

# Year 3/4: The Forge Curriculum Topic Map (Y3)

Academic Year 2025-2026



THE MARTON ACADEMY  
LABOR OMNIA VINCIT



ForgeTrust

Subject					
<b>Science</b>	<b><u>Unit 3.1: Rocks and Soil</u></b>	<b><u>Unit 3.2: Light</u></b>	<b><u>Unit 3.3: Forces and Magnet</u></b>	<b><u>Unit 3.4: Plants</u></b>	<b><u>Unit 3.5: Animals including Humans</u></b>
	<ol style="list-style-type: none"> <li>Sort rocks according to observations</li> <li>Identify sedimentary, igneous and metamorphic rocks</li> <li>Describe how fossils are formed</li> <li>Investigate permeability</li> <li>Carry out a fair test, gather data and draw conclusions</li> <li>Describe the characteristics of different types of soil</li> <li>Investigate soil types in the local environment</li> </ol>	<ol style="list-style-type: none"> <li>Identify different light sources</li> <li>Investigate how different materials respond to light</li> <li>Demonstrate that light travels in straight lines</li> <li>Investigate how mirrors reflect light</li> <li>Plan an investigation into shadows</li> <li>Carry out a fair test, gather data, draw conclusions</li> <li>Know that darkness is the absence of light</li> </ol>	<ol style="list-style-type: none"> <li>Explore how toy cars move across different surfaces</li> <li>Plan a fair test to investigate how a toy car moves across different surfaces</li> <li>Carry out a fair test, gather data and draw conclusions</li> <li>Observe how magnets attract and repel</li> <li>Group materials according to whether they are attracted to a magnet or not</li> <li>Explore which materials magnets can work through (making predictions and exploring)</li> <li>Design a test to investigate magnets</li> <li>Carry out a fair test, gather data, draw conclusions</li> <li>Observe patterns created by a magnetic field</li> <li>Observe patterns created by a magnetic field when magnets repel each other</li> </ol>	<ol style="list-style-type: none"> <li>Describe how plants are adapted to their habitats</li> <li>Describe the function of different parts of a plant</li> <li>Explore the part that flowers play in the life-cycle of flowering plants</li> <li>Identify flowers that are pollinated by insects and by the wind</li> <li>Describe how water is transported in plants</li> <li>Plan a fair test to prove that plants need light</li> <li>Draw conclusions about what our investigation has shown</li> </ol>	<ol style="list-style-type: none"> <li>Illustrate a simple food plan</li> <li>Know that humans are consumers and need to get all nutrition from the food they eat</li> <li>Know that a range of fruit and vegetables are essential for a balanced diet</li> <li>Design a menu to meet the nutritional needs of children</li> <li>Label the human skeleton</li> <li>Identify animals with exo and endoskeletons</li> <li>Describe how muscles work in pairs</li> </ol>
<b>History</b>	<b><u>Unit 3.1: From Stone Age to Iron Age</u></b>		<b><u>Unit 3.2: Ancient Egypt</u></b>		
	<ol style="list-style-type: none"> <li>Sequence the stone age, bronze age and iron age and explain how we know about them</li> <li>Describe changes to how people lived in the Stone Age</li> <li>Investigate the diet of stone age farmers and compare it with the things we eat today</li> <li>Describe what the evidence of settlement at Creswell Crags shows.</li> <li>Explain why the development of bronze was so important</li> <li>Explain why Stonehenge was such a huge achievement for Prehistoric people</li> <li>Explain why many iron age people lived in hill forts in Britain</li> </ol>		<ol style="list-style-type: none"> <li>Place early civilisations on a timeline</li> <li>Name and describe important gods and goddesses and explain how we know about them today</li> <li>Explain why the Pyramids were built and what they were used for</li> <li>Explain why the Nile was essential for the Egyptian civilisation</li> <li>Describe the different levels of society in Ancient Egypt</li> </ol>		
<b>Geography</b>	<b><u>Unit 3.1: Settlements</u></b>	<b><u>Unit 3.2: Water Cycle and the River Nile</u></b>		<b><u>Unit 3.3: Let's Explore the UK</u></b>	
	<ol style="list-style-type: none"> <li>Investigate the settlement of Creswell</li> <li>Use Ordnance Survey Maps to identify physical and human features</li> <li>Explain the features of different types of settlement</li> <li>Identify some of the ways human activity has changed the natural environment</li> </ol>	<ol style="list-style-type: none"> <li>Locate Egypt on a globe and describe the climate</li> <li>Locate Cairo on a map of Egypt and explain how the people there get water</li> <li>Describe why there is rainfall in the North of Egypt</li> <li>Describe some of the different ways people in Egypt trade</li> </ol>		<ol style="list-style-type: none"> <li>Investigate the settlement of Matlock</li> <li>Describe the topography of Matlock and the surrounding area</li> <li>Investigate land use for the high street and countryside surrounding Matlock (Visit)</li> <li>Investigate the different types of business in the Matlock area</li> <li>Describe how water travels from the hills to the sea</li> </ol>	

