Year 2: The Forge Curriculum Topic Map

Academic Year 2025-26

THE ST AUGUSTINE'S ACADEMY

LABOR OMNIA VINCIT

ForgeTrust

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 2.1: The Needs of Animals and Humans** 1. Know that caterpillars grow from eggs 2. Label parts of a caterpillar 3. Know that all animals have offspring and name common examples 4. Make observations of chrysalis 5. Sequence the life-cycle of a bird 6. Observe the emergence of the butterfly 7. Describe the lifecycle of a butterfly	**Unit 2.2: Keeping Healthy** 1. Know that humans need to eat a range of different foods to stay healthy 2. Design a healthy meal 3. Know that good hygiene is important to stay well 4. Carry out a test to show why handwashing is important 5. Use results from test to show why handwashing is important 6. Investigate the effects of activity on the human body 7. Describe the effects of exercise and good nutrition to stay healthy	**Unit 2.3: Uses of Materials** 1. Sort everyday materials according to what they are made from. Can they be changed? 2. Explain why different materials were chosen to make certain objects in the local environment 3. Test the properties of materials 4. Plan an investigation into which materials can successfully cushion objects 5. Carry out an investigation into which materials can successfully cushion objects. 6. Explain which materials were most effective in cushioning the object and to describe their characteristics	**Unit 2.4: Living things and their habitats** 1. Categorise animals in micro-habitat 2. Identify the animals and plants found in a local micro-habitat 3. Gather data on invertebrates in the locality 4. Describe how creatures are adapted to their habitats 5. Lesson 5-Sequence a food chain 6. Lesson 6-Describe a food chain	**Unit 2.5: Plants Learning Journey** 1. Predict what will happen when a seed germinates 2. Gather information about a seedling 3. Recognise different forms of seed dispersal 4. Describe the conditions in which plants grow 5. Investigate how temperature affects germination 6. Gather and record information about germination rates 7. Draw conclusions about what conditions are needed for seeds to germinate	**Unit 2.6: Seasonal Changes** 1. Measure temperature using a thermometer 2. Measure and record temperature at different times of day and make predictions 3. Explore shadows 4. Investigate shadow length throughout the day 5. Observe how day length changes over the year
History	1.	**Unit 2.1: Florence Nightingale/ Mary Seacole** 2. Sequence the main events in the life of Florence Nightingale 3. Compare the uniforms of nurses worn at the time of Florence Nightingale with those worn today 4. Write a letter explaining why Florence Nightingale should be allowed to go to the Crimea as a nurse 5. Compare the hospital at Scutari before Florence Nightingale arrived with what is was like afterwards 6. Describe some of the ways Florence Nightingale helped improve nursing and hospitals 7. Describe important events from Mary Seacole's life	**Unit 2.2: Rail Innovation** 1. To sequence important British railway events 2. To sequence important events in the life of Robert Stephenson 3. To explain why the first steam powered locomotive was important 4. To learn facts about a range of different trains at The National Railway Museum		**Unit 2.3: Why was Newark Castle built and what was it for?** 1. Name 3 people who wanted to be King in 1066 and give a reason why each one thought they should be 2. Describe how William became King in 1066 3. Describe what a motte and bailey castle is and explain why they were built 4. Identify parts of Newark Castle that are Norman and say why it was built on this site 5. Consider changes that have happened from the time the castle was built up to today	
Geography	**Unit 2.1: Comparing Kingston (Jamaica) with the Local Area** 1. Find Mexico on an atlas and describe where it is 2. Describe some of the physical features of Mexico (Physical Geography) 3. Describe some similarities and differences between life in Worksop and life in Mexico 4. Describe different features of life in Mexico 5. Compare the school location to Mexico		**Unit 2.2: Animals Around the World** 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		**Unit 2.4: The United Kingdom** 1. Locate London in the United Kingdom and identify key features 2. Locate Scotland and Edinburgh in the United Kingdom and describe some human and physical features 3. Locate Belfast and Northern Ireland in the United Kingdom and describe some human and physical features 4. Locate Cardiff and Wales in the United Kingdom and describe some human and physical features	

