



Curriculum Design Statement

‘Believe in yourself’

Updated January 2026

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Introduction

The curriculum at Manford Primary is significantly more than the 'lessons' which make up the timetable. Our aim is to prepare pupils for the next stage in their education and for successful futures. As such, every moment in school is part of the process of preparing for adulthood, providing positive role models and giving children resilience, independence and ambition which, along with a host of other characteristics, will set them on a positive path. This is intertwined with our adoption of UNICEF's Rights Respecting Schools project which includes British Values.

In this policy you will find:

- Information about our intent when developing our curriculum
- Information about the implementation of our curriculum
- Information about how we assess the impact of our curriculum

At Manford Primary School we provide our pupils with a broad and balanced curriculum that will prepare our pupils for their future.

Following our successful OFSTED result in March 2022 we have taken into consideration the feedback and have worked hard to develop curriculum in order to ensure the children have a deeper understanding of what is being taught. We have clear progression in each subject and children are taught to make connections with their prior learning through the introduction of our Curriculum Motivators and Golden Threads.

Vision Statement

Manford Primary School has a very strong vision:

"Vision statement"

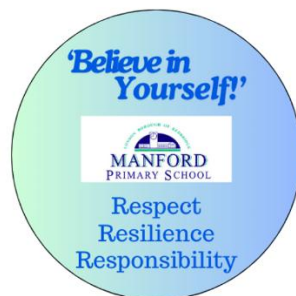
We believe that Manford children are amazing young people.

We aim to support their development by ensuring they have excellent educational experiences which encourage a love of learning, a pride in all they do and build memories that continue to influence their lives in a positive way.

We want to empower them to know that they have the capacity to make great decisions and to change the world.

School Motto and Values

We teach our children to 'Believe in yourself' through our school motto and to follow and believe in our school values:



Our vision, values and motto underpin all aspects of school life and our curriculum is a significant part of moving towards our vision. This vision is vital when we consider the intent of our curriculum.

INTENT

The breadth of our curriculum is designed with three goals in mind:

1. To give pupils appropriate experiences to develop as confident, responsible citizens;
2. To provide a relevant and rich 'cultural capital'
3. To provide a coherent, structured, academic curriculum that leads to success for all learners

During our continuous curriculum development, we determined three key motivations for our curriculum. These will be reviewed as the school cohorts change to ensure that they are relevant to children in school.

For 2025/2026 our motivators are:



1. **Global Identity:** children will learn to understand their place in the world.



2. **Global Possibilities:** children will have a love for learning and be curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and that offers hands on experiences so children begin to see themselves as creators, scientists, designers and so much more. We will nurture inquisitive problem solvers who aspire to great things in their futures.



3. **Global Citizens:** A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass. The children learn to understand their place in the world and will be inspired by various role models from all walks of life.

Our Curriculum Motivators are relevant across the whole curriculum and encourage pupils to know their place in the world, the possibilities open to them and how they can become a good citizen- Across all units of work (Subjects on a page) links are made to the motivators and children are encouraged to know and understand how these can help shape their lives. For example:

<u>Global Identity</u>	<u>Global Possibilities</u>	<u>Global Citizen</u>
Transport Inter-connection of rivers and seas Water as a Life source	Hydrologist Environmentalist Biodiversity Scientists, Naturalist	David Attenborough Greta Thunberg Rivers Trust
<i>UK/ New York art scene Influence of social factors in art Influence of identity in art Conveying social messages through art</i>	<i>Artist Poet Writer</i>	<i>Banksy Jean-Michel Basquiat Maya Angelou</i>

Five key aims

At Manford Primary School we offer a broad and balanced academic curriculum that is underpinned by our **five key aims**.

Every child a reader: A reading-rich curriculum which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that pupils know more, remember more and learn more.

Global Identity: A curriculum which enables children to understand their place in the world.

Global Citizens: A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass. The children learn to understand their place in the world.

Global Possibilities: A love for learning and being curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and offers hands on experiences so children begin to see themselves as creators, scientists, designers and so much more.

