

Year 6 Curriculum Topic Map

Academic Year 2021-22



THE FOREST VIEW ACADEMY

LABOR OMNIA VINCIT

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

Vision:

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

British Values: democracy. Elect school councillors. Discuss hustings and set up a meeting ahead of a "secret ballot".	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	External visitor to visit school to talk to the children about Fairtrade Aspiration: Fairtrade visitor into school. Discussion around what motivated the visitor to want to work in the sector. Explore the rewards and challenges. Cultural diversity: Discuss the range of countries from which we get Fairtrade products and exploring how we are dependent on other countries for food. Explore the UN convention on Human Rights and how fair trade supports communities to have the right to a standard of living adequate for health.							Visit to Newstead Abbey linked to Victorian Christmas Cultural diversity: Consider how developments in transport (Rail and Steam ships) were opening up the world. With products from around the world available more widely for the first time. Consider how transport opened up the country so that people could travel and experience new places (seaside visits became popular for the first time). Discuss the impact of immigration in the field of industry (ICI) and music and explore significant cultural milestones such as the opening of Britain's first Mosque in Liverpool in 1889. Aspiration: Examine the qualities of a significant Victorian inventors such as Isambard Kingdom Brunel, John Macadam, Alexander Graham Bell or Kirkpatrick Macmillan. Explore why they were successful, passion positivity, curiosity, resilience and work ethic.						
PE	Real PE Cog Focus: Cognitive <ul style="list-style-type: none"> 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 Learning Journey <ol style="list-style-type: none"> Coordination, ball skills. Throw Tennis Agility, reaction/response. Throw Tennis Ladder Tournament, Throw Tennis Coordination, ball skills. Endball Coordination, ball skills. Endball Agility, reaction/response. Endball Round Robin Tournament, Endball 							Real PE Cog Focus: Creative <ul style="list-style-type: none"> 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 Learning Journey <ol style="list-style-type: none"> Static balance, seated. Seated Volleyball Static balance, floor work. Seated Volleyball Bump Ladder Tournament, Seated Volleyball Static balance, seated. Scorpion Handball Static balance, seated. Scorpion Handball Static balance, floor work. Scorpion Handball Round Robin Tournament, Scorpion Handball 						

British Values: Influence and having a voice. Explore how choices we make as consumers can influence change (Fair Trade).	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	<p><u>Animals including Humans</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 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 							<p><u>Evolution and Inheritance</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 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 						
Art & Design	<p><u>Da Vinci to Lowry</u> (Representing people in art) Aims:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design. <p>Subject content:</p> <ol style="list-style-type: none"> 1. To create sketch books to record their observations and use them to review and revisit ideas; 2. To improve their mastery of art and design techniques, including drawing, painting and 							<p><u>Victorian Silhouettes</u> (Queen Victoria) Aims:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design. <p>Subject content:</p> <ol style="list-style-type: none"> 3. To create sketch books to record their observations and use them to review and revisit ideas; 4. 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]. 						

	sculpture with a range of materials [for example, pencil, charcoal, paint, clay].																				
British Values: Democracy. Develop understanding of shared and absolute power	Autumn 1							Autumn 2													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7							
DT	<p>Fairtrade Products (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) Design:</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p>Nutrition:</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 														<p>Bridges (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) Design:</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p>						

															<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
British Values: Rule of Law. Magna Carta and the English Bill of Rights underpin some of the rights we enjoy today.	Autumn 1							Autumn 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
History								<u>The Changing Role of the Monarchy</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Define absolute power in the context of the monarchy Explain how Magna Carta meant the King no longer had absolute power Describe some of the ways the monarch had become less powerful after the coronation of William and Mary Compare different views of Victorian Britain using sources Explain why many people wanted changes to elections in Victorian Britain 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 							
RE								<u>Teachings, wisdom and authority</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Describe the importance of the Shema in Judaism Identify similarities and differences between the First Surah of the Qur'an and the Shema Explain the importance of love for Christians Compare the Ten Commandments with the Five Precepts in Buddhism 							
Geography	<u>Fairtrade</u> <u>Learning Journey</u> <ol style="list-style-type: none"> locate countries around the globe that trade with Panama describe how shopping decisions in the UK can affect farmers in the Cote D'Ivoire identify countries and crops involved in Fair-Trade around the world 														

