Year 6: 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 6.1: Animals including Humans** 1. Name the composite parts of blood and describe their function 2. Identify the different parts of the circulatory system and describe the function of each part 3. Describe the structure and function of the heart within the circulatory system 4. Describe the structure and function of the respiratory system 5. Investigate the effects of different types of exercise on heart rate 6. Describe how the respiratory and circulatory systems work together to keep us alive (cardio-vascular system) 7. Describe the different elements of a heart healthy lifestyle	**Unit 6.2: Evolution and Inheritance** 1. Know that small adaptations over time lead to evolution 2. Explore the differences between plants of the same species (investigation) 3. Recognise how living things change over time in response to their environments 4. Describe the adaptations that have enabled birds to survive when other dinosaurs became extinct 5. Recognise that fossils provide information about living things that lived millions of years ago 6. Recognise that although living things can produce offspring of the same kind, small differences will be evident 7. Explore how humans are continuing to adapt and evolve	**Unit 6.3: Light** 1. Demonstrate that light travels in straight lines 2. Explore how shadows can be changed to raise questions that can be investigated 3. Plan and carry out an investigation based on questions raised 4. Identify light sources, reflected light and the impact of shadows in the context of the phases of the moon 5. Investigate how a prism changes a ray of light 6. Describe how light from the sun enabled astronauts to take the photograph 'Earthrise'	**Unit 6.4: Electricity** 1. Use recognised symbols when representing a simple circuit diagram 2. Explore resistance and raise questions that can be investigated 3. Carry out an investigation into resistance 4. Apply knowledge of circuits to construct a quiz-board using bulbs and buzzers 5. Describe some of the dangers of electricity Be aware of significant developments in the understanding and use of electricity	**Unit 6.5: Living Things and Habitats** 1. Classify animals into broad groups (reptile, amphibian, bird, mammal, fish) 2. Research different families of mammals 3. Define different groups of invertebrates: arthropods (insects, crustacea, arachnids, millipedes) 4. and annelids (worms and segmented creatures) and molluscs (slugs and snails) 5. Sort invertebrates in the local environment into broad groups: arthropods (insects, crustacean, arachnids, millipedes) and annelids (worms and segmented creatures) and molluscs (slugs and snails) 6. Name different types of micro-organism and describe some of the impacts they can have (bacteria and viruses as types of germs that can help and hurt us)	**Unit 6.6: Growing Up** 1. Describe changes to the body that occur during puberty 2. Describe the development of a baby from conception to birth 3. Learn about the ways in which puberty can affect us emotionally 4. Understand the influences around us that affect body image 5. Describe different ways of maintaining good health and hygiene. 6. Know the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking.
History	**Unit 6.1: The Changing Role of the Monarchy** 1. Define absolute power in the context of the monarchy 2. Explain how Magna Carta meant the King no longer had absolute power 3. Describe some of the ways the monarch had become less powerful after the coronation of William and Mary 4. Compare different views of Victorian Britain using sources 5. Explain why many people wanted changes to elections in Victorian Britain 6. Explain why a secret ballot was an important step in Victorian Britain becoming a fairer democracy Explain the changes to voting that took place in Victorian Britain and beyond		**Unit 6.2: World War One** 1. Explain some of the causes of World War One 2. Describe different responses to the start of the war 3. Explain why many people rushed to volunteer to fight in the war 4. Describe how the experience of war changed the way people saw it 5. Explain why the War of 1914-1918 is known as a World War 6. Describe some of the consequences of World War 1		**Unit 6.3: World War Two** 1. Explain some of the causes of World War 2 2. Explain what the holocaust was and describe some of the events that led up to it 3. Explain how propaganda was used in World War 2 to support the war effort 4. Describe what happened to evacuees using sources to explore the different experiences 5. Recount key turning points in the war 6. Describe the end of the war in Europe and explain why people may have felt different emotions at the time.	
Geography	**Unit 6.1: Fairtrade** 1. Locate countries around the globe that trade with Panama 2. Describe how shopping decisions in the UK can affect farmers in the Cote D'Ivoire 3. Identify countries and crops involved in Fair-Trade around the world			**Unit 6.2: The Coastline** 1. Identify villages on the East Coast of England at risk from coastal erosion 2. Describe how "spits" of land are formed and the processes that continue to shape them 3. Describe how different features of the cliffs on the Flamborough Coast formed 4. Identify areas of the North Somerset Coast using digital mapping 5. Describe the course of the Severn Bore and explain why it happens 6. Investigate a coastal location		