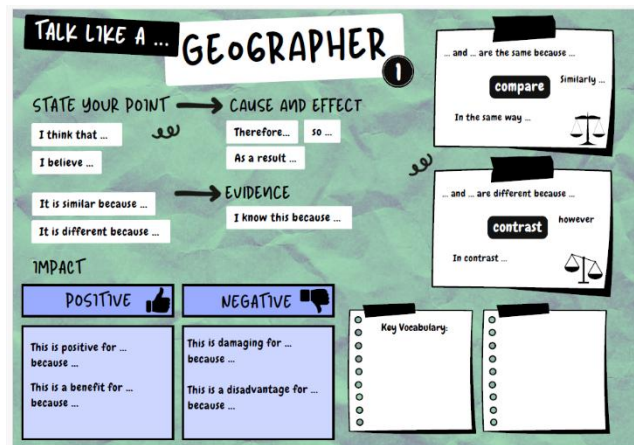
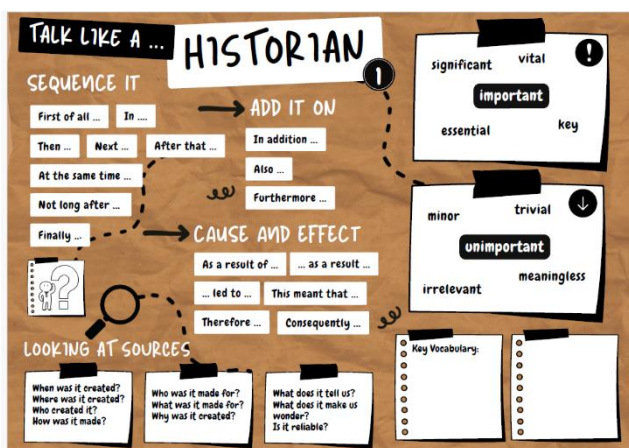
Learning behaviours for success: A curriculum which nurtures the learning behaviours that will help children to succeed: Independence; Resilience; Motivation; Being reflective; Collaborative; Creativity.

In order to achieve this, for Maths we follow the White Rose Scheme and in English our work is all novel based. In our wider curriculum we take one of three approaches our curriculum is:

Challenge Driven: Science, History, Geography, DT and Computing are all challenge driven. At the start of each unit of work, we get the children in role, whereby they take on real life jobs such as: zoologists, curators, documentarians, optometrists, reporters, astronauts, naturalists, cartographers and much more! Once the children understand their role they are faced with a challenge in the form of a letter, email or challenge card. The children complete their challenge at the end of the unit of work, so that they can revisit and apply all that they have learnt.

Skills Driven: PE, Music, Art and MFL are driven by the acquisition of skills. Skills can be acquired by doing, and the best way to master something is through regular practise or trial and error. Skill-based learning aims to build upon knowledge by developing practical expertise in a particular area.

Discussion Driven: PHSE and RE are driven by discussion but Talk is encouraged across all subject areas. Students are required to find new information together, talk, listen to others, and ultimately think for themselves. Discussion-based learning can lead to better practical knowledge and potentially improved long-term knowledge retention when compared to the more traditional format of lecture-based learning. Good questions and answers can get children to think deeply and make connections. We encourage our pupils to Talk like a (Historian, Geographer, Artist etc)



Our curriculum development has taken these aims and motivations and used them to create a classroom curriculum and the principles of a whole-school curriculum. In addition to these, carefully planned curriculum enhancements and extra-curricular activities will provide pupils with improved 'cultural capital' which will allow them to have a greater understanding of their world, to express themselves in a more mature way and access texts which will challenge their reading abilities and preferences.

There are two main elements to our curriculum:

Element 1) We tailor our curriculum to the needs of Manford's learners in order to achieve our vision

Element 2) We draw on our subject progression maps to ensure coverage, spaced repetition, rigour and progression as children move through the school

Progression Maps are available in Teacher Resources- Curriculum- Subject Progression Maps 2024 - 2025. They are available for all the curriculum subjects e.g. History, Geography, DT, Art.

IMPLEMENTATION

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. learning is most effective with spaced repetition.
2. Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Learning is a change to a child's long-term memory (retention of concepts and information). To achieve this, our curriculum is structured so that the focus is **revisiting/repetition of subject concepts linked with our Golden Threads** through different curriculum content, providing pupils with the chance to embed and develop true mastery of curriculum areas and ensure depth of learning.

