

Year 2: The Forge Curriculum Topic Map



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

Subject						
RE	<u>Unit 2.1: Is it possible to be kind to everyone all of the time?</u> <u>Focus Religion:</u> Christianity <u>Theme:</u> What did Jesus teach <u>Concept:</u> Kindness <u>Local Agreed Syllabus Links</u> 2.1 Myself and caring for others	<u>Unit 2.2: Why do Christians believe God gave Jesus to the world?</u> <u>Focus Religion:</u> Christianity <u>Theme:</u> Christmas – Jesus as a gift from God <u>Concept:</u> Incarnation <u>Local Agreed Syllabus Links</u> 1.1 Celebrations and festivals	<u>Unit 2.3: Does praying at regular intervals help a Muslim in his or her everyday life?</u> <u>Focus Religion:</u> Islam <u>Theme:</u> Prayer at home <u>Concept:</u> Commitment <u>Local Agreed Syllabus Links</u> 3.2 Religion, family, community and prayer	<u>Unit 2.4: How important is it to Christians that Jesus came back to life after his crucifixion?</u> <u>Focus Religion:</u> Christianity <u>Theme:</u> Easter - resurrection <u>Concept:</u> Salvation <u>Local Agreed Syllabus Links</u> 2.3 Belonging	<u>Unit 2.5: Does going to a Mosque give Muslims a sense of belonging?</u> <u>Focus Religion:</u> Islam <u>Theme:</u> Community and belonging <u>Local Agreed Syllabus Links</u> 3.3 Worship and sacred places	<u>Unit 2.6: Does completing Haj make a person a better Muslim?</u> <u>Focus Religion:</u> Islam <u>Theme:</u> Haj <u>Concept:</u> Pilgrimage <u>Local Agreed Syllabus Links</u> 4.2 Symbols and religious expression
PHSE	<u>Unit 2.1: Being Me in My World</u> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Rewards and consequences - Our learning charter - Owning our learning charter	<u>Unit 2.2: Celebrating Differences</u> - Boys and girls - Boys and girls - Why does bullying happen - Standing up for self/ others - Gender diversity - Celebrating difference and still being friends	<u>Unit 2.3: Dreams and Goals</u> - Goals to success - My learning strengths - Learning with others - A group challenge - Continuing our group challenge - Celebrating our achievement	<u>Unit 2.4: Healthy Me</u> - Being healthy - Being relaxed - Medicine safety - Healthy eating - Healthier eating - Happy, healthy me!	<u>Unit 2.5: Relationships</u> - Families - Keeping safe/ exploring physical contact - Friends and conflict - Secrets - Trust and appreciation - Celebrating my special relationships	<u>Unit 2.6: Changing Me</u> - Life cycles in nature - Growing from young to old - The changing me - Boy's and girl's bodies - Assertiveness - Looking ahead
PE	<u>Invasion Games</u> To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending. <u>Fundamentals</u> To explore how the body moves when running at different speeds. To develop changing direction and dodging.	<u>Gymnastics</u> To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus. To demonstrate different shapes, take off and landing when performing jumps. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. To create a sequence using apparatus.	<u>Dance</u> To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. <u>Sending and receiving</u> To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet.	<u>Ball Skills</u> To develop rolling to hit a target. To develop stopping a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands. <u>Net and Wall Games</u> To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.	<u>Striking and Fielding</u> To move fast and track and collect a ball. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly. <u>Team Building</u> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop	<u>Athletics</u> To run fast and develop sprinting. To develop jumping further. To develop jumping higher. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel. <u>Target Games</u> To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop striking to a target. To develop hitting a moving target. To select and apply the appropriate skill to the target game. To show an improvement in my personal best.