Subject						
RE	**Unit 6.1: What is the best way for a Muslim to show commitment to God?** **Focus Religion:** Islam **Theme:** Beliefs and practice	**Unit 6.2: How significant is it that Jesus was Mary's mother?** **Focus Religion:** Christianity **Theme:** Christmas **Concept:** Incarnation	**Unit 6.3: Is anything ever eternal?** **Focus Religion:** Christianity **Theme:** Beliefs and meaning	**Unit 6.4: Is Christianity still a strong religion 2000 years after Jesus was on earth?** **Focus Religion:** Christianity **Theme:** Easter **Concept:** Gospel	**Unit 6.2 How is the Qur'an vital to Muslims today?** **Focus Religion:** Islam **Theme:** Qur'an **Concept:** Interprétations	**Does belief in Akhirah (life after death) help Muslims to lead a good life** **Focus Religion:** Islam **Theme:** Beliefs and moral values
PHSE	**Unit 6.1: Being Me in My World** 1. My year ahead 2. Being a global citizen 1 3. Being a global citizen 2 4. The learning charter 5. Our learning charter 6. Owning our learning charter **RHE objectives:** R6, R7, R12, R13, R14, R25, H2, H3, H4	**Unit 6.2: Celebrating Differences** 1. Am I normal 2. Understanding differences 3. Power struggles 4. Why bully 5. Celebrating difference 6. Celebrating difference **RHE objectives:** R3, R11, R12, R13, R15, R16, R17, R18, R19, R21, R25, R30, R31, R32, H2, H3, H4, H7, H8, H10, H13, H17	**Unit 6.3: Dreams and Goals** 1. Personal learning goals 2. Steps to success 3. My dream for the world 4. Helping to make a difference 5. Helping to make a difference 6. Recognising our achievement **RHE objectives:** R12, R13, R15, R16, H2, H3, H4, H7	**Unit 64: Healthy Me** 1. Taking responsibility for my health and well-being 2. Drugs 3. Exploitation 4. Gangs 5. Emotional and mental heath 6. Managing stress and pressure **RHE objectives:** R6, R7, R11, R15, R16, R19, R25, R26, R27, R30, R31, R32, H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H17, H18, H19, H20, H21, H24 H25, H28, H29, H31,	**Unit 6.5: Relationships** 1. What is mental health 2. My mental health 3. Love and loss 4. Power and control 5. Being online: real or fake? Safe or unsafe? 6. Using technology responsibly **RHE objectives:** R8, R9, R10, R11, R13, R15, R17, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31, R32, H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, H18, H21	**Unit 6.6: Changing Me** 1. My self image 2. Puberty 3. Babies: conception to birth 4. Boyfriends and girlfriends 5. Real self and ideal self 6. The year ahead **RHE objectives:** R1, R4, R6, R7, R8, R9, R13, R15, R16, R19, R27, R30, R32, H1, H2, H3, H4, H6, H7, H9, H10, H34, H35
PE	**Real PE: 6.1 Coordination and agility** **Cog Focus: Personal** • I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice	**Real PE: 6.2 Dynamic balance and counter balance** **Cog Focus: Social** • I can involve others and motivate those around me to perform better • I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately • I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task	**Real PE: 6.3 Static balance and coordination** **Cog Focus: Cognitive** • I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop • I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions	**Real PE 6.4 Static balance** **Cog Focus: Creative** • I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience • I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others • I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging	**Real PE: 6.5 Dynamic balance to agility and static balance** **Cog Focus: Applying Physical** • I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations • I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities	**Real PE: 6.6 Coordination and agility** **Cog Focus: Health and Fitness** • I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme • I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working
Subject						

