Year 5: 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	**Unit 5.1: Rocks and Caves** 1. Classify rocks according to physical properties 2. Investigate types of rock found locally 3. Explain why certain types of rock contain fossils 4. Explain why rocks and minerals found in different areas can vary 5. Categorise the rocks found at different levels in the caves and explain how they formed 6. Set up a fair test to investigate stalactite formation 7. Make observations and draw conclusions	**Unit 5.2: Earth and Space** 1. Name the planets and recall features 2. Describe the movement of the Earth relative to the sun and other planets 3. Demonstrate why we have day and night 4. Describe the movement of the Earth in relation to the sun and the impact this has on the seasons 5. Describe the phases of the moon 6. Understand what space is and illustrate the distance between the planets and the sun to scale	**Unit 5.3: Properties and changes of materials** 1. Sort materials according to whether they are magnetic and/or conduct electricity 2. Plan an investigation into the absorbency of different materials (Viking clothing) 3. Present findings from our investigation and demonstrate which material would be best suited for Viking clothing 4. Separate materials through evaporation 5. Extract clean salt from dirty sea water 6. Recognise reversible and irreversible changes 7. Design an investigation into the effects of sugar on fermentation rates 8. Draw conclusions about the relationship between the amount of sugar and fermentation rates	**Unit 5.4: Life Cycles** 1. Describe different stages of the human life-cycle 2. Describe the process of reproduction in plants 3. Compare life-cycles of different animals 4. Compare life-cycles of plants and animals	**Unit 5.5: Forces** 1. Identify the effects of friction 2. Carry out an investigation into shoe grip 3. Describe the forces acting on a falling object 4. Describe the effects of air resistance on a falling object 5. Investigate the effects of air resistance on a falling object 6. Recognise that mechanisms allow a smaller force to have a greater effect 7. Recognise that pulleys allow a smaller force to have a greater effect	**Unit 5.6: Sound** 1. Describe how sound travels through a medium to the ear 2. Label the parts of the ear and describe how they respond to sound 3. Investigate the relationship between pitch, volume and distance from the sound source 4. Explore how sounds travel through different media 5. Describe how sounds travel through water
History	**Unit 5.1: Escape from Pompeii** 1. Recount the events that took place in Pompeii and Herculaneum 2. Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79 3. Describe an everyday Roman scene in Pompeii		**Unit 5.2: Anglo-Saxons and Vikings** 1. Describe what happened in Britain after the Romans left 2. Describe life in an Anglo-Saxon village 3. Decide whether an Anglo-Saxon Kingdom was a fair place to live and give reasons 4. Explain why Vikings raided Anglo-Saxon Kingdoms 5. Describe everyday life in a Viking Settlement 6. Identify the distribution of Viking settlements in the school locality		**Unit 5.3b: Coal Mining in the Local Area** 1. Describe how the history of the local colliery fits into the chronology of mining in Britain 2. Describe some of the changes that happened during the industrial revolution 3. Write a letter giving reasons why children should not be allowed to work in coal mines 4. Describe the conditions experienced by miners in the 20th century 5. Use sources to investigate the sequence in which the mining community grew up 6. 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	
Subject						
Geography	**Unit 5.1: Volcanos** 1. Describe the location of five famous Volcanoes 2. Describe how volcanic islands form and a physical process that affect them 3. Use location to make predictions about climate 4. Describe the human geography of Puebla 5. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl		**Unit 5.2: Scandinavia (a contrasting European locality)** 1. Describe the extent of the locations settled and visited by the Vikings 2. Investigate the climate and biomes of Sweden 3. Investigate how land use in Sweden affects trade 4. Investigate population density in Sweden		**Unit 5.3: Mountains** 1. Investigate the largest mountains in the UK 2. Locate Ben Nevis and describe the land use in the wider area 3. Identify mountain ranges around the world 4. Describe the topography of Mount Kilimanjaro	

	6. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl					
RE	**Unit 5.1: Sikhism** • How far would a Sikh go for his or her religion?	**Unit 5.2: Christianity** • Is the Christmas story true?	**Unit 5.3: Sikhism** • Are Sikh stories important today?	**Unit 5.4: Christianity** • How significant is it for Christians to believe God intended Jesus to die?	**Unit 5.5: Sikhism** • What is the best way for a Sikh to show commitment to God?	**Unit 5.6: Christianity** • What is the best way for a Christian to show commitment to God?
PHSE	**Unit 5.1: Me and My Relationships** 1. Feelings 2. Friendship skills, including compromise 3. Assertive skills 4. Cooperation 5. Recognising emotional needs	**Unit 6.2: Valuing Difference** 1. Recognising and celebrating difference, including religious and cultural 2. Influence and pressure of social media	**Unit 5.3: Keeping Safe** 1. Managing risk, including online safety 2. Norms around the use of legal drugs (tobacco and alcohol) 3. Decision making skills	**Unit 5.4: Rights and Respect** 1. Rights, respect and duties relating to my health 2. Making a difference 3. Decisions about lending, borrowing and spending	**Unit 5.5: Being my Best** 1. Growing independence and taking ownership 2. Keeping myself healthy 3. Media awareness and safety 4. My community	**Unit 5.6: Growing and Changing** 1. Managing difficult feelings 2. Managing change 3. How my feelings help me keep safe 4. Getting help
PE	**Real PE: 5.1 Coordination and agility** **Cog Focus: Personal** • I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice	**Real PE: 5.2 Dynamic balance and counter balance** **Cog Focus: Social** • I can involve others and motivate those around me to perform better • I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately • I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task	**Real PE: 5.3 Static balance and coordination** **Cog Focus: Cognitive** • I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop • 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 and I can develop methods to outwit opponents • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions	**Real PE 5.4 Static balance** **Cog Focus: Creative** • I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience • I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others • I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging	**Real PE: 5.5 Dynamic balance to agility and static balance** **Cog Focus: Applying Physical** • I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations • I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities	**Real PE: 5.6 Coordination and agility** **Cog Focus: Health and Fitness** • I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme • I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working