Golden Threads

'Golden Threads' currently run through two curriculum areas. These are specifically chosen Historical/Geographical concepts which the children revisit throughout KS1 and KS2. As the children revisit each concept, they build on previously taught learning, developing their understanding and knowledge of each golden thread, whilst observing how they change throughout time.

<u>History</u>	<u>Geography</u>
<i>Society/Culture-What was life like?</i>	<i>Settlements & Population</i>
<i>Governance-inc Empire</i>	<ul style="list-style-type: none">• Land use• Landscape• Migration
<i>Empire</i>	<i>Sustainability</i>
<i>Legacies</i>	<ul style="list-style-type: none">• Trade• Farming & food• Environmental issues• Global matters
<i>Equality</i>	<i>Weather & Climate</i>
	<ul style="list-style-type: none">• Biomes• Locational characteristics
	<i>Mapping</i>
	<ul style="list-style-type: none">• Location• Direction• Compass work• Map work- scales, keys, relief• Field work

Subject Concepts

Each subject has their own set of concepts where aspects of them are taught progressively from Year 1 to Year 6. For example:

History:

- Chronological Sequencing (Chronological Understanding)
- Interpretations of History (Historical Interpretations)
- Developing Historical Knowledge (Understanding events, people and changes)

- Historical Enquiry
- Organisation and Communication

Geography:

- Developing Locational Knowledge
- Developing Place Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork (including Mapping)

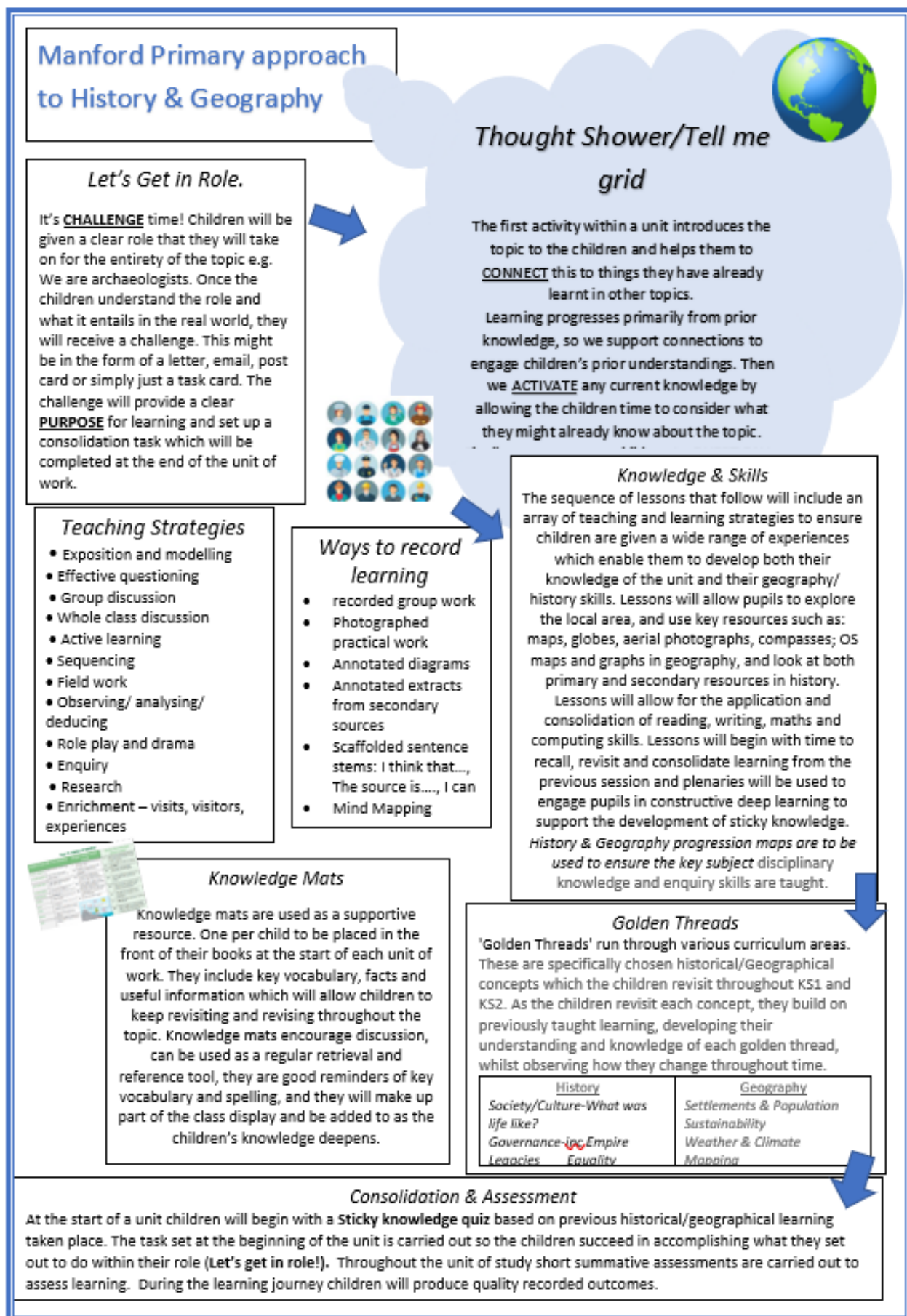
Further curriculum developments:

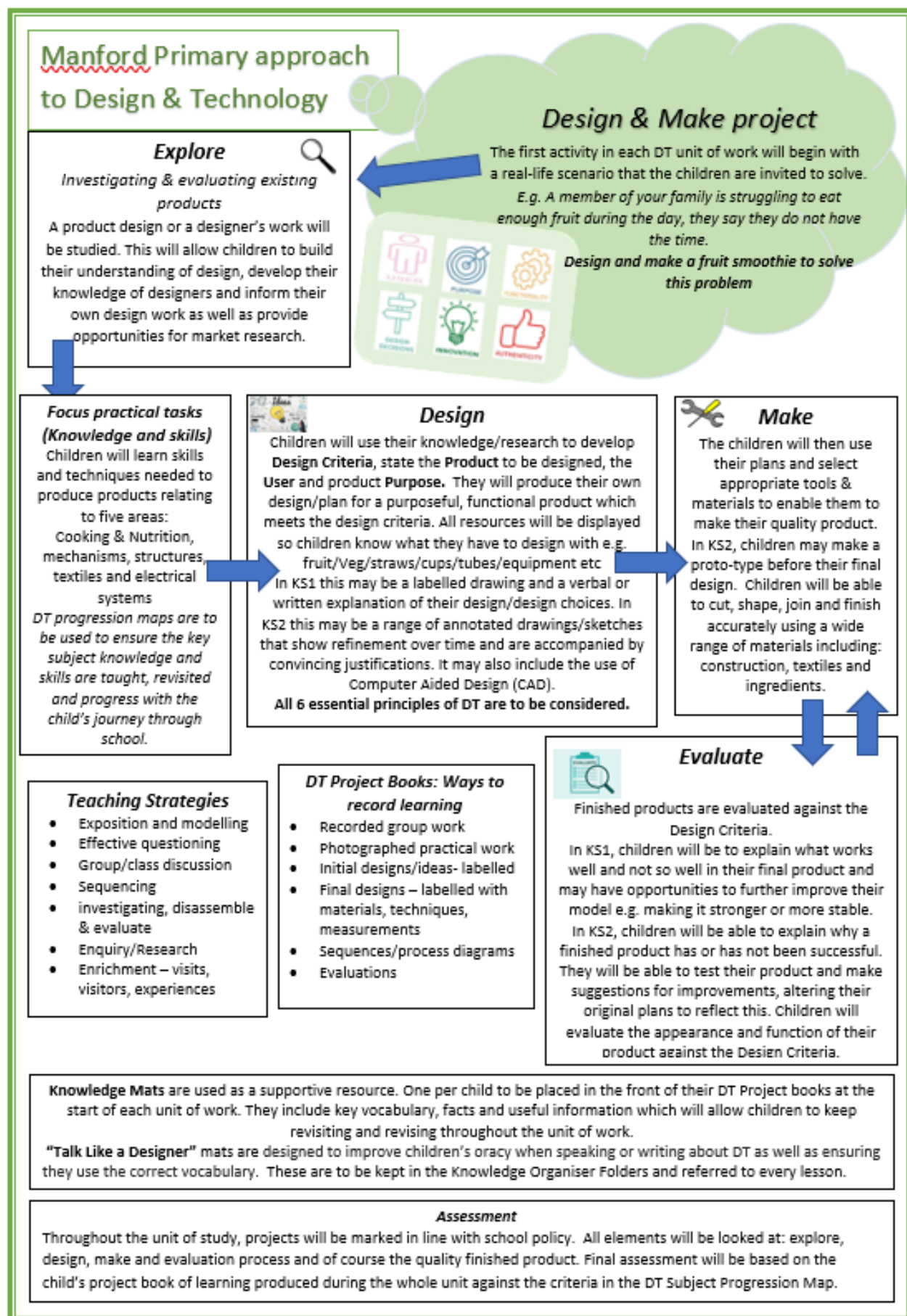
In 2023 we moved away from topic-based lessons to subject specific lessons which focus on the key skills and knowledge needed to be a Historian, Geographer, Scientist etc

