Year 3: 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 3.1: Rocks and Soil** 1. Sort rocks according to observations 2. Identify sedimentary, igneous and metamorphic rocks 3. Describe how fossils are formed 4. Investigate permeability 5. Carry out a fair test, gather data and draw conclusions 6. Describe the characteristics of different types of soil 7. Investigate soil types in the local environment	**Unit 3.2: Light** 1. Identify different light sources 2. Investigate how different materials respond to light 3. Demonstrate that light travels in straight lines 4. Investigate how mirrors reflect light 5. Plan an investigation into shadows 6. Carry out a fair test, gather data, draw conclusions 7. Know that darkness is the absence of light	**Unit 3.3: Forces and Magnet** 1. Explore how toy cars move across different surfaces 2. Plan a fair test to investigate how a toy car moves across different surfaces 3. Carry out a fair test, gather data and draw conclusions 4. Observe how magnets attract and repel 5. Group materials according to whether they are attracted to a magnet or not 6. Explore which materials magnets can work through (making predictions and exploring) 7. Design a test to investigate magnets 8. Carry out a fair test, gather data, draw conclusions 9. Observe patterns created by a magnetic field 10. Observe patterns created by a magnetic field when magnets repel each other	**Unit 3.4: Plants** 1. Describe how plants are adapted to their habitats 2. Describe the function of different parts of a plant 3. Explore the part that flowers play in the life-cycle of flowering plants 4. Identify flowers that are pollinated by insects and by the wind 5. Describe how water is transported in plants 6. Plan a fair test to prove that plants need light 7. Draw conclusions about what our investigation has shown	**Unit 3.5: Animals including Humans** 1. Illustrate a simple food plan 2. Know that humans are consumers and need to get all nutrition from the food they eat 3. Know that a range of fruit and vegetables are essential for a balanced diet 4. Design a menu to meet the nutritional needs of children 5. Label the human skeleton 6. Identify animals with exo and endoskeletons 7. Describe how muscles work in pairs
History	**Unit 3.1: From Stone Age to Iron Age** 1. Sequence the stone age, bronze age and iron age and explain how we know about them 2. Describe changes to how people lived in the Stone Age 3. Investigate the diet of stone age farmers and compare it with the things we eat today 4. Describe what the evidence of settlement at Creswell Crags shows (choose the "On the hunt" tour on the visit) Explain why the development of bronze was so important 5. Explain why Stonehenge was such a huge achievement for Prehistoric people 6. Explain why many iron age people lived in hill forts in Britain 7.		**Unit 3.2: Ancient Egypt** 1. Place early civilisations on a timeline 2. Name and describe important gods and goddesses and explain how we know about them today 3. Explain why the Pyramids were built and what they were used for 4. Explain why the Nile was essential for the Egyptian civilisation 5. Describe the different levels of society in Ancient Egypt		

Geography	**Unit 3.1: Settlements** 1. Investigate the settlement of Creswell 2. Use Ordnance Survey Maps to identify physical and human features 3. Explain the features of different types of settlement 4. Identify some of the ways human activity has changed the natural environment	**Unit 3.2: Water Cycle and the River Nile** 1. Locate Egypt on a globe and describe the climate 2. Locate Cairo on a map of Egypt and explain how the people there get water 3. Describe why there is rainfall in the North of Egypt 4. Describe some of the different ways people in Egypt trade	**Unit 3.3: Let's Explore the UK** 1. Investigate the settlement of Matlock 2. Describe the topography of Matlock and the surrounding area 3. Investigate land use for the high street and countryside surrounding Matlock (Visit) 4. Investigate the different types of business in the Matlock area 5. Describe how water travels from the hills to the sea

Subject						
RE	**Unit 3.1: Hindu** • Celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child.	**Unit 3.2: Christianity** • Has Christmas lost its true meaning	**Unit 3.3: Christianity** • Could Jesus heal people? Were these miracles or is there some other explanation.	• **Unit 3.4: Christianity** What is good about Good Friday?	• **Unit 3.5: Hindu** How can Brahman be everywhere and in everything?	**Unit 3.6: Hindu** • Would visiting the River Ganges feel special to a non- Hindu?
PHSE	**Unit 3.1: Me and My Relationships** 1. Rules and their purpose 2. Cooperation 3. Friendship (including respective relationships) Coping 4. with loss	**Unit 3.2: Valuing Difference** Recognising and respecting diversity 1. Being respectful and tolerant My community 2. 3.	**Unit 3.3: Keeping Safe** Managing risk Decision making skills 1. Drugs and their risks 2. Staying safe online 3. 4.	**Unit 3.4: Rights and Respect** Skills we need to develop as we grow up 1. Helping and being helped Looking after the environment 2. Managing money 3. 4.	**Unit 3.5: Being my Best** Keeping myself healthy and well Celebrating and developing my skills 1. Developing empathy 2. 3.	**Unit 3.6: Growing and Changing** 1. Relationships 2. Changing bodies and puberty 3. Keeping safe 4. Safe and unsafe secrets