Subject						
<b>RE</b>	<p><b><u>Unit 19: What is it like for someone to follow God?</u></b></p> <p><b>Focus Religion:</b> Christianity</p> <p><b>Concept:</b> People of God</p> <ol style="list-style-type: none"> <li>Which information about Bible stories can we get from different types of text?</li> <li>What can we know about Noah from reading the Biblical story?</li> <li>What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live?</li> <li>What is the link between a Christian wedding ceremony and the idea of covenant?</li> <li>Did Abram show he trusted God?</li> <li>Is it always easy for Christians to try to follow God?</li> </ol>	<p><b><u>Unit 20: What is the trinity and why is it important for Christians?</u></b></p> <p><b>Focus Religion:</b> Christianity</p> <p><b>Concept:</b> Incarnation/ God</p> <ol style="list-style-type: none"> <li>What is the trinity? What happens in the biblical story of the baptism of Jesus?</li> <li>How is the Trinity shown in the Biblical story of the baptism of Jesus?</li> <li>Why is the Biblical story of the baptism of Jesus important for many Christians?</li> <li>What are the similarities and differences between infant baptism and believer's baptism?</li> <li>What might affect Christian's decisions about baptism?</li> <li>What is the Trinity and why is it important for Christians?</li> </ol>	<p><b><u>Unit 21: How do festivals and worship show what matters to a Muslim?</u></b></p> <p><b>Focus Religion:</b> Islam</p> <p><b>Concept:</b> Ibadah</p> <ol style="list-style-type: none"> <li>How do festivals and family life show what matters to a Muslim?</li> <li>What does the opening chapter of the Qur'an teach Muslims about God?</li> <li>Why does prayer matter to Muslims?</li> <li>Why is the mosque a special place for Muslims?</li> <li>Why do Muslims celebrate at the end of Ramadan?</li> </ol>	<p><b><u>Unit 22: How do festivals and family life show what matters to Jewish people?</u></b></p> <p><b>Focus Religion:</b> Judaism</p> <p><b>Concept:</b> God/ Torah/ God's people</p> <ol style="list-style-type: none"> <li>What do many Jewish people do to mark Shabbat?</li> <li>What does Shabbat look like in the UK today?</li> <li>What do different Jewish people celebrate at Rosh Hashanah?</li> <li>What happens at Yom Kippur?</li> <li>What is the story of Passover?</li> <li>Why do many Jews celebrate Passover every year?</li> </ol>	<p><b><u>Unit 23: What do Christians learn from the creation story?</u></b></p> <p><b>Focus Religion:</b> Christianity</p> <p><b>Concept:</b> Creation/ Fall</p> <ol style="list-style-type: none"> <li>Where does Creation belong in the 'Big Story' of the Bible?</li> <li>What kind of world do Christians believe in? What do we mean by good?</li> <li>How have Christians interpreted looking after the world?</li> <li>How do different Christians think about and look after the environment?</li> <li>What do Christians mean by 'The Fall'?</li> <li>What do many Christians learn from the stories of Creation and the Fall?</li> </ol>	<p><b><u>Unit 24: How and why do people try to make the world a better place?</u></b></p> <p><b>Focus Religion:</b> Christianity/ Judaism/ Islam</p> <p><b>Concept:</b> Thematic</p> <ol style="list-style-type: none"> <li>How and why do people try to make the world a better place? What is wrong with the world?</li> <li>How can the 'Golden Rule' help people to work out how to make the world a better place?</li> <li>Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?</li> <li>Who is inspired by Jesus' example of sacrifice?</li> <li>How do Muslims try to make the world a better place?</li> <li>How do non-religious people try to make the world a better place?</li> </ol>
<b>PHSE</b>	<p style="text-align: center;"><b><u>Relationships</u></b></p> <ol style="list-style-type: none"> <li>Safe relationships</li> <li>Families</li> <li>Respecting ourselves and others</li> </ol>		<p style="text-align: center;"><b><u>Living in the wider world</u></b></p> <ol style="list-style-type: none"> <li>Belonging in a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ol>		<p style="text-align: center;"><b><u>Relationships</u></b></p> <ol style="list-style-type: none"> <li>Physical health and mental wellbeing</li> <li>Growing and changing</li> <li>Keeping safe</li> </ol>	

