Year 1: The Forge Curriculum Topic Map

Academic Year 2024-25

THE ST AUGUSTINE'S ACADEMY

LABOR OMNIA VINCIT

THE FORGE TRUST

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.

Subject						
Science	**<u>Unit 1.1: The Human Body</u>** 1. Label parts of the face 2. Investigate sounds around school 3. Label the main parts of body 4. Investigate touch, smell and taste 5. Use a bar chart to answer questions with eye colour	**<u>Unit 1.2: Animals Including Humans</u>** 1. Name common animals local to school 2. Classify animals in the locality 3. Investigate different animals that are kept as pets and know how to care for them 4. Use a simple key to classify animals 5. Classify animals as carnivore, herbivore and omnivore 6. Sort animals into groups of predator or prey. 7. Compare the structure of a variety of common animals	**<u>Unit 1.3: Toys/ Everyday materials</u>** 1. Identify everyday materials that toys are made from (wood, plastic, metal, fabric) 2. Investigate the materials that toys are made from 3. Investigate the absorbency of different materials 4. Investigate which materials are waterproof 5. Perform a simple test to see which materials keep Teddy dry 6. Investigate the transparency of materials	**<u>Unit 1.4: Seasonal Changes</u>** 1. Investigate sunrise and sunset times around the world 2. Observe changes and differences in the weather around the world 3. Describe changes in the weather and how this affects us 4. Investigate how the temperature changes in different seasons 5. Investigate trees across the seasons and how they change 6. Investigate sunrise and sunset times around the world	**<u>Unit 1.5: Let's Grow</u>** 1. Know what bulbs need to start growing 2. Label parts of a tree (trunk, branches, bark, leaves, roots) 3. Label parts of a flowering plant 4. Know the names of common plants in the local area and where these can be found 5. Label pictures of grown bulbs	**<u>1.6 Coast to Country</u>** 1. Locate where on the body detects each of the five senses (recap ready for visit to Gibraltar Point in week 2) 2. Name and identify animals and plants at Gibraltar Point 3. Classify animals from the locality of Gibraltar Point 4. Classify animals as predator or prey and say whether they are herbivores, carnivores or omnivores 5. Investigate where animals at Gibraltar Point were found 6. Plan an investigation into which habitats woodlice prefer 7. Suggest answers to what habitats woodlice prefer
History	**<u>Unit 1.1: History of Ourselves</u>** 1. Share things we remember from our life and put them in order 2. Find out about how I have changed	**<u>Unit 1.2: Helen Sharman: The UK's First Astronaut (Cross Curricular links between Geography and History)</u>** 1. To retell the story of how Helen Sharman became the first British person in space 2. To find the United Kingdom and the local area using digital mapping 3. To find the Pacific Ocean, Atlantic Ocean, Africa, North America and South America on a globe and atlas 4. To show some ways Brazil is similar and different from where we live	**<u>Unit 1.3: Toys/ Everyday materials</u>** 1 Identify everyday materials that toys are made from (wood, plastic, metal, fabric) 2 Investigate the materials that toys are made from 3 Investigate the absorbency of different materials 4 Investigate which materials are waterproof 5 Perform a simple test to see which materials keep Teddy dry 6 Investigate the transparency of materials	**<u>Unit 1.4: The Great Fire of London</u>** 1. Describe when the Great Fire of London took place 2. Describe what happened during the Great Fire of London using pictures and writing from the time 3. Explain why the fire spread so far and so fast 4. Explain why it is harder for fire to spread today than in London in 1666 5. Describe how London changed after the great fire	
Geography	**<u>Unit 1.1: The Local Area</u>** 1. Describe features of the local area 2. Create a simple map of the local area to show the main features	**<u>Unit 1.2: Helen Sharman: The UK's First Astronaut (Cross Curricular links between Geography and History)</u>** 1. To retell the story of how Helen Sharman became the first British person in space 2. To find the United Kingdom and the local area using digital mapping 3. To find the Pacific Ocean, Atlantic Ocean, Africa, North America and South America on a globe and atlas 4. To show some ways Brazil is similar and different from where we live	**<u>Unit 1.3: Weather around the World</u> (begin with local weather leading to UK weather forecast to explore capital cities and weather in different locations on a given day leading to wider world/ key weather characteristics associated with different climate zones.)** 1. Record observations of the weather in the local area 2. Investigate the weather in four different places 3. Describe the location of four different places using directions and investigate the weather 4. Describe how the weather can change when you move towards the North Pole 5. Describe how the weather can change as you move south towards the equator	**<u>Unit 1.4 Coast to Country</u> (building to visit in week 1 summer 2 with science links)** 1. Use compasses to identify North, South, East and West 2. Locate key features in the local area 3. Identify the main features at Gibraltar Point 4. Investigate the main features at Gibraltar Point	