Subject Approaches

History, Geography, Art, DT and RE all have specific 'Subject Approaches'.

In History/Geography each unit begins with 'Let's get in Role' and is followed by the creation of a thought shower (History) or a 'Tell Me'grid (Geography). In Art each unit begins with an Artist study, in DT a real-life-scenario is presented to the children and they are invited to solve it. Children's thoughts will have been triggered by these initial activities. Details of this can be seen in 'Manford's Geography & History Approach' (see below).





Manford Primary approach to Art and Design

Elements of Art

Artworks will be analysed and evaluated using vocabulary linked to the elements of art: line, shape, value, colour, texture, space and form.

Children will also consider their opinion of the mood, feeling or atmosphere of artwork, discerning possible messages or themes therein. They will be encouraged to ask questions about the artwork.



Teaching Strategies

- Technique modelling
- Effective questioning
- Group/class discussion
- Sequencing
- Observing/ analysing/ deducing
- Enrichment – visits, visitors, experiences



Sketchbooks

- Artist studies
- Sequences of learning
- Experimentation with different art disciplines
- Artwork analysis and evaluation
- Development of final pieces
- Evidence of final pieces
- Progression towards imaginative recording

Artist Study

The first activity within a unit introduces the unit of work to the children with a focus artist. They will explore the context of the artist's work, including relevant biographical details, themes of the art movement and how to use the elements of art to describe or discuss artwork.

Connections to other focus artists and art movements studied will enhance their understanding of art history.

Art Disciplines

Children will learn techniques within a range of disciplines: drawing, painting, sculpture, printing, textiles, collage and digital media. *Art progression maps are to be used to ensure the key subject techniques are taught, revisited and progress with the child's journey through school.*



Knowledge Mats are used as a supportive resource. One per child to be placed in the front of their sketchbooks at the start of each unit of work. They include key vocabulary, facts and useful information which will allow children to keep revisiting and revising throughout the unit of work.

"Talk Like a Manford Artist" mats will support children's language skills in analysing, comparing and evaluating art. Each phase will receive a mat for their Knowledge Organiser Folders.



Assessment

Throughout the unit of study, sketchbook work will be marked in line with school policy. Feedback given within lessons and sketchbooks will guide children in refining their techniques, as well as to further reflect on the artists and artworks studied. Final assessment will be based on the child's portfolio of learning produced during the whole unit against the criteria in the Art Subject Progression Map.

Subjects on a page (See example below)

For certain subjects we have moved away from Learning Intentions to Learning Questions (History/Geography/Science/Art/Dt/RE) the aim being to motivate and engage our pupils to discover and shape their own learning. Providing children with learning questions engages them to think and delve deep into the subject area to find the answers. The subject unit is planned progressively to build a child's understanding of the unit and to build on previous learning.



Vocabulary

- First
- Next
- Then
- Past
- Present
- Older
- Newer
- Diary
- Source

Year Two
The Great Fire of London

History National Curriculum Objectives

- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- Significant historical events, people and places in their own locality

Let's get in role

It's challenge time!