PE	<p align="center"><b>Get Set 4 PE Fundamentals Y3/4</b></p> <p align="center"><b>Key skills:</b></p> <p><b>Physical:</b> balance, run, dodge, hop, jump, skip.  <b>Social:</b> respect, communication, co-operation, safety  <b>Emotional:</b> determination, perseverance, honesty, independence.  <b>Thinking:</b> comprehension, select and apply, tactics, exploration.</p> <ol style="list-style-type: none"> <li>To develop balance and apply it to other fundamental movement skills.</li> <li>To understand how the body moves differently at different speeds.</li> <li>To develop technique when changing speed.</li> <li>To develop agility using a change of speed and direction.</li> <li>To develop technique and control when jumping, hopping and landing</li> <li>To apply fundamental skills to a variety of games.</li> </ol>	<p align="center"><b>Get Set 4 PE Fitness</b></p> <p align="center"><b>Key skills:</b></p> <p><b>Physical:</b> balance, run, dodge, hop, jump, skip, throw.  <b>Social:</b> respect, communication, co-operation, safety  <b>Emotional:</b> determination, perseverance, honesty, and independence.  <b>Thinking:</b> comprehension, select and apply, tactics, exploration.</p> <ol style="list-style-type: none"> <li>To understand how balance helps us in everyday life.</li> <li>To understand how co-operation helps us in everyday life.</li> <li>To understand how strength helps us in everyday life.</li> <li>To understand how speed helps us in everyday life.</li> <li>To understand how agility helps us in everyday life.</li> <li>To understand how stamina is used in everyday life.</li> </ol>	<p align="center"><b>Get Set 4 PE Gymnastics</b></p> <p align="center"><b>Key skills:</b></p> <p><b>Physical:</b> point and patch balances, jumps, straight roll, barrel roll, forward roll.  <b>Social:</b> work safely, collaboration, supportive  <b>Emotional:</b> perseverance, confidence, independence.  <b>Thinking:</b> observe and provide feedback, creativity, select and apply skills.</p> <ol style="list-style-type: none"> <li>To create interesting point and patch balances.</li> <li>To develop point and patch balances on apparatus.</li> <li>To develop stepping into shape jumps with control and using apparatus.</li> <li>To develop the straight, barrel and forward roll.</li> <li>To include rolls in sequence work using apparatus.</li> <li>To transition smoothly into and out of balances, including using apparatus.</li> <li>To create a sequence with matching and contrasting actions and shapes.</li> <li>To create a partner sequence using equipment and incorporating apparatus.</li> </ol>	<p align="center"><b>Get Set 4 PE Dance</b></p> <p align="center"><b>Key skills:</b></p> <p><b>Physical:</b> actions, dynamics, space, relationships, balance, jump  <b>Social:</b> respect, share ideas, collaboration, inclusion, leadership, safety  <b>Emotional:</b> confidence, acceptance, sensitivity, determination, perseverance  <b>Thinking:</b> select and apply actions, creativity, observe and provide feedback.</p> <ol style="list-style-type: none"> <li>To create actions in response to a stimulus and move in unison with a partner.</li> <li>To create actions to move in contact with a partner or interact with a partner.</li> <li>To select and link appropriate actions and dynamics to show our dance idea.</li> <li>To remember, repeat and create actions to represent an idea.</li> <li>To share ideas of actions and dynamics to create a dance that shows a location.</li> <li>To use choreography ideas to develop our dance.</li> <li>To use straight pathways and clear changes in direction in a line dance.</li> <li>To use canon and unison to make out line dance look interesting.</li> <li>To use formations, canon and unison to make our line dance look interesting.</li> <li>To remember, repeat and create actions around a theme.</li> <li>To understand and use formations.</li> <li>To structure a dance to represent a theme.</li> </ol>	<p align="center"><b>Get Set 4 PE Athletics</b></p> <p align="center"><b>Key skills:</b></p> <p><b>Physical:</b> sprint, jump for distance, push throw, pull throw, balance, run  <b>Social:</b> collaborate, work safely  <b>Emotional:</b> determination, perseverance  <b>Thinking:</b> observe and provide feedback, comprehension, explore technique</p> <ol style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover technique in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skills.</li> </ol>	<p align="center"><b>Get Set 4 PE Cricket</b></p> <p align="center"><b>Key skills:</b></p> <p><b>Physical:</b> underarm and overarm throwing, underarm bowling, batting, catching, balancing, running  <b>Social:</b> communication, support, collaboration, respect  <b>Emotional:</b> honesty, perseverance, determination  <b>Thinking:</b> Select and apply skills and tactics, make decisions</p> <ol style="list-style-type: none"> <li>To learn how to score in a striking and fielding game.</li> <li>To develop batting to score points.</li> <li>To develop fielding skills to limit the batter's score.</li> <li>To understand the role of a bowler.</li> <li>To develop my understanding of tactics and begin to use them.</li> <li>To apply skills and knowledge to play games using cricket rule.</li> </ol>
----	--	--	---	--	--	--