Subject						
RE	**Unit 1.1: Christianity** • Does God want Christians to look after the world?	**Unit 1.2: Christianity** • What gift might Christians in my town have given to Jesus if he had been born here rather than in Bethlehem	**Unit 1.3: Christianity** • Was it always easy for Jesus to show friendship?	**Unit 1.4: Christianity** • Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	**Unit 1.5: Judaism** • Is Shabat important to Jewish children?	**Unit 1.6: Judaism** • Are Rosh Hashana and Yom Kippur important to Jewish children?
PHSE	**Unit 1.1: Me and My Relationships** 1. Feelings 2. Getting help 3. Classroom rules 4. Special people 5. Be a good friend	**Unit 1.2: Valuing Difference** 1. Recognising, valuing and celebrating difference 2. Developing respect and accepting others 3. Bullying and getting help	**Unit 1.3: Keeping Safe** 1. How our feelings can keep us safe – including online safety 2. Safe and unsafe touches 3. Medicine safety 4. Sleep	**Unit 1.4: Rights and Respect** 1. Taking care of myself 2. Taking care of my money 3. Taking care of my environment	**Unit 1.5: Being my Best** 1. Growth mindset 2. Healthy eating 3. Hygiene and health 4. Cooperation	**Unit 1.6: Growing and Changing** 1. Getting help 2. Becoming independent 3. My body parts 4. Taking care of myself and others
PE	**Real PE: 1.1 Coordination and Static Balance** **Cog Focus: Personal** 1 I can try several times if at first I don't succeed and I ask for help when appropriate 2 I can follow instructions, practise safely and work on simple tasks by myself 3 I enjoy working on simple tasks with help	**Real PE: 1.2 Dynamic Balance to agility, and Static Balance** **Cog Focus: Social** 1 I can help praise and encourage others in their learning 2 I can work sensibly with others, taking turns and sharing 3 I can play with others and take turns and share with help	**Real PE: 1.3 Dynamic Balance and Static Balance** **Cog Focus: Cognitive** 1 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 2 I can understand and follow simple rules and can name some things I am good at 3 I can follow simple instructions	**Real PE: 1.4 Coordination and Counter Balance** **Cog Focus: Creative** 1 I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme 2 I can explore and describe different movements 3 I can observe and copy others	**Real PE: Coordination and Agility** **Cog Focus: Applying Physical** 1 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 2 I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together 3 I can move confidently in different ways	**Real PE: Agility and Static Balance** **Cog Focus: Health and Fitness** 1 I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely 2 I am aware of why exercise is important for good health 3 I am aware of the changes to the way I feel when I exercise

Computing	**Unit 1.1: Online Safety and Exploring Purple Mash** 1. Safe Logins 2. My work area 3. Purple Mash topics 4. Purple Mash tools	**Unit 1.2: Grouping and Sorting** 1. Sorting away from the computer 2. Sorting on the computer	**Unit 1.3: Pictograms** 1. Data in pictures 2. Class pictogram 3. Recording results	**Unit 1.4: Lego Builders** 1. Following instructions 2. Following and creating simple instructions on the computer 3. To consider how the order of instructions affects the result	**Unit 1.5: Maze Explorers** 1. Challenges one and two 2. Challenges three and four 3. Challenges five and six 4. Setting more challenges	**Unit 1.6: Animated Story Books** 1. Drawing and creating 2. Animation 3. Sounds and more 4. Making a story 5. Copy and paste	**Unit 1.7: Coding** 1. Instructions 2. Objects and actions 3. Events 4. When code executes 5. Setting the scene 6. Using a plan	**Unit 1.8: Spreadsheets** 1. Introduction to spreadsheets 2. Adding images to a spreadsheet and using the image toolbox 3. Using the "Speak and Count" tools in 2Calculate to count items	**Unit 1.9: Technology Outside School** 1. What is technology 2. Technology outside school

