



Year 4: The Forge Curriculum Topic Map

Academic Year 2026-2027

The Sir Donald Bailey Academy



Subject						
Science	<u>Unit 4.1: States of Matter</u> 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	<u>Unit 4.2: Precious Water</u> 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	<u>Unit 4.3: Why we eat? (and what happens to our food?)</u> 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	<u>Unit 4.4: The Rainforest (Living things and their habitats)</u> 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	<u>Unit 4.5: Sound</u> 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	<u>Unit 4.6: Electricity</u> 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
History	<u>Unit 4.1: Ancient Greece</u> 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		<u>Unit 4.2: The Roman Empire and its impact on Britain</u> 1. To understand who the Romans were and where they came from 2. 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) 3. To identify the different leaders within the Roman empire. 4. Explain why the Romans invaded Britain and describe what happened 5. To understand how powerful the Roman army was 6. Guest speaker to visit school		<u>4.3: The Roman Empire and its impact on Britain</u> 1. Explain why the Britons rebelled against the Romans and why they were not successful 2. Describe how Roman beliefs changed over time 3. Describe some of the impacts of Roman Rule on Britain 4. To understand what life was like during the Roman empire and relating this to our local area	
Geography	<u>Unit 4.1: Japan and The Olympic Games</u> 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 5. To explore Japanese culture and cuisine		<u>Unit 4.2: The Rainforest</u> 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		<u>Unit 4.3: Investigate the Local Area</u> 1. Describe the location of the School Community in relation to the wider world 2. To explore the local area and identify the most important features 3. Produce a map of the school with a key and labelled grid squares 4. Investigate where food you can buy in the locality comes from 5. Plan a route from a port to the local supermarket (air or seaport) using roads	

Subject						
RE	<u>Unit 4.1: How special is the relationship Jews have with God?</u> <u>Focus Religion:</u> Judaism	<u>Unit 4.2: What is the most significant part of the nativity story for Christians today?</u> <u>Focus Religion:</u> Christianity <u>Theme:</u> Christmas	<u>Unit 4.3 How important is it for Jewish people do what God asks them to do?</u> <u>Focus Religion:</u> Judaism <u>Theme:</u> Passover	<u>Unit 4.4: Is forgiveness always possible for Christians?</u> <u>Focus Religion:</u> Christianity <u>Theme:</u> Easter <u>Concept:</u> Salvation	<u>Unit 4.5: What is the best way for a Jew to show commitment?</u> <u>Focus Religion:</u> Judaism <u>Theme:</u> Passover.	<u>Unit 4.6:Do people need to go to church to show they are Christians?</u> <u>Focus Religion:</u> Christianity <u>Theme:</u> Prayer and worship <u>Concept:</u> worship
PHSE	<u>Unit 4.1: Being Me in My World</u> 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	<u>Unit 4.2: Celebrating Differences</u> 1. Judging by appearance 2. Understanding influences 3. Understanding bullying 4. Problem-solving 5. Special me 6. Celebrating difference	<u>Unit 4.3: Dreams and Goals</u> 1. Hopes and dreams 2. Broken dreams 3. Overcoming disappointment 4. Creating new dreams 5. Achieve goals 6. We did it!	<u>Unit 4.4: Healthy Me</u> 1. <u>My friends and me</u> 2. <u>Group dynamics</u> 3. Smoking 4. Alcohol 5. Healthy friendships 6. Celebrating my inner strength and assertiveness	<u>Unit 4.5: Relationships</u> 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	<u>Unit 4.6: Changing Me</u> 1. Unique me 2. Having a baby 3. Girls and puberty 4. Circles of change 5. Accepting change 6. Looking ahead

