

Year 4: The Forge Curriculum Topic Map

Academic Year 2021-22



THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;

all teachers are committed to personal improvement and fulfil their responsibilities;

all children receive a broad and balanced curriculum;

all academies strive to be outstanding.

| British Values: Democracy. Elect school councillors. Discuss secret votes or ballots. What are the advantages or disadvantages? | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Curriculum Drivers/ Enrichment | <p>Visitor from Water Aid / or similar organisation: https://www.wateraid.org/uk/request-a-speaker.</p> <p>Cultural Diversity: Discussion of the needs shared by all people regardless of background, nationality race etc. An examination of community projects aimed at improving water quality where a diverse range of people have shared their skills to make the project a success. Visit to a local water source or reservoir: explore themes of one world that we all need to care for.</p> <p>Aspiration: Visitor to discuss with pupils the role they carry out and how they got involved with the organisation. Discuss how we can all make a difference in caring for our local environment. DT continue themes of resilience and importance of learning from setbacks (inspirational quotes regarding failure can be instructive: see Winston Churchill, Michael Jordan, Alex Fergusson)</p> <p>Cultural Diversity: The Rugby World Cup discuss the range of countries involved in the tournament and how the things they have in common outweigh the differences. We can compete with each other but respect each other and share a love of the game or sport. There would be no world cup if people couldn't play together regardless of background.</p> <p>Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.</p> <p>Stories from other faiths and religions: The story of Rama and Sita.</p> | | | | | | | <p>Visit to hear an orchestral performance with opportunities to hear a classical performance. (Consider joint trust performance for Y4).</p> <p>Aspiration: Orchestral members to speak to small groups about their instruments and what you have to do to learn to play. Link to values such as positivity and work ethic/ resilience , teamwork etc. (Enrichment Opportunity: Newark Violin School. Visitor to school to showcase elements of the design and making process and again to talk about how they learned their skills and the traits and dispositions needed to succeed.)</p> <p>Cultural Diversity: Discussions of how an orchestra is made up of many people often from a range of backgrounds and how each roles in an orchestra may be different but each enriches the music produced. (Enrichment Opportunity (Youtube How music saved Venezuela's children- inclusive orchestra from area of high deprivation.) Link to Team work.</p> <p>Consider the achievements of an artist from another culture Fujishima Takeji discuss how he was influenced by the French Impressionists and how cultures benefit from each other.</p> | | | | | | |
| | PE | <p>Real PE Cog Focus: Personal</p> <ul style="list-style-type: none"> 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 <p>Learning Journey</p> <ol style="list-style-type: none"> Matching Pairs, Balloon Balance. Personal Best Challenge Coordination, footwork. Select Footwork Patterns Coordination, footwork. Task Cards Coordination, footwork. Through the Gates Coordination, footwork. Footwork Assault Course Coordination, footwork. Footwork Assault Course Matching Pairs, Balloon Balance, Personal Best Challenge | | | | | | | <p>Real PE Cog Focus: Social</p> <ul style="list-style-type: none"> 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 <p>Learning Journey</p> <ol style="list-style-type: none"> Develop Combinations, Exchange Objects. Personal Best Challenge Dynamic balance and agility, jumping and landing. Stepping Stones Relay Dynamic balance and agility, jumping and landing. Perform Sequences Dynamic balance and agility, jumping and landing. Combinations for Distance Dynamic balance and agility, jumping and landing. 5 Jump Combinations Dynamic balance and agility, jumping and landing. 5 Jump Combinations Develop Combinations, Exchange Objects. Personal Best Challenge | | | | | |

| British Values: Tolerance. The Olympic Games brings people of different cultures together. What are the Olympic Values | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Science | <p>Precious Water</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Make observations of melting and freezing 2. Investigate evaporation rates 3. Observe condensation 4. Investigate the link between evaporation rates and surface area 5. Draw conclusions about the temperature of water based on recorded data 6. Investigate which materials clean (filter) water the most effectively 7. Draw and label diagrams of the water cycle | | | | | | | <p>Sound</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Classify sounds according to whether they are high or low 2. Classify musical instruments according to the range of sounds they make 3. Describe how sound is caused by vibrations 4. Explore how pitch can be altered 5. Measure sounds in decibels 6. Carry out an investigation into the volume of sounds 7. Observe how volume changes as the distance increases or decreases from a sound source | | | | | | |
| Art & Design | | | | | | | | <p>Sunrise over the Eastern Sea: using the work of the Japanese artist (The Rugby World Cup and Olympics were held in Japan) as an inspiration for paintings of sunrises over water.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • 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. | | | | | | |