Subject								
Computing	**Unit 5.1: Coding** 1. Coding efficiently 2. Simulating a physical system 3. Decomposition and abstraction 4. Friction and functions	**Unit 5.2: Online Safety** 1. Responsibilities and support when online 2. Protecting privacy 3. Citing sources 4. Reliability	**Unit 5.3: Spreadsheets** 1. Conversions of measurements 2. The count tool 3. Formulae including the advanced mode	**Unit 5.4: Databases** 1. Searching a database 2. Creating a class database 3. Creating a topic data base	**Unit 5.5: Game creator** 1. Setting the scene 2. Creating the game environment 3. The game quest 4. Finishing and sharing 5. Evaluation	**Unit 5.6: 3d modelling** 1. Introducing 2Design and make 2. Moving points 3. Designing for a purpose 4. Printing and making	**Unit 5.7: Concept maps** 1. Introduction to concept mapping 2. Using 2Connect 3. 2Connect story mode 4. Collaborative concept maps	**Unit 5.8: Word processing with Microsoft Word** 1. Making a document from a blank page 2. Inserting images: considering copyright 3. Editing images in word 4. Adding the text

	5. Introducing strings 6. Text variables and concatenation		4. Using text variables to perform calculations 5. Event planning with a spreadsheet	4. Creating a topic database				5. Finishing touches 6. Presenting information using tables 7. Writing a letter using a template 8. Presenting information – newspaper
Art	**<u>Unit 5.1: Roman Pottery (using the clay artefacts from Pompeii as a stimulus for clay work. What did the pots and jugs look like? How would they have been decorated?)</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. **<u>Subject content:</u>** • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		**<u>Unit 5.2: Portraits in the 20th Century (explore a range of portraits from the 20th century: Nelson Mandela portraits and the work of Matisse e.g. Woman in Hat, Andy Warhol Marylyn and representations of Martin Luther King.</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 create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history.		**<u>Unit 5.3: The Northern Lights (consider how artists have represented the night sky (Van Gogh, Starry Night, and look at representations of the Northern Lights. Progress to using stencils to provide silhouettes of landscapes to be offset by the Northern Lights. Link to work on Scandinavia.</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 create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.		**<u>Unit 5.4: Mountains in Art (compare and contrast artistic representations of mountains from the impressionists with representations in Chinese art. Explore techniques and build to a final piece painting based on what pupils have learned.)</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 create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
Music	**<u>Unit 5.1: Our community</u>** **Musical focus: Performance** The song Jerusalem provides the basis for looking at changes over time.	**<u>Unit 5.2: Solar System</u>** **Musical focus: Listening** Embark on a musical journey through the solar system. Exploring how our universe inspired composers. The children move and play to a steady beat and to sound sequences.	**<u>Unit 5.3: Life cycles</u>** **Musical focus: Structure** Explore the human life cycle with a wide variety of musical moods, styles and genres.	**<u>Unit 5.4: Keeping Healthy</u>** **Musical focus: Beat** From body popping and gospel singing, to singing and cycling, the children are taken through their paces, using musical techniques.	**<u>Unit 5.5: At the movies</u>** **Musical focus: Composition** Explore music from 1920s animated films to present day movies.	**<u>Unit 5.6: Celebration</u>** **Musical focus: Performance** A lively celebration in song for children to perform at a class assembly, a school concert or fate.		
Subject								
DT	**<u>Unit 5.1: Design a Balloon Rocket to travel along a horizontal line guided by a straw.</u>** **<u>Design</u>** • 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;		**<u>Unit 5.2: Design a Viking Long-ship using resistant materials (design constrains: Longship must be capable of being propelled by sail and float with stability on a safe water course in the locality)</u>** **<u>Design</u>** • 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		**<u>Unit 5.3: Design Make and Evaluate a Bagatelle Board (linked to Forces in Science)</u>** **<u>Design</u>** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;		

	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures		• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
MFL	**Unit 5.1: Phonetics/ my family**	**Unit 5.2: The date**	**Unit 5.3: what is the weather?**	**Unit 5.4: Do you have a pet?**	**Unit 5.5: My home**	**Unit 5.6: Habitats**

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;

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'