Subjects												
Art	**<u>Unit 1.1: Self Portraits</u>** **<u>Aims:</u>** • 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. **<u>Subject content</u>** • 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; • 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.	**<u>Unit 1.2: Spring Flowers</u> (representing flowers through a range of media using the work of Georgia O' Keeffe as an inspiration)** **<u>Aims:</u>** • 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. **<u>Subject content</u>** • 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; • 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.	**<u>Unit 1.3: plant paintings using Monet as a stimulus</u>** **<u>Aims:</u>** • 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. **<u>Subject content</u>** • 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; • 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.	**<u>Unit 1.4: Collage linked to work on Monet</u>** **<u>Aims:</u>** • 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. **<u>Subject content</u>** • 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; • 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.	**<u>Unit 1.5 Coastal Art (observational)</u>** **<u>Aims:</u>** • 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. **<u>Subject content</u>** • 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; • 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.							
Music	**<u>Unit 1.1: Ourselves</u>** **Musical focus: Exploring sounds** The children explore ways of using their voices expressively	**<u>Unit 1.2: Number</u>** **Musical focus: Beat** The children develop a sense of steady beat through movement, body percussion and instruments	**<u>Unit 1.3: Animals</u>** **Musical focus: Pitch** The children develop an understanding of pitch through using movement, voices and instruments	**<u>Unit 1.4: Weather</u>** **Musical focus: Exploring sounds** The children use voices, movement and instruments to explore different ways music can be used to describe the weather.	**<u>Unit 1.5: Machines</u>** **Musical focus: Beat** The children explore beat through movement, body percussion and instruments.	**<u>Unit 1.6: Seasons</u>** **Musical focus: Pitch** The children further develop their vocabulary and understanding of pitch.	**<u>Unit 1.7: Our School</u>** **Musical focus: Exploring sounds** The children explore sounds found in their school environment	**<u>Unit 1.8: Pattern</u>** **Musical focus: Beat** Children develop an understanding of metre through counting, body percussion and readying scores.	**<u>Unit 1.9: Story Time</u>** **Musical focus: Exploring sounds** Children learn how music can be used to tell a story	**<u>Unit 1.10: Our bodies</u>** **Musical focus: Beat** The children respond with their bodies to steady beat and rhythm	**<u>Unit 1.11 Travel</u>** **Musical Focus: Performance** The children develop their performance skills and learn songs about travel and transport from around the world	**<u>Unit 1.12: Water</u>** **Musical focus: Pitch** The children use voices, movement and instruments to explore changes of pitch.

Subjects				
DT	**Unit 1.1: Healthy Eating** **Context** Links to PHSE **Nutrition** • Use the basic principles of a healthy and varied diet to prepare dishes; • Understand where food comes from.	**Unit 1.2: Design a Home for a Hedgehog** **Context** Links to Animals including Humans: science **Design** • 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** • 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** • Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.	**Unit 1.3: Build a Bridge** **Context** Use the stimulus of a toy car for a character. Can you design build and evaluate a bridge that will allow the character to drive across) **Design** • 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** • 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** • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria. **Technical knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable.	**Unit 1.4: The Great Fire of London** **Context** Design make and build a model of a 17th century house with doors that open) **Design** • Design purposeful and functional 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** • Select from and use a range of tools and equipment to perform practical tasks (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** • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria. **Technical knowledge** • Build structures, exploring how they can be made stronger, stiffer and more stable; • Explore and use mechanisms such as levers, sliders, wheels and axles in their products.

Additional Commentary

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.

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'.

INTENT = TRUST LEVEL

IMPLEMENTATION = ACADEMY LEVEL

IMPACT = ACADEMY LEVEL AND TRUST LEVEL

The Three 'I's of Curriculum

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

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

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

Key Question: Who made the curriculum decisions?
Answer: The curriculum in place is 'layered', with 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, RE, History and Geography 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.

Note: subjects below follow the following schemes:

In RE schools follow the Notts Agreed Syllabus for RE

In Music schools use the Music Express scheme

In PSHE schools use a scheme called 'Jigsaw'. This sits alongside RSE (Relationships and Sex Education) and a Drugs and Alcohol scheme of work.

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'