| British Values: Tolerance: Learn about The Story of Rama and Sita and its importance to Hindus and the Diwali celebrations | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| DT | <p>The Story of Rama and Sita (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story).</p> <p>Design 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.</p> <p>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.</p> <p>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.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> | | | | | | | <p>Design a tuned instrument (using the Greek Lyre as a stimulus; pupils to design, make and evaluate a tuned instrument which produces four different notes.</p> <p>Design</p> <ul style="list-style-type: none"> 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. <p>Make</p> <ul style="list-style-type: none"> 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. <p>Evaluate</p> <ul style="list-style-type: none"> 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. <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | | | | | | |

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| British Values: Democracy. Britain is a democracy. Explore how is British Democracy is different to the system in Athens | <u>Autumn 1</u> | | | | | | | <u>Autumn 2</u> | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| History | | | | | | | | <u>Ancient Greece</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Sequence the Ancient Greek civilisations relating these to Ancient Egypt and the Stone Age 2. Describe the main features of Ancient Greek beliefs 3. Explain how we know about Greek Myths today 4. Evaluate the roles of different family members in Ancient Greece 5. Describe the type of government in the City State of Athens 6. Describe ways that Sparta was different from Athens 7. Recall ways in which Ancient Greek civilisations influence life today | | | | | | |
| RE | | | | | | | | <u>Religion family and community: worship, celebration, way of living:</u> <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Describe what Hindus believe about God 2. Describe some of the ways that Hindus worship 3. Explain why Hindus celebrate Diwali | | | | | | |
| British Values: Democracy. Develop ideas of democracy. What decisions in class can we make democratically | <u>Autumn 1</u> | | | | | | | <u>Autumn 2</u> | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Geography | | | | | | | | <u>Japan and The Olympic Games</u> <u>Learning Journey</u> | | | | | | |
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| | | <ol style="list-style-type: none"> 1. Locate on an atlas a country from six continents that attended the Olympic Games 2. Use the location of Japan to make predictions about the climate 3. Compare life in Tokyo, London and the local area 4. Investigate the physical and human geography of Japan to answer questions | | | | | | | | | | | | |
| Computing | Coding <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | Online Safety <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | | | | | | | | | | | | |
| British Values: Democracy. Develop ideas of democracy. What are the difficulties in voting on all decisions. Explore ideas of representative democracy | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |

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| MFL | | <p>Playtime (Recap Core Units 123)</p> <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. | <p>My Home</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. |
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| <p>British Values: democracy. Elect school councillors. Develop ideas of representational democracy</p> | <u>Spring 1</u> | | | | | | <u>Spring 2</u> | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |

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| Curriculum Drivers/ Enrichment | <p>Cultural Diversity: Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages (e.g. Hindu Pilgrimage, The Haj as well as Christian Pilgrimage (Iona or The Lady of Walsingham. NB there is a statue of the Lady of Walsingham in Newark Parish Church). Explore how shared experiences create belonging and how this is vital for well-being regardless of faith and beliefs. In DT consider how ingredients and cooking traditions from different cultures have enriched the food we eat and have available. Consider how we depend on a range of countries for the food we eat. Aspiration: Visitor into School. Arrange for the School Chef or other suitable Chef to talk to the children about making soup. Involve the children in discussions about catering as a career. What does the chef do in their role? What qualifications/ certificates do they have? What do they enjoy about cooking/ creating food?</p> | <p>Enrichment: Visit to Zoo/ park with access to rainforest animals e.g. reptiles, amphibians etc Aspiration: Member of staff from the zoo/ park working in conservation to discuss their route into the role. The challenges and rewards of working in this sector. Cultural Diversity: Explore with the children the ecological importance of Rainforests and how we all have an interest in conservation. Discuss themes of "one world" and how we all need to care for it regardless of nationality. Consider the skills of indigenous people who survive and thrive in the rainforest and the threats they face from deforestation etc. Explore the creative work produced by indigenous Australlians and the importance of creativity and art to all people. Consider how we value the differences and similarities in art work (Aboriginal representations of the rainforest compared with the work of Rousea and some similarities between pointillism and techniques used in Aboriginal art.</p> |
| PE | <p>Real PE Cog Focus: Cognitive</p> <ul style="list-style-type: none"> 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 <p>Learning Journey</p> <ol style="list-style-type: none"> 3 Limb Race, Getting Around Us. Personal Best Challenge Dynamic balance, on a line. Go Backwards Dynamic balance, on a line. Mirror, Match, Contrast Dynamic balance, on a line. Original Sequence Dynamic balance, on a line. Training Circuit 3 Limb Race, Getting Around Us. Personal Best Challenge | <p>Real PE Cog Focus: Creative</p> <ul style="list-style-type: none"> 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 <p>Learning Journey</p> <ol style="list-style-type: none"> Juggle Challenge, Roller Ball. Personal Best Challenge Coordination, sending and receiving. 2 v 2 Throw Squash Coordination, sending and receiving. Send and Receive Circuits Coordination, sending and receiving. Beat the Buzzer Coordination, sending and receiving. Creative Squash Juggle Challenge, Roller Ball. Personal Best Challenge |