Subject												
<b>Computing</b>	<b>Unit 3.1: Coding</b> 1. Using flow charts 2. Using timers 3. Using repeat 4. Code test and debug 5. Design and make an interactive scene 6. Design and make an interactive scene	<b>Unit 3.2: Online Safety</b> 1. Safety in numbers 2. Fact or fiction 3. Appropriate content and ratings	<b>Unit 3.3: Spreadsheets</b> 1. Creating pie-charts and bar-graphs 2. Using more than spin button tools 3. Advanced mode and cell addresses	<b>Unit 3.4: Touch typing</b> 1. Home, top and bottom row keys 2. Home, top and bottom row keys (consolidation) 3. Left keys 4. Right keys	<b>Unit 3.5: Email</b> 1. Communication 2. Composing emails 3. Using emails safely: part one 4. Using emails safely: part two 5. Attachments 6. Email simulations	<b>Unit 3.6: Branching data bases</b> 1. Introducing data bases 2. Branching data bases 3. Creating a branching data base on the computer 4. Creating a branching data base on the computer	<b>Unit 3.7: Simulations</b> 1. What are simulations 2. Exploring a simulation 3. Analysing and evaluating a simulation	<b>Unit 3.8: Graphing</b> 1. Introducing 2Graph 2. Using 2Graph to solve an investigation	<b>Unit 3.9: Presenting with Microsoft Powerpoint</b> 1. Making a presentation from a blank page 2. Adding media 3. Adding animation 4. Presenting with timings 5. Create a presentation 6. Create a presentation			
<b>Art</b>	<b>Unit 3.1: Cave Art</b>  <b>Aims</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content:</b> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>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].</li> </ul>		<b>Unit 3.2: Positive and Negative Cave Art</b> <b>Images:</b> explore related techniques used by Andy Warhol  <b>Aims:</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content:</b> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>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];</li> <li>About great artists, architects and designers in history.</li> </ul>		<b>Unit 3.3: Impressions of Rivers</b>  <b>Aims</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;</li> <li>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]</li> <li>About great artists, architects and designers in history.</li> </ul> <b>Subject content:</b> <ul style="list-style-type: none"> <li>Explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection.</li> </ul>			<b>Unit 3.4: Exploring the UK: John Constable to Hannah Woodman</b>  <b>Aims</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content:</b> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>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];</li> <li>About great artists, architects and designers in history.</li> </ul>				
<b>Music</b>	<b>Unit 3.1: Environment</b>  <b>Musical focus: Composition</b>  The children explore songs and poems about places.	<b>Unit 3.2: Building</b>  <b>Musical focus: Beat</b>  The children sights and sounds of a building site provide the inspiration for exploring and creating rhythms.	<b>Unit 3.3: Sounds</b>  <b>Musical focus: Exploring sounds</b>  The children explore timbre and structure through musical conversations in music from around the world.	<b>Unit 3.4: Poetry</b>  <b>Musical focus: Performance</b>  The children use voices, body percussion, instruments and movement to create their own expressive performances.	<b>Unit 3.5: China</b>  <b>Musical focus: Pitch</b>  The children explore the pentatonic scale and ways of notating pitch.	<b>Unit 3.6: Time</b>  <b>Musical focus: Beat</b>  The children develop their understanding of beat, metre, and rhythm.	<b>Unit 3.7: In the past</b>  <b>Musical focus: Pitch</b>  Origins of pitch notations are introduced as the children make hand signals and compose three note melodies.	<b>Unit 3.8: Communication</b>  <b>Musical focus: Composition</b>  Children learn to make music inspired by technology and computing.	<b>Unit 3.9: Human body</b>  <b>Musical focus: Structure</b>  Skeleton dances and songs teach children about the human body	<b>Unit 3.10: Singing French</b>  <b>Musical focus: Pitch</b>  Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.	<b>Unit 3.11: Ancient Worlds</b>  <b>Musical focus: Structure</b>  The children perform a song cycle and perform their own ostinati	<b>Unit 3.12: Singing Food and Drink</b>  <b>Musical focus: Performance</b>  Composing word rhythms, singing a round, and creating musical recipes.

