Year 4: The Forge Curriculum Topic Map

Academic Year 2023-24

THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

THE FORGE TRUST

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 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 4.1: States of Matter** 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	**Unit 4.2: Electricity** 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	**Unit 4.3: Precious Water** 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	**Unit 4.4: Sound** 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	**Unit 45: Why we eat? (and what happens to our food?)** 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	**Unit 4.6: The Rainforest (Living things and their habitats)** 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
History	**Unit 4.1: Ancient Greece** 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		**Unit 4.2: The Roman Empire and its impact on Britain** 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		**4.3: The Roman Empire and its impact on Britain** 1. Explain why the Britons rebelled against the Romans and why they were not successful 2. Describe some of the impacts of Roman Rule on Britain 3. Describe how Roman beliefs changed over time	
Geography	**Unit 4.1: Japan and The Olympic Games** 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		**Unit 4.2: The Rainforest** 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		**Unit 4.3: Investigate the Local Area** 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	

Subject						
RE	**Unit 4.1: What is the best way for a Jew to lead a good life? ?** **Focus Religion:** Judaism **Theme:** Abraham and Isaac	**Unit 4.2: What is the most significant part of the nativity story for Christians today?** **Focus Religion:** Christianity **Theme:** Christmas **Concept:** Incarnation	**Unit 4.3 How do Jewish believes teachings and stories impact on daily life?** **Focus Religion:** Judaism **Theme:** Passover	**Unit 4.4: Is forgiveness always possible for Christians?** **Focus Religion:** Christianity **Theme:** Easter **Concept:** Salvation	**Unit 4.5: How does celebrating Shavuot help Jewish children feel closer to God?** **Focus Religion:** Judaism **Theme:** Passover.	**Unit 4.6:Do people need to go to church to show they are Christians?** **Focus Religion:** Christianity **Theme:** Prayer and worship **Concept:** worship
PHSE	**Unit 4.1: Being Me in My World** 1. Becoming a class "team" 2. Being a school citizen 3. Rights, responsibilities and democracy 4. Rewards and consequences 5. Our learning charter 6. Owning our learning charter	**Unit 4.2: Celebrating Differences** 1. Judging by appearance 2. Understanding influences 3. Understanding bullying 4. Problem-solving 5. Special me 6. Celebrating difference	**Unit 4.3: Dreams and Goals** 1. Hopes and dreams 2. Broken dreams 3. Overcoming disappointment 4. Creating new dreams 5. Achieve goals 6. We did it!	**Unit 4.4: Healthy Me** 1. My friends and me 2. Group dynamics 3. Smoking 4. Alcohol 5. Healthy friendships 6. Celebrating my inner strength and assertiveness	**Unit 4.5: Relationships** 1. Jealousy 2. Love and loss 3. Memories puzzle outcome: memory box 4. Getting on and falling out 5. Girlfriends and boyfriends 6. Celebrating my relationship with people and animals	**Unit 4.6: Changing Me** 1. Unique me 2. Having a baby 3. Girls and puberty 4. Circles of change 5. Accepting change 6. Looking ahead
PE	**Real PE: 4.1 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: 4.2 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: 4.3 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 4.4 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: 4.5 Agility and Static Balance** **Cog Focus: 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: 4.6 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 4.1: Coding	Unit 4.2: Online Safety	Unit 4.3: Spreadsheets	Unit 4.4: Writing for difference audiences	Unit 4.5: Logo	Unit 4.6: Animation	Unit 4.7: Effective searching	Unit 4.8: Hardware Investigators	Unit 4.9: Making music
	1. Design, code, test and debug 2. If statements 3. Coordinates 4. Repeat until and If/Else statements 5. Number variables 6. Making a playable game	1. Going phishing 2. Beware malware 3. Plagiarism 4. Healthy screen time	1. Formula wizard and formatting cells 2. Using the timer and spin buttons 3. Line graphs 4. Using a spreadsheet for budgeting 5. Exploring place value with a spreadsheet	1. Font styles 2. Using a simulated scenario to produce a news report 3. Using a simulated scenario to produce a news report 4. Writing for a campaign 5. Writing for a campaign	1. Introduction to 2Logo 2. Creating letters using 2Logo 3. Using the repeat command in 2Logo 4. Using procedures	1. Animating an object 2. 2Animate tools 3. Stop motion animation	1. Using a search engine 2. Use search effectively to answer questions 3. Reliable information sources	1. Hardware 2. Parts of a computer	1. Understanding music 2. Rhythm and tempo 3. Melody and pitch 4. Creating music