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| British Values: Tolerance. Develop ideas of pilgrimage. Consider the importance of Lent and Ramadan to | <u>Spring 1</u> | | | | | | <u>Spring 2</u> | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |

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| Christians and Muslims | | | | | | | | | | | | |
| Science | <p><u>Why we eat? (and what happens to our food?)</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Explain the role of the mouth as the first step in the digestive process 2. Carry out an investigation into the effects of different drinks on teeth (eggshell to be used to demonstrate) 3. Explain the importance of good oral hygiene and diet in tooth health 4. Name the component parts of the digestive system and explain their role 5. Explain how the body gets nutrition from the food we eat 6. Describe similarities and differences between the digestive systems of humans and cows | | | | | | <p><u>The Rainforest (Living things and their habitats)</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Name the different micro-habitats associated with rainforests (forest floor, understory, canopy and emergent layer) 2. Investigate invertebrates of the rainforest 3. Design a key 4. Explain how different parts of the food chain relate to each other 5. Recognise the effect of environmental change on wildlife 6. Identify the impact of environmental change over time | | | | | |
| Art | | | | | | | <p>How has the rainforest been represented in Art (contrast the work of Rousseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p><u>Subject content:</u></p> <ul style="list-style-type: none"> • 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. | | | | <p>Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.)</p> <ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • To create sketch books to record their observations and use them to review and revisit ideas. | |

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| <p>British Values: Tolerance. Consider what celebrations are important to people in modern Britain.</p> | <u>Spring 1</u> | | | | | | <u>Spring 2</u> | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |

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| DT | <p>Plan and make a nutritious soup for a pilgrim arriving on Iona (link to discussion of the harshness of conditions for early Christians making the journey to Iona)</p> <p><u>Nutrition</u></p> <ul style="list-style-type: none"> • 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. | | | | | | | | | | | |
| RE | <p><u>Symbols and religious expression:</u> How do people express their religious and spiritual ideas on pilgrimages?</p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Describe what Hindus believe about God 2. Describe some of the ways that Hindus worship 3. Explain why Hindus celebrate Diwali | | | | | | | | | | | |

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| British Values: Anti-discrimination. | <u>Spring 1</u> | <u>Spring 2</u> |
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| | Week 1 06/01/20 | Week 2 13/01/20 | Week 3 20/01/20 | Week 4 27/01/20 | Week 5 03/02/20 | Week 6 10/02/20 | Week 1 24/02/20 | Week 2 02/03/20 | Week 3 09/03/20 | Week 4 16/03/20 | Week 5 23/03/20 | Week 6 30/03/20 |
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| Consider how anyone could be a citizen but conquered people were often slaves. | | | | | | | | | | | | |
| History | | | | | | | | | | | <p><u>The Roman Empire and its impact on Britain</u></p> <p><u>For Learning Journey see summer</u></p> <ol style="list-style-type: none"> 1. Sequence key events of the Roman Empire relating this to events in Greece and Britain (relate to invasions and conquest of Britain and associated Emperors/ generals) 2. Explain why the Romans invaded Britain and describe what happened | |
| Geography | | | | <p><u>The Rainforest</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Investigate the location of rainforest biomes around the world 2. Describe some of the impacts people have had on the geography of the UK 3. Identify similarities and differences between a rainforest biome and a temperate deciduous biome 4. Describe the extent of the Amazon Rainforest and the route of the Amazon 5. Describe the differences in rainfall for a UK location and an area of the Amazon Rainforest 6. Investigate deforestation in the Amazon Rainforest 7. Describe how different drivers have had an impact on the rainforest | | | | | | | | |