PE	Ball Skills I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands. I can consistently track the path of a ball that is not sent directly to me. I can dribble a ball with increasing control and co-ordination. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. Football I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Dance I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform. Netball I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can pass, receive and shoot the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Tag Rugby – Newark Rugby Club Gymnastics I can explain what happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others’ performances and my own. I understand how body tension can improve the control and quality of my movements.	Enrichment – Fencing British Fencing’s values of honesty, respect and excellence will be emphasised throughout the programme, with our specialists also promoting the values of earning trust through integrity and professionalism. The activities within Arrows archery enable us to use archery as a way of encouraging learning in other areas; for example maths through scoring, literacy through language, and teamwork through cooperation and self-discipline. Tag Rugby – Newark Rugby Club	Swimming Year 3 I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations Year 4 I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations Athletics I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best. OAA I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.	Tennis I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. Cricket I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.
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Subject									
Computing	Unit 4.1: Coding - Design, code, test and debug - If statements - Coordinates - Repeat until and If/Else statements - Number variables - Making a playable game	Unit 4.2: Online Safety - Going phishing - Beware malware - Plagiarism - Healthy screen time	Unit 4.3: Spreadsheets - Formula wizard and formatting cells - Using the timer and spin buttons - Line graphs - Using a spreadsheet for budgeting - Exploring place value with a spreadsheet	Unit 4.4: Writing for difference audiences - Font styles - Using a simulated scenario to produce a news report - Using a simulated scenario to produce a news report - Writing for a campaign - Writing for a campaign	Unit 4.5: Logo - Introduction to 2Logo - Creating letters using 2Logo - Using the repeat command in 2Logo - Using procedures	Unit 4.6: Animation - Animating an object 2Animate tools - Stop motion animation	Unit 4.7: Effective searching - Using a search engine - Use search effectively to answer questions - Reliable information sources	Unit 4.8: Hardware Investigators - Hardware - Parts of a computer	Unit 4.9: Making music - Understanding music - Rhythm and tempo - Melody and pitch - 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.) Aims - Produce creative work, exploring their ideas and recording their experiences; - Become proficient in drawing, painting, sculpture and other art, craft and design techniques; - Evaluate and analyse creative works using the language of art, craft and design; - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: - To create sketch books to record their observations and use them to review and revisit ideas; - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; - About great artists, architects and designers in history.		Unit 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. Aims - Produce creative work, exploring their ideas and recording their experiences; - Become proficient in drawing, painting, sculpture and other art, craft and design techniques; - Evaluate and analyse creative works using the language of art, craft and design; - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: - To create sketch books to record their observations and use them to review and revisit ideas; - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; - About great artists, architects and designers in history.		Unit 4.3: Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.) 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.		Unit 4.4: Mosaics (use techniques inspired by Roman Mosaics to represent the the Hindu Wheel- linked to journeys). 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.		Unit 4.5: Art inspired by Music (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner's Iohengrin 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]; - Great artists, architects and designers in history.

Subject												
Music	<u>Outside provider</u> <u>Paying a musical instrument.</u> Children work on a range of skills with a professional, building up to playing the ukulele.	<u>Outside provider</u> <u>Paying a musical instrument.</u> Children work on a range of skills with a professional, building up to playing the ukulele.	<u>Outside provider</u> <u>Paying a musical instrument.</u> Children work on a range of skills with a professional, building up to playing the ukulele.	<u>Outside provider</u> <u>Paying a musical instrument.</u> Children work on a range of skills with a professional, building up to playing the ukulele.	<u>Unit 4.1: Poetry</u> Musical focus: Performance The children develop performances of continuing poems.	<u>Unit 4.2: Environment</u> Musical focus: Composition Seasons and the environment provide the stimuli for compositions.	<u>Unit 4.3: Sounds</u> Musical focus: Exploring sounds The children use their voices to make beat box sounds, sing four part songs, and perform a jazzy round.	<u>Unit 4.4: Recycling</u> 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.	<u>Unit 4.5: Building</u> Musical focus: Beat Building themed songs allow the children to explore how music can be structured to provide different textures.	<u>Unit 4.6: Around the world</u> Musical focus: Pitch The children explore pentatonic melodies and syncopated rhythms.	<u>Unit 4.7: Story Ancient worlds</u> Musical focus: Exploring structure The children celebrate the achievements of the Egyptians and arrange and perform a layered pyramid structure.	<u>Unit 4.8: Singing Spanish</u> Musical focus: Pitch A sample of the sights and sounds of the Spanish speaking world enable part singing and accompaniment in four contrasting songs.
DT	<u>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).</u> <u>Design</u> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <u>Make</u> - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <u>Evaluate</u> - Investigate and analyse a range of existing products; - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; - Understand how key events and individuals in design and technology have helped shape the world. <u>Technical knowledge</u> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].				<u>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.</u> <u>Design</u> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <u>Make</u> - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <u>Evaluate</u> - Investigate and analyse a range of existing products; - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; - Understand how key events and individuals in design and technology have helped shape the world. <u>Technical knowledge</u> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		<u>Unit 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)</u> <u>Nutrition</u> - Understand and apply the principles of a healthy and varied diet; - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		<u>Unit 4.4: Design Make and Evaluate a Roman Onager (catapult)</u> <u>Design</u> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <u>Make</u> - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <u>Evaluate</u> - Investigate and analyse a range of existing products; - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; - Understand how key events and individuals in design and technology have helped shape the world. <u>Technical knowledge</u> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			

Subject

MFL	<u>Unit 4.1: Core 1</u>	<u>Unit 4.2: Core 2</u>	<u>Unit 4.3: Core 3</u>	<u>Unit 4.4: Core 4</u>	<u>Unit 4.5: Core 5</u>	<u>Unit 4.6: Core 6</u>
	Language Angels - Vegetables	Language Angels - Fruits	Language Angels - Animals	Language Angels – Presenting Myself	Language Angels - Romans	Language Angels – Goldilocks and the three bears

Addiitonal Commentary

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.

A. 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 LEVE

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'