	To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.	<u>Fitness</u> To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination.	To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.		trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.			
Subject								
Computing	<u>Unit 2.1: Coding</u> 1. Algorithms 2. Collision detection 3. Using a timer 4. Different object types 5. Buttons 6. Smelly code debugging	<u>Unit 2.2: Online Safety</u> 1. Searching and sharing 2. Email using to Respond 3. Digital footprint	<u>Unit 2.3: Spreadsheets</u> 1. Reviewing prior use of spreadsheets 2. Copying and pasting totalling tools 3. Using a spreadsheet to add amounts 4. Creating a table and block graph	<u>Unit 2.4: Questioning</u> 1. Using and creating pictograms 2. Asking yes/ no questions 3. Binary trees 4. Using 2Question - a computer based binary tree programme 5. Using 2Investigate – a non-binary data base	<u>Unit 2.5: Effective Searching</u> 1. Understanding the internet and searching 2. Searching the internet 3. Sharing knowledge of the internet and effective searching	<u>Unit 2.6: Creating Pictures</u> 1. Introduction and impressionism 2. Pointillist art 3. Piet Mondrian 4. William Morris Surrealism and eCollage	<u>Unit 2.7: Making Music</u> 1. Introducing 2Sequence 2. Making music Sound tracks	<u>Unit 2.8 Presenting Ideas</u> 1. Presenting a story three ways 2. Presenting ideas as a quiz 3. Making a non-fiction fact file Making a presentation
Art	<u>Unit 2.1: Still Life – Cezanne</u> (begin with observational drawings of fruit, leading to work with pastels and paints, progress to using Paul Cezanne’s work as an inspiration to explore techniques.) <u>Aims:</u> • 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. <u>Subject content</u> • To use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		<u>Unit 2.2: Jamaican Art (choose a stylised piece of Jamaican art work as a stimulus for collage)</u> <u>Aims:</u> • 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. <u>Subject content</u> • To use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		<u>Unit 2.3: Stain glass Windows illustrating stories from the Old Testament (See RE link)</u> <u>Aims:</u> • 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. <u>Subject content</u> • To use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Unit 2.4: Shadows and Silhouettes</u> <u>Aims:</u> • 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. <u>Subject content</u> • To use a range of materials creatively to design and make products; • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		

Music Key stage singing sessions (bi-weekly) Musical performance sessions with an outside provider (one half-term per year)	<u>Unit 2.1: Ourselves</u> Musical focus: Exploring sounds The children discover ways to use their voices to describe feelings and moods.	<u>Unit 2.2: Toys</u> Musical focus: Beat The children move and play to a steady beat and to sound sequences.	<u>Unit 2.3: Our land</u> Musical focus: Exploring sounds The children explore timbre and texture as they explore descriptive sounds	<u>Unit 2.4: Our bodies</u> Musical focus: Beat The children develop a sense of steady beat through using their own bodies	<u>Unit 2.5: Animals</u> Musical focus: Pitch The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch	<u>Unit 2.6: Number</u> Musical focus: Beat The children explore steady beat and rhythm patterns	<u>Unit 2.7: Story time</u> Musical focus: Exploring sounds The children are introduced to famous pieces to stimulate composition	<u>Unit 2.8: Seasons</u> Musical focus: Pitch Children develop understanding of pitch through movement, songs and listening games.	<u>Unit 2.9: Story Weather</u> Musical focus: Exploring sounds Children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather	<u>Unit 2.10: Pattern</u> Musical focus: Beat Using simple notions, the children play, create and combine mini beast rhythms using body percussion and instruments	<u>Unit 2.11 Water</u> Musical Focus: Pitch The children sing and play a variety of pitch shapes using movement and reading from scores	<u>Unit 2.12: Travel</u> Musical focus: Performance The children learn a Tanzanian game song and accompany a travelling song using voices and instruments.
Subject												
DT	<u>Unit 2.1: Nutrition</u> Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria; - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics; Evaluate - Explore and evaluate a range of existing products; - Evaluate their ideas and products against design criteria. Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes; - Understand where food comes from.				<u>Unit 2.2: Flying and Gliding</u> - Design, make and evaluate a <i>paper plane</i> that will sustain flight/ travel the furthest (challenge: how long); - Design, make and evaluate a parachute and protection that will protect an egg when dropped from height. Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate - Explore and evaluate a range of existing products; - Evaluate their ideas and products against design criteria. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable.				<u>Unit 2.3: Build a model of the gate house at Newark Castle with working drawbridge.</u> Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria; - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate - Explore and evaluate a range of existing products; - Evaluate their ideas and products against design criteria. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable; - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			

Additional Commentary

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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

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, 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'