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| British Values: Anti-discrimination. | <u>Spring 1</u> | <u>Spring 2</u> |
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| Consider how the land indigenous people live on is being "developed". | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Computing | | | | | | | | | | | | |
| Music | External Provider Musical Instrument Tuition <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music. | | | | | | External Provider Musical Instrument Tuition <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music. | | | | | |
| MFL | | | | | | | | | | | | |

| British Values: Democracy. Discuss ideas of fairness and what being a slave in the Roman Empire meant. | Summer 1 | | | | | Summer 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Curriculum Drivers/ Enrichment | <p>Visit the Jewry Wall (Roman Museum/ former Roman Bathhouse)</p> <p>Cultural Diversity: The Roman Empire: consider the countries that made up the Roman Empire and the range of nationalities of the Roman Soliders in the British Isles e.g. Syrian, North African, European. Consider how all were part of the Roman Empire. Explore issues of inclusivity and contrast this with the Roman use of slavery. Discuss fairness and what it would like to be a slave and why this is unacceptable in Modern Britain.</p> <p>Aspiration: Archaeologist to speak to the children about the finds they have made in their career. What fascinates them the most? What do they do as part of their role, explore the importance of computing in logging and recording sites and finds. How did they become an archaeologist?</p> | | | | | <p>Visit to a place of worship to explore rituals/ celebrations associated with a new baby's birth.</p> <p>Cultural Diversity: Explore the importance of this key milestone in all cultures and some of the similarities between different cultural traditions in celebrating this. Discuss how shared celebrations promote inclusion and belonging. Learn about different cultures' approaches to the journey of life e.g. the Hindu circle of life. Begin the understand the importance of sense of meaning and purpose to the human experience.</p> <p>Aspiration: Enrichment Link to Electricity. Consider the work of Thomas Edison in inventing the lightbulb. Consider the values that enabled him to succeed against the backdrop on numerous failures e.g work-ethic. Consider the importance to success of learning from failure.</p> | | | | | | |
| PE | <p>Real PE</p> <p>Cog Focus: Applying Physical</p> <ul style="list-style-type: none"> 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 <p>Learning Journey</p> <ol style="list-style-type: none"> Quick off the Mark, Front Curling. Personal Best Challenge Agility, reaction/response. Competitive Challenge Agility, reaction/response. Adapt and Respond Agility, reaction/response. Keep Possession Agility, reaction/response. Competitive Challenge 2 Quick off the Mark, Front Curling. Personal Best Challenge | | | | | <p>Real PE</p> <p>Cog Focus: Health and Fitness</p> <p>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</p> <p>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</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</p> <p>Learning Journey</p> <ol style="list-style-type: none"> Tunnels, Balance Transfer. Personal Best Challenge Agility, ball chasing. Timing Through Collaboration Agility, ball chasing. Team Strategy Challenges Agility, ball chasing. Develop Sequences Agility, ball chasing. Oversee Competition Tunnels, Balance Transfer. Personal Best Challenge | | | | | | |

| British Values: Tolerance Explore different ideas of belonging to a faith community. | Summer 1 | | | | | Summer 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Science | States of Matter Learning Journey <ol style="list-style-type: none"> 1. Illustrate the water cycle in a rainforest environment 2. Observe the rate of evaporation in puddles 3. Investigate the temperature at which chocolate melts 4. Investigate dissolving 5. Explain how crystals form | | | | | Electricity Learning Journey <ol style="list-style-type: none"> 1. Identify common appliances that run on electricity 2. Explain the dangers of electricity 3. Construct simple circuits 4. Recognise that a switch opens and closes a circuit 5. Recognise some common conductors and insulators 6. Construct a circuit with a switch, light and a buzzer 7. Identify problems with circuits | | | | | | |
| Art | | | | | | Mosaics (use techniques inspired by Roman Mosaics to represent the the Hindu Wheel- linked to journeys). <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; Subject content: <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. | | | Art inspired by Music (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner's lohengrin and Georgia O' Keeffe's Music Pink and Blue i i Aims: <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms; Subject content: <ul style="list-style-type: none"> • To 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]; • Great artists, architects and designers in history. • | | | |

| British Values: Democracy. Consider Boudicca's war against the Romans. Why did the Iceni rebel? | Summer 1 | | | | | Summer 2 | | | | | | |
|---|---|--------|--------|--------|--------|----------|--------|--------|--------|--------|--------|--------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| DT | <p>Design Make and Evaluate a Roman Onager (catapult)</p> <p>Design 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.</p> <p>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.</p> <p>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.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> | | | | | | | | | | | |