PE	**Real PE: 3.2 Dynamic balance to agility and static balance** **Cog Focus: Social** 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 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	**Real PE: 3.3 Dynamic balance and coordination** **Cog Focus: Cognitive** 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 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	**Real PE 3.4 Coordination and counter balance** **Cog Focus: Creative** 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 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	**Real PE: 3.1 Coordination and static balance** **Cog Focus: Personal** 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 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 appropriate	**Real PE: 3.5 Agility and static balance** **Cog Focus: Applying Physical** 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 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	**Real PE: 3.6 Agility and static balance** **Cog Focus: Health and Fitness** 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 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
Subject						

Computing	**Unit 3.1: Coding** 1. Using flow charts 2. Using timers 3. Using repeat 4. Code test and debug 5. Design and make an interactive scene 6. Design and make an interactive scene	**Unit 3.2: Online Safety** 1. Safety in numbers 2. Fact or fiction 3. Appropriate content and ratings	**Unit 3.3: Spreadsheets** 1. Creating pie-charts and bar-graphs 2. Using more than spin button tools 3. Advanced mode and cell addresses	**Unit 3.4: Touch typing** 1. Home, top and bottom row keys 2. Home, top and bottom row keys (consolidation) 3. Left keys 4. Right keys	**Unit 3.5: Email** 1. Communication 2. Composing emails 3. Using emails safely: part one 4. Using emails safely: part two 5. Attachments 6. Email simulations	**Unit 3.6: Branching data bases** 1. Introducing data bases 2. Branching data bases 3. Creating a branching data base on the computer 4. Creating a branching data base on the computer	**Unit 3.7: Simulations** 1. What are simulations 2. Exploring a simulation 3. Analysing and evaluating a simulation	**Unit 3.8: Graphing** 1. Introducing 2Graph 2. Using 2Graph to solve an investigation	**Unit 3.9: Presenting with Microsoft Powerpoint** 1. Making a presentation from a blank page 2. Adding media 3. Adding animation 4. Presenting with timings 5. Create a presentation 6. Create a presentation
Art	**Unit 3.1: Cave Art** **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 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].	**Unit 3.2: Positive and Negative Cave Art** **Images:** explore related techniques used by Andy Walhol **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 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.	**Unit 3.3: Impressions of Rivers** **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; • 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. **Subject content:** • Explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection.			**Unit 3.4: Exploring the UK: John Constable to Hannah Woodman** **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 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.	

Music	**Unit 3.1: Environment** **Musical focus: focus: Musical Composition** The children The sights and The sounds of a of about places. and provide the inspiration for music from rhythms. world.	**Unit 3.2: Unit Building** **Musical focus: Beat** children The children explore timbre building site through conversations expressive	**3.3: Unit 3.4: Sounds** **focus: Musical Exploring** children use voices, body percussion, and structure musical in create their creating	**Unit 3.5: Poetry** **Musical focus: Performance** The children explore the pentatonic instruments movement to own around the	**China Unit** **focus:** **Pitch Beat** The children develop their scale and and ways notating pitch. exploring and performances.	**3.6: Time** **Musical** **sounds** explore songs and poems understanding of beat, metre, rhythm.	**Unit 3.7: In the past Human Worlds and** **Musical focus: focus: Musical Pitch** Origins of pitch Composing word perform a song French cycle and greetings, vocabulary and signals and	**Unit 3.8: Unit** **body Singing Drink** **Musical focus: Composition** Children learn notations are rhythms, a round, and perform their own ostinati	**3.9: Unit** **French** **focus: Musical Structure** to Skeleton make music singing the children creating recipes.	**3.10: Unit** **Ancient** **Musical focus: Pitch** dances and songs introduced as technology and musical make	**3.11: Unit** **Singing Food** **focus:** **Structure** Children are teach inspired by the human hand	**3.12: Communication** **Musical** **Performance** The children introduced to children about body computing.
							numbers as they compose three play lively note melodies. singing games.					
Subject												

DT	**<u>Unit 3.1: Design and make a frame to hold a fossil for display</u>** <u>(Four week block: teach the children to make a basic frame using sawing techniques with card and glue to join. Children evaluate and then design and make an improved version.</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. **<u>Make</u>** • 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. **<u>Evaluate</u>** • 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. **<u>Technical knowledge</u>** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**<u>Unit 3.2: Using Textiles to make a Christmas Decoration (running stitch to join etc)</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. **<u>Make</u>** • 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. **<u>Evaluate</u>** • 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.	**<u>Unit 3.3: The Pharos Gold</u>** <u>(Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure.</u> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; • 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; • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**<u>Unit 3.4: Breads around the world</u>** **<u>Nutrition</u>** • Understand and apply the principles of a healthy and varied diet; • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **<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. **<u>Make</u>** • 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. **<u>Evaluate</u>** • 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.	

MFL	**<u>Unit 3.1: Phonetics/ I am learning French</u>**	**<u>Unit 3.2: Animals</u>**	**<u>Unit 3.3: Instruments</u>**	**<u>Unit 3.4: I am able</u>**	**<u>Unit 3.5: Fruits and vegetables</u>**	**<u>Unit 3.6: Ice-cream</u>**

Additional Commentary

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'.

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'


ForgeTrust