Computing	**<u>Unit 6.1: Coding</u>** 1. Designing and making a more complex programme 2. Designing and making a more complex programme 3. Using functions 4. Flow charts and control simulations 5. User input 6. Using text based adventures	**<u>Unit 6.2: Online Safety</u>** 1. Message in a game 2. Online behaviour 3. Screen time	**<u>Unit 6.3: Spreadsheets</u>** 1. Exploring probability 2. Creating a computational model 3. Use a spreadsheet to plan pocket money spending 4. Planning school event 5. Planning a school event	**<u>Unit 6.4: Blogging</u>** 1. What is a blog? 2. Planning a blog 3. Writing a blog 4. Sharing posts and commenting	**<u>Unit 6.5: Text adventures</u>** 1. What is text adventure 2. Planning a story adventure 3. Making a story based adventure game 4. Introducing map based text adventures 5. Coding a map based adventures	**<u>Unit 6.6: Networks</u>** 1. The world wide web and the internet 2. Our school network and accessing the internet 3. Research	**<u>Unit 6.7: Quizzing</u>** 1. Introducing 2DIY 2. Using 2Quiz 3. Using 2Quiz 4. Exploring grammar quizzes 5. A data base quiz 6. Are you smarter than a ten or (eleven) year old?	**<u>Unit 6.8: Understanding binary</u>** 1. What is binary 2. Counting in binary 3. Converting from decimal to binary 4. Game states	**<u>Unit 6.9: Spreadsheets with Microsoft Excel</u>** 1. What is a spreadsheet 2. Basic calculations 3. Modelling 4. Organising data 5. Advanced formulae and big data 6. Charts and graphics 7. Using a spreadsheet to plan a cake sale 8. Using a spreadsheet to solve problems
Art	**<u>Unit 6.1: Da Vinci to Lowry</u>** (Representing people in 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. **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].		**<u>Unit 6.2 : Victorian Silhouettes</u>** (Queen Victoria) **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; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		**<u>Unit 6.3: Art inspired by wartime poetry</u>** (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches) **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; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		**<u>Unit 6.4: The Life of Van Gogh</u>** **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] • Learn about great artists, architects and designers in history.		
Music	**<u>Unit 6.1: World unite</u>** **Musical focus: Step, dance, performance** The children learn about beat, syncopation, pitch and harmony, and take a trip around the world and take a trip around the world to celebrate the universal language of music.		**<u>Unit 6.2: Journeys</u>** **Musical focus: Song, cycle, performance** The theme of challenging journeys in life resonates through this section of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	**<u>Unit 6.3: Growth</u>** **Musical focus: Street dance performance** "The street" is the setting for this unit of buskers and flash mobs.	**<u>Unit 6.4: Roots</u>** **Musical focus: Mini musical performance** A complete musical performance about the effects of the slave trade in a West African village.	**<u>Unit 6.5: Class awards</u>** **Musical focus: awards, show, performance** An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show.	**<u>Unit 6.6: Moving on</u>** **Musical focus: Leavers assembly performance** 2 songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration.	
Subject									

DT	**Unit 6.1: Fairtrade Products** (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) **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. **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 6.2: Bridges** (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) **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.	**Unit 6.3: War Time Fruit Cake** **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 6.4: Electronic Quiz Board** **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** • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	**Unit 6.5: The Summer Fair** (Suggested activities: motors, fairground rides e.g. Ferris wheels) **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]; • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; • Apply their understanding of computing to program, monitor and control their products.
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

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

Vision:

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'