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British Values: Consider how people have campaigned to bring about changes to voting from the Victorians to the Suffragettes.	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music											World Unite (Music Express – Unit 6.1) <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music. 			
Computing	Coding <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 													
MFL											In France (Recap Core Units 123 as appropriate) <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; 			

		<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. 											
British Values: Tolerance. Consider how people from different British communities fought in WW1.	Spring 1						Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Curriculum Drivers/Enrichment	Local visit to sketch a War Memorial (linked to WW1) Cultural Diversity: Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities. Aspiration: Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.						Visit to the Holocaust Centre, Laxton Cultural Diversity: consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc. Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.) Aspiration: Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.						
PE	Real PE Cog Focus: Social <ul style="list-style-type: none"> • 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 Learning Journey <ol style="list-style-type: none"> 1. Dynamic balance, on a line. River Crossing 2. Counter balance, with a partner. River Crossing 3. Levelling the Playing Field Competition, River Crossing 4. Dynamic balance, on a line. Kabadi 5. Dynamic balance, with a partner. Kabadi 6. Round Robin Tournament, Kabadi 						Real PE Cog Focus: Applying Physical <ul style="list-style-type: none"> • 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 Learning Journey <ol style="list-style-type: none"> 1. Dynamic balance to agility, jumping and landing. Jumpball 2. Static balance, one leg. Jumpball 3. Round Robin Tournament, Jumpball 4. Dynamic balance to agility, jumping and landing. Jump, Roll, Balance 5. Static balance, one leg. Jump, Roll, Balance 6. Class Competition, Jump, Roll, Balance 						
Science	Light Learning Journey <ol style="list-style-type: none"> 1. Demonstrate that light travels in straight lines 2. Explore how shadows can be changed to raise questions that can be investigated 						Electricity Learning Journey <ol style="list-style-type: none"> 1. Use recognised symbols when representing a simple circuit diagram 2. Explore resistance and 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'					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 6. Be aware of significant developments in the understanding and use of electricity							
British Values: Anti-discrimination. People from across the British Empire fought for Britain and should be remembered	Spring 1					Spring 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
DT						War Time Fruit Cake Nutrition: <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet; Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 			Electronic Quiz Board Design: <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge: <ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. 				
Art						Art inspired by wartime poetry (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches) Aims: <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design. 							

	Subject content: <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 																	
British Values: Anti- discrimination. Consider the impact of anti-Jewish laws in Nazi Germany.	Spring 1						Spring 2											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6						
History	<u>World War One</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Explain some of the causes of World War One Describe different responses to the start of the war Explain why many people rushed to volunteer to fight in the war Describe how the experience of war changed the way people saw it Explain why the War of 1914-1918 is known as a World War Describe some of the consequences of World War 1 						<u>World War Two</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Explain some of the causes of World War 2 Explain what the holocaust was and describe some of the events that led up to it Explain how propaganda was used in World War 2 to support the war effort Describe what happened to evacuees using sources to explore the different experiences Recount key turning points in the war Describe the end of the war in Europe and explain why people may have felt different emotions at the time. 											
Geography																		
RE																		

British Values: Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines today.	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Computing	Spreadsheets <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 											
Music							Journeys <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 					
MFL							Family <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of guage through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures; 					

