|--------------|-------------------|-----------------------|-------------------|-----------------|-------------|-----------------------|---------------------------------|--------------------------------|---------------------------------|-------------|
| DAY | Registration | Session 1 Phonics | Session 2 Composition | Session 3 Reading | Session 4 Maths | Lunch | Session 5 Handwriting | Session 6 Curriculum | | Session 7 Curriculum | Class Story |
| Mon | | | | | | | | SCIENCE | | SCIENCE | |
| Tue | | | | | | | | PE | Values Assembly | N/A | |
| Wed | | | | | | | | History / Geography / RE | | History / Geography / RE | |
| Thur | | | | | | | | PE | | COMPUTING / MUSIC / | |
| Fri | | | | | | | | ART / DT | Superstar Assembly (Bi-weekly) | N/A | |

Note: In the afternoon teachers may take a 10 minute break where/if they feel it is relevant. There will not be a morning break.