Suggested task- Children will receive an anonymous diary extract
Read the extract together- Ask and answer questions (sources of evidence). Extract the key information

Questions for Learning

<https://www.fireoflondon.org.uk/>

<u>Lesson 1</u>	Let's get in the role of a ' <i>Historian</i> '- discuss the role of a Historian and how they would use a diary as a source of evidence. What information does it provide, what information does it give us about the past? and then create a thought shower about their knowledge of London. Who was Samuel Pepys and what did he tell us? How did he tell people then and now? How was Samuel Pepys diary a reliable source for information about the events that took place?
<u>Lesson 2</u>	How do we know about the Great Fire of London? What do artist paintings tell us about the Great Fire of London?
<u>Lesson 3</u>	When did the Great Fire of London happen? How did the Great Fire of London start? How did the fire spread? How long did the fire last? How were they able to put it out?
<u>Lesson 4</u>	Which source of evidence is the most reliable and why?
<u>Lesson 5</u>	What was different about the buildings then that helped the fire to spread? – materials, proximity to each other Why did it spread so quickly? Which buildings burnt down?
<u>Lesson 6</u>	How did London change? https://www.nationalarchives.gov.uk/education/resources/fire-of-london/ Who was Sir Christopher Wren? What impact has Sir Christopher Wren left on London after The Great Fire of London?
<u>Lesson 7</u>	Why did the Great Fire of London cause so much destruction? Lives, housing, poverty, class, money What lessons have been learned following the Great Fire of London? – shared write, challenge to write a paragraph
<u>Lesson 8</u>	How did London respond to the Great Plague of 1665-1666? https://www.nationalarchives.gov.uk/education/resources/great-plague/ Plague (benefit) vs COVID, fire brigade, fire safety

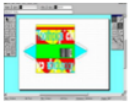


Assessment Tasks- highlighted Lessons are assessment focus pieces that need to be planned for



<u>Global Identity</u>	<u>Global Possibilities</u>	<u>Global Citizen</u>
	Architecture Diarist Member of Parliament	Sir Christopher Wren King Charles

DT subject on a page

Autumn 2 2024

Year Three
Structures: Shell Structures using CAD

Design & Technology National Curriculum Objectives

Key stage 2

- Develop and use knowledge of how to construct strong, stiff shell structures
- Develop and use knowledge of nets of cubes and cuboids and where appropriate, more complex 3D shapes
- Know and use technical vocabulary relevant to the project

Design

- Generate realistic ideas and design criteria collaboratively through discussion, focussing on the needs of the user and purpose of the product
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas

Make

- Order the main stages of making
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy
- Explain their choice of materials according to functional properties and aesthetic qualities
- Use finishing techniques suitable for the product they are creating

Evaluate


- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used
- Test and evaluate their own products against design criteria and the intended user and purpose

Scenario/Problem






A member of your family is having a birthday soon and you have bought them a gift that requires a gift box for it to be placed in.

Design Brief - Design and make a gift box for a family member

Questions for Learning

<p>Lesson 1 Explore</p>  <p>Budget chn to bring in own boxes from home – different shapes</p>	<p>Introduce the problem - <i>A member of your family is having a birthday soon and you have bought them a gift that requires a gift box for it to be placed in.</i></p> <p>How can we do this? How would we make a gift box? What previous learning could help us? How can we use joining and cutting techniques with paper and card?</p> <p>What is a Shell Structure? <i>Show the chn some gift box designs from Design Bridge & Partners, Tiffany & Co.</i></p> <ul style="list-style-type: none"> Explore some different shell structures (cereal boxes, gift boxes) Identify the product and what its purpose is. How does the design help to see this? Identify what the product has been made from Take the boxes apart and discuss how they have been made. (tabs)
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Autumn 2 2024

<p>Lesson 2 Focus Practical Tasks</p>  <p>Budget</p>	<p style="text-align: center;">Focus practical tasks (skills/techniques)</p> <p>How can we make a shell structure? Demonstrate each skill to the class</p> <ul style="list-style-type: none"> Assemble and evaluate pre