Subject							
DT	<p style="text-align: center;"><b>Unit 3.1: Stone Age Stewed Fruit</b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> </ul> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>		<p style="text-align: center;"><b>Unit 3.2: Death Masks</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>		<p style="text-align: center;"><b>Unit 3.3: The Pharaoh's Gold</b> (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharaoh's Gold) inside the structure.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>		<p style="text-align: center;"><b>Unit 3.4: Breads around the world</b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet;</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> </ul> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
MFL: Spanish	<p style="text-align: center;"><b>Instruments</b></p> <ol style="list-style-type: none"> <li>To learn 5 instruments in Spanish with their articles/ determiners.</li> <li>To learn 5 more instruments in Spanish with their articles/ determiners.</li> <li>To revise all 10 instrument nouns with their articles/ determiners in Spanish and attempt the spellings.</li> <li>To explore and understand better the role of the definite article/ determiner in Spanish.</li> <li>To learn how to use the first-person conjugated verb 'toco' (I play) to form a sentence in Spanish.</li> </ol>	<p style="text-align: center;"><b>Seasons</b></p> <ol style="list-style-type: none"> <li>To learn the 4 seasons in Spanish with their determiners.</li> <li>To learn a short phrase about winter in Spanish.</li> <li>To learn a short phrase about spring in Spanish.</li> <li>To learn a short phrase about summer in Spanish.</li> <li>To learn how to say which season is my favourite in Spanish.</li> </ol>	<p style="text-align: center;"><b>Vegetables</b></p> <ol style="list-style-type: none"> <li>To recognise and recall 5 vegetables with the correct plural determiners/ articles in Spanish.</li> <li>To recognise and recall 5 more vegetables with the correct plural determiners/ articles in Spanish.</li> <li>To construct a question to ask for a kilo or half a kilo of a vegetable in Spanish.</li> <li>To use the structure 'quisiera' (I would like) when buying vegetables.</li> <li>To use the conjunction 'y' (and) when buying more than one vegetable option.</li> </ol>	<p style="text-align: center;"><b>Ice-Creams</b></p> <ol style="list-style-type: none"> <li>To recognise and recall 5 ice-cream flavours in Spanish.</li> <li>To recognize and recall 5 more ice-cream flavours in Spanish.</li> <li>To use 'quisiera' (I would like) in a sentence in Spanish.</li> <li>To ask for a cone or a cup of ice-cream with the number of scoops wanted in Spanish.</li> <li>To use all my new knowledge to perform a short role-play and order an ice-cream in Spanish with key transactional language.</li> </ol>	<p style="text-align: center;"><b>Presenting Myself</b></p> <ol style="list-style-type: none"> <li>To use basic greetings in Spanish, ask somebody how they are feeling and reply when asked to me.</li> <li>To ask somebody their name in Spanish and reply when asked to me.</li> <li>To recall numbers 1-10 and count from 11-20 in Spanish.</li> <li>To ask somebody how old they are in Spanish and reply when asked to me.</li> <li>To ask somebody where they live in Spanish and reply when asked to me.</li> <li>To express my nationality in Spanish and understand basic gender agreement rules.</li> </ol>	<p style="text-align: center;"><b>Goldilocks and the Three Bears</b></p> <ol style="list-style-type: none"> <li>To listen to the familiar fairy tale 'Goldilocks and the Three Bears' in Spanish and understand the meaning using picture cards.</li> <li>To re-listen to the familiar fairy tale and retain more vocabulary in Spanish using word cards.</li> <li>To re-listen to the familiar fairy tale and consolidate my new knowledge in Spanish and phrase cards.</li> <li>To use my new knowledge to re-write the story of Goldilocks in Spanish.</li> <li>To present my version of the story to the class.</li> </ol>	

**Additional Commentary****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. 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.

**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 NATRE scheme

In Music schools use the Music Express scheme

In PSHE schools use a scheme called 'PSHE Association'. This sits alongside RSE (Relationships and Sex Education).

**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'