| British Values: Tolerance. Discuss how different faiths and people of no faith experience key moments in life such as birth and marriage. | <u>Summer 1</u> | | | | | <u>Summer 2</u> | | | | | | |
|--|--|--------|--------|--------|--------|---|--------|--------|--------|--------|--|--------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| History | <u>The Roman Empire and its impact on Britain</u> <u>Learning Journey</u> 3. Explain why the Britons rebelled against the Romans and why they were not successful 4. Describe some of the impacts of Roman Rule on Britain 5. Describe how Roman beliefs changed over time | | | | | | | | | | | |
| RE | | | | | | <u>The Journey of Life and Death</u> <u>Learning Journey</u> 1. Describe how a child is welcomed and supported into being a member of the Christian Church 2. Describe a Hindu wedding ceremony and explain some of the symbolism 3. Give examples of what Christians and Hindus believe happens after death and express my own ideas | | | | | <u>Spiritual expression: Christianity, music and worship: what can we learn</u> <u>Learning Journey</u> 1. Describe the impact and effect of music in a Christian place of worship 2. Respond creatively to different religious music and describe the impact it can have | |
| Geography | | | | | | <u>Investigate the Local Area</u> <u>Learning Journey</u> 1. Describe the location of the School Community in relation to the wider world 2. Produce a map of the school with a key and labelled grid squares 3. Investigate where food you can buy in the locality comes from 4. Plan a route from a port to the local supermarket (air or seaport) using roads | | | | | | |

| British Values: Tolerance. Explore why it is important to follow the rules and expectations when visiting a place of worship. | Summer 1 | | | | | Summer 2 | | | | | | |
|--|---|--------|--------|--------|--------|--|---|--|--------|--------|--------|--------|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| MFL | The Body <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language. | | | | | | | | | | | |
| Computing | | | | | | 4.3 Spreadsheets <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | 4.5 Logo <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | 4.6 Animation <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | | | |

Additional Commentary

*Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better*

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

A. Curriculum Design

Rigour in planning and delivery, including excellent modelling, demonstrations and clarity is a pre-requisite for implementing curriculum design.

“Teachers teach techniques and a technique becomes a skill when it is applied independently”

Out of the three main designs for curriculum (knowledge, knowledge-engaged and skills-led), all subjects in our curriculum are knowledge-engaged. Knowledge engaged means knowledge is taught with a view to children applying this knowledge through thoughts, physical skills or actions. For example, in writing or problem solving. Reference can be made to Bloom’s Taxonomy.

B. The ‘golden threads’ in our curriculum are as follows:

1. Standards: pupil achievement in reading, writing, speaking & listening and maths (especially important in white working-class areas for children to go on and achieve);
2. Aspirations (typically white working class children lack aspiration for many reasons, and can often lack knowledge about ‘pathways’);
3. Cultural diversity and preparing children for ‘Modern Britain’.

See top of Curriculum Map for each term for Aspiration and Cultural Diversity threads. For Standards, See Long-Term Planner.

The Three 'I's of Curriculum

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

Key Question: Why are children taught what they are in Forge schools?

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

Key Question: Why were the curriculum decisions made?

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

Key Question: Who made the curriculum decisions?

Answer: The curriculum in place is 'layered', with 7 stages to the planning process at The Forge Trust. Below is a description of each planning stage as well as key personnel who contributed at the various stages:

Stage 1: Curriculum Map

Curriculum maps are in place for all Year Groups showing National Curriculum references for all subjects as well as coverage (local Curriculum/context 20% and National Curriculum 80% trust standardised). They also highlight our curriculum drivers: standards, cultural diversity and aspiration. The Executive Senior Leadership Team prepared this stage: the CEO, Deputy CEO, Consultant Principal and Principals. A high degree of control and expertise was imperative at this stage to ensure the highest quality and maintain a strategic overview.

Stage 2: Medium Term Planning Support & Year Group Connections—This document builds on the content taught in previous years. It includes learning objectives, success criteria and phases of lessons for each topic. It is a working document that is designed for subject leaders and teachers in each school to access so that standards in the subject can be measured and checked. Each topic has an **A4 Learning Journey and Assessment Concept Pyramid**. The CEO, Deputy CEO and Consultant Principal (ESLT) prepared this documentation liaising with the trust's network leaders to finalise the documentation ready for September 2020. This ensured standardisation of approach in each school and ensured assessment is mirrored in each school.

We have Learning Journeys in place and we use Concept Pyramids to assess in science, history, geography and RE. Concept Pyramids include the key concepts and vocabulary covered in a topic and these form the basis for assessment (pre and end tests). Assessment involves children completing pre and end-tests in books, and teachers can then measure progress at the end of the topic. Learning Journeys give an overview of the coverage highlighted in Stage 2 planning (Medium Term Planning Support and Year Group Connections). Teachers refer to these at the beginning of every lesson. A 'reflection box' is a feature of all Learning Journeys where children can reflect on what they have learnt and what they still need help with understanding. Teachers should use this information to aid feedback and next steps.

Stage 3: Short-Term planning (which includes individual lesson plans). Class teachers are fully responsible for their own planning, even where planning is shared between the teachers in a year group. They should use the medium term planning support to form their lesson plans, and ensure that they differentiate three ways in lessons (LA/MA/HA) so that all children are appropriately challenged.

IMPLEMENTATION: *'Curriculum is WHAT is taught not HOW' (Ofsted 2018)*

WHAT: In core subjects, topics are taught in a systematic way to build on previous learning and ensure maximum understanding. Key vocabulary is highlighted and children have opportunities to use and apply their learning in every lesson. In subjects such as Science, History, Geography and RE, topics have a concept wall containing key vocabulary linked to the topic. These concept walls form the basis of assessment criteria, but more importantly guide a meaningful learning journey where lessons are sequenced in a progressive way.

Process: 1. Teachers plan coverage of a topic listing key vocabulary and concepts on a wall. 2. The concept wall is used as a basis for pre-testing children to assess their knowledge at the start of a topic. 3. Children fill in their empty pyramid with three levels of words and concepts: level 1-words and concepts they already know; level 2-words and concepts they are familiar with but don't have a deep understanding of; level 3-words and concepts that they have no knowledge about at all. 4. The sequence of lessons on the learning journey (scheme of work) with explicit reference to the learning journey at each stage. 5. Reflections on what children have learnt and what they still find difficult are filled in on learning journeys, and an end-test relating to the concept wall is taken. Learning and progress can be measured against the pre-test.

HOW: Individual lessons have learning objectives and success criteria, and the trust's teaching and learning toolkit highlights the areas of the learning cycle that should be evident in a lesson. The toolkit also links to 'pedagogy' that teachers should employ in lessons.

IMPACT

Outcomes are assessed in reading, writing, maths and SPaG at a minimum of three assessment points per year (termly) so that we can accurately track each child. Where year groups are causing a concern, Principals can opt to assess half-termly. We have an exam based system, in line with the accountability system in place nationally. If children can answer questions that represent the taught curriculum in each year group correctly on an exam paper, then we believe that this proves impact. After all, exams are a part of life and provide children with the currency that children need to be succeed. However, although exam papers are only a 'tool' to measure in core subjects, they are not the only measure. We believe in high quality teacher assessment to back up summative judgements. These are linked to ARE grids (age related expectations) in each year group. High quality, ongoing formative assessment happens daily through marking and feedback. Work scrutiny will also show impact and learning.

Ofsted's definition of Curriculum

INTENT: 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage'.

IMPLEMENTATION: '...for translating that framework over time into a structure and narrative, with an institutional context'.

IMPACT: '...and for evaluating what knowledge and understanding pupils have gained against expectation'

C1. Suggested Timetable for Year 3 & Year 4

| | 8.55-9am | 9-9.45am | 9.50-10.50am | 10.55-11.20am | 11.25-12.15pm | 12.15-1pm | 1.05-1.20pm | 1.20-2.20pm | 2.30 pm | 2.20-3.05pm | 3.05-4.30pm |
|------|--------------|----------------------|--------------------------|-----------------------|--------------------|-----------|--------------------------|---|-----------------------|---|--------------|
| DAY | Registration | Session 1 Reading | Session 2 Composition | Session 3 Spelling | Session 4 Maths | LUNCH | Session 5 Class Story | Session 6 Curriculum | | Session 7 Curriculum | After school |
| Mon | | | | | | | | Science | | Science | |
| Tue | | | | | | | | PE | Values Assembly | | |
| Wed | | | | | | | | Art / DT | | Art / DT | |
| Thur | | | | | | | | History or Geography or RE | | History or Geography or RE | |
| Fri | | | | | | | | PE | Superstar Assembly | Computing or Music or MFL | |