Art	Unit 4.1: Sunrise over the Eastern Sea: (Using the work of the Japanese artist FUJISHIMA Takeji as an inspiration for paintings of sunrises over water.)	Unit 4.2: How has the rainforest been represented in Art (contrast the work of Rouseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques.	Unit 4.3: Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.)	Unit 4.4: Mosaics (use techniques inspired by Roman Mosaics to represent the the Hindu Wheel- linked to journeys).	Unit 4.5: 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 II.)
	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.	**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.	**Aims** • 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. **Subject content:** To record their observations and use them to review and revisit ideas.	**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; **Subject content:** To create sketch books to record their observations and use them to review and revisit ideas.	**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]; • Great artists, architects and designers in history.

Subject

Music	**Unit 4.1: Poetry** **Musical focus: Performance** The children develop performances of continuing poems.	**Unit 4.2: Environment** **Musical focus: Composition** Seasons and the environment provide the stimuli for compositions.	**Unit 4.3: Sounds** **Musical focus: Exploring sounds** The children use their voices to make beat box sounds, sing four part songs, and perform a jazzy round.	**Unit 4.4: Recycling** **Musical focus: Structure** The children make their own instruments from junk and use them to compose and play music in a variety of different styles.	**Unit 4.5: Building** **Musical focus: Beat** Building themed songs allow the children to explore how music can be structured to provide different textures.	**Unit 4.6: Around the world** **Musical focus: Pitch** The children explore pentatonic melodies and syncopated rhythms.	**Unit 4.7: Story Ancient worlds** **Musical focus: Exploring structure** The children celebrate the achievements of the Egyptians and arrange and perform a layered pyramid structure.	**Unit 4.8: Singing Spanish** **Musical focus: Pitch** A sample of the sights and sounds of the Spanish speaking world enable part singing and accompaniment in four contrasting songs.	**Outside provider Paying a musical instrument.** Children work on a range of skills with a professional, building up to playing the ukulele.	**Outside provider Paying a musical instrument.** Children work on a range of skills with a professional, building up to playing the ukulele.	**Outside provider Paying a musical instrument.** Children work on a range of skills with a professional, building up to playing the ukulele.	**Outside provider Paying a musical instrument.** Children work on a range of skills with a professional, building up to playing the ukulele.
DT	**Unit 4.1: The Story of Rama and Sita (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story).** **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. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, • shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles • and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to • improve their work; • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].			**Unit 4.2: 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.** **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. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		**Unit 4.3: 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)** **Nutrition** • 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.			**Unit 4.4: Design Make and Evaluate a Roman Onager (catapult)** **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. **Make** • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, • joining and finishing], accurately; • Select from and use a wider range of materials and components, including construction materials, textiles and • ingredients, according to their functional properties and aesthetic qualities. **Evaluate** • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their • Work; • Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
Subject												

MFL	Unit 4.1: Core 1	Unit 4.2: Core 2	Unit 4.3: Core 3	Unit 4.4: Core 4	Unit 4.5: Core 5	Unit 4.6: Core 6
	New Language Content 1. Phonics 2. Vocabulary 3. Shapes	**New Language Content** 1. Vocabulary 2. Presenting Myself	**New Language Content** 1. Vocabulary 2. Vegetables	**New Language Content** 1. Vocabulary 2. Family	**New Language Content** **1.** Indefinite articles **2.** Possessive adjectives **3.** In Class	**New Language Content** 1. Vocabulary 2. At the Café

Additional Commentary

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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

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'