Subject						
RE	**Unit 2.1: Christianity** • Is it possible to be kind to everyone?	**Unit 2.2: Christianity** • Why do Christians believe God gave Jesus to the world?	**Unit 2.3: Islam** • Does praying at regular interviews help a Muslim in his or her everyday life?	**Unit 2.4: Christianity** • How important is it to Christians that Jesus came back to life after his crucifixion?	**Unit 2.5: Islam** • Does going to a Mosque give Muslims a sense of belonging?	**Unit 2.6: Islam** • Does completing the Haj make a person a better Muslim.
PHSE	**Unit 2.1: Me and My Relationships** 1. Bullying and teasing 2. Our school rules about bullying 3. Being a good friend 4. Feelings/ self-regulation	**Unit 2.2: Valuing Difference** 1. Being kind and helping others 2. Celebrating difference 3. People who help us 4. Listening skills	**Unit 2.3: Keeping Safe** 1. Secrets and unsafe secrets 2. Appropriate touch 3. Medicine safety	**Unit 2.4: Rights and Respect** 1. Cooperation 2. Self-regulation 3. Online safety 4. Looking after money – saving and spending	**Unit 2.5: Being my Best** 1. Growth mindset 2. Looking after my body 3. Hygiene and health 4. Exercise and sleep	**Unit 2.6: Growing and Changing** 1. Lifecycles 2. Dealing with loss 3. Being supportive 4. Growing and changing 5. Privacy
PE	**Real PE: 2.1 Coordination and static balance** **Cog Focus: Personal** 1. I know where I am with my learning and I have begun to challenge myself 2. I try several times if at first I don't succeed and I ask for help when appropriately 3. I can follow instructions, practise safely and work on simple tasks by myself	**Real PE: 2.2 Dynamic balance to agility and static balance** **Cog Focus: Social** 1. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas 2. I can help praise and encourage others in their learning 3. I can work sensibly with others, taking turns and sharing	**Real PE: 2.3 Dynamic balance and static balance** **Cog Focus: Cognitive** 1. 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 2. 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 3. I can understand and follow simple rules and can name some things I am good at	**Real PE 2.4 Coordination and counter balance** **Cog Focus: Creative** 1. 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 2. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme 3. I can explore and describe different movements	**Real PE: 2.5 Coordination and agility** **Cog Focus: Applying Physical** 1. 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 2. 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 3. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together	**Real PE: 2.6 Agility and static balance** **Cog Focus: Health and Fitness** 1. 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 2. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely 3. I am aware of why exercise is important for good health

Subjects											
Computing	**Unit 2.1: Coding** 1. Algorithms 2. Collision detection 3. Using a timer 4. Different object types 5. Buttons 6. Smelly code debugging	**Unit 2.2: Online Safety** 1. Searching and sharing 2. Email using to Respond 3. Digital footprint	**Unit 2.3: Spreadsheets** 1. Reviewing prior use of spreadsheets 2. Copying and pasting totalling tools 3. Using a spreadsheet to add amounts 4. Creating a table and block graph	**Unit 2.4: Questioning** 1. Using and creating pictograms 2. Asking yes/ no questions 3. Binary trees 4. Using 2Question - a computer based binary tree programme 5. Using 2Investigate – a non-binary data base	**Unit 2.5: Effective searching** 1. Understanding the internet and searching 2. Searching the internet 3. Sharing knowledge of the internet and effective searching	**Unit 2.7: Making music** 1. Introducing 2Sequence 2. Making music Sound tracks	**Unit 2.6: Creating pictures** 1. Introduction and impressionism 2. Pointillist art 3. Piet Mondrian 4. William Morris Surrealism and eCollage	**Unit 2.8 Presenting ideas** 1. Presenting a story three ways 2. Presenting ideas as a quiz 3. Making a non-fiction fact file Making a presentation			
Art	**Unit 2.1: 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.) **Aims:** • 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** • 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.			**Unit 2.2: Jamaican Art (choose a stylised piece of Jamaican art work as a stimulus for collage)** **Aims:** • 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** • 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.			**Unit 2.3: Stain glass Windows illustrating stories from the Old Testament (See RE link)** **Aims:** • 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** • 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.		**Unit 2.4: Shadows and Silhouettes** **Aims:** • 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** • 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	**Unit 2.1: Ourselves** **Musical focus: Exploring sounds** The children discover ways to use their voices to describe feelings and moods.	**Unit 2.2: Toys** **Musical focus: Beat** The children move and play to a steady beat and to sound sequences.	**Unit 2.3: Our land** **Musical focus: Exploring sounds** The children explore timbre and texture as they explore descriptive sounds	**Unit 2.4: Our bodies** **Musical focus: Beat** The children develop a sense of steady beat through using their own bodies	**Unit 2.5: Animals** **Musical focus: Pitch** The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch	**Unit 2.6: Number** **Musical focus: Beat** The children explore steady beat and rhythm patterns	**Unit 2.7: Story time** **Musical focus: Exploring sounds** The children are introduced to famous pieces to stimulate composition	**Unit 2.8: Seasons** **Musical focus: Pitch** Children develop understanding of pitch through movement, songs and listening games.	**Unit 2.9: Story Weather** **Musical focus: Exploring sounds** Children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather	**Unit 2.10: Pattern** **Musical focus: Beat** Using simple notions, the children play, create and combine mini beast rhythms using body percussion and instruments	**Unit 2.11 Water** **Musical Focus: Pitch** The children sing and play a variety of pitch shapes using movement and reading from scores	**Unit 2.12: Travel** **Musical focus: Performance** The children learn a Tanzanian game song and accompany a travelling song using voices and instruments.

Subject				
DT	**Unit 2.1: Wonka Bars** **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 2.2: Nutrition** **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. **Nutrition** • Use the basic principles of a healthy and varied diet to prepare dishes; • Understand where food comes from.	**Unit 2.3: Cars** • Design, make and evaluate a car that will travel the furthest (challenge: how long). **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 2.4: Build a model of the gate house at Newark Castle with working drawbridge.** **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; • Explore and use mechanisms [for example, 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'