											<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • Present ideas and information orally to a range of audiences; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language. 	
British Values: Tolerance. Explore how Jewish worship and festivals play a part in family life and togetherness. Link to "there is more that unites us than divides us."	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	Visit to a local park following SAT's week Aspiration: Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference of disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience. Cultural Diversity: Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us."					Residential visit: Aspiration: During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind. Visit to Nottingham Trent University (or other suitable University) Aspiration: What courses are available? How do you qualify for and apply for University? What is life as an undergraduate like? Cultural Diversity: Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.						
PE	Real PE Cog Focus: Health and Fitness <ul style="list-style-type: none"> • 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 Learning Journey <ol style="list-style-type: none"> 1. Static balance, stance. Beanbag Raid 2. Coordination, footwork. Beanbag Raid 3. Continuous Knockout Tournament, Neanbag Raid 4. Static balance, stance. Dodgeball 5. Coordination, footwork. Dodgeball 					Real PE Cog Focus: Personal <ul style="list-style-type: none"> • 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 Learning Journey <ol style="list-style-type: none"> 1. Coordination, sending and receiving. Throlf 2. Agility, ball chasing. Throlf 3. Handicap Tournament, Throlf 4. Coordination, sending and receiving. Scatterball 5. Agility, ball chasing. Scatterball 						

	6. Ladder Tournament, Dodgeball					6. Knockout tournament, Scatterball						
British Values: Combat discrimination. Consider what it was like to be Jewish in Germany before the Nazis.	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	<p><u>Living Things and Habitats</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 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) and annelids (worms and segmented creatures) and molluscs (slugs and snails) 4. 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) 5. 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) 					<p><u>Growing Up</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 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. 						
Art	<p><u>The Life of Van Gogh</u></p> <p>Aims:</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history. 											

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British Values: Combat discrimination. Consider where the intolerance of the Nazis led and why British Values are important.	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DT						<p>The Summer Fair (Suggested activities: motors, fairground rides e.g. Ferris wheels)</p> <p>Design:</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make:</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge:</p> <ul style="list-style-type: none"> 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. 						
History												
RE	<p><u>Beliefs in action in the world</u></p> <p><u>Learning Journey</u></p> <p>1. Explain how a set of beliefs can help people get along together</p>											

	<ol style="list-style-type: none"> 2. Explore how a set of beliefs might affect how people treat animals and the environment 3. Recount important elements of Jewish Worship and belief 4. Describe the position of Jewish people in Europe before World War 2 5. Explore how the laws brought in by the Nazis affected Jewish people 											
British Values: Tolerance. Consider how shared values from different faith and humanist perspectives can promote tolerance.	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Geography						<p><u>The Coastline</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 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 						
Computing	<p><u>Text Adventures</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration; • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 											

Music						Moving on (with the option of a leavers' performance) <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory. 							
British Values: Tolerance. Values such as rule of law, equality and tolerance are shared by many cultures and communities.	Summer 1					Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
MFL						The Future <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding; • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • Speak in sentences, using familiar vocabulary, phrases and basic language structures; • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • Present ideas and information orally to a range of audiences; • Read carefully and show understanding of words, phrases and simple writing; • Appreciate stories, songs, poems and rhymes in the language; • Understand basic grammar appropriate to the language being studied, including (where relevant): 							

		<p>feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these and how these differ from or are similar to English.</p>	
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Additional Commentary

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

Vision:

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

A. Curriculum Design

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

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

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

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

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

3. Cultural diversity and preparing children for 'Modern Britain'.

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

The Three 'I's of Curriculum

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

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

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

Key Question: Why were the curriculum decisions made?

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

Key Question: Who made the curriculum decisions?

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

Stage 1: Curriculum Map

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

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

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

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

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

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

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

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

IMPACT

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

Ofsted's definition of Curriculum

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

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

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



Suggested Timetable for Y6

	8.55-9am	9-10 am	10.05-10.45am	10.50-11.20am	11.25-12.25pm	12.30-1.15	1.15-1.30pm	1.35-2.35pm	2.35 pm	3pm finish	3.05-4.30pm
DAY	Registration	Session 1 Composition	Session 2 Reading	Session 3 Spelling	Session 4 Maths	LUNCH	Session 5 Class Story	Session 6 Curriculum		Session 7 Curriculum	After school
Mon								Science		Science	
Tue								PE	Values Assembly		
Wed								Art / DT		Art / DT	
Thur								History or Geography or RE		History or Geography or RE	
Fri								PE	Superstar Assembly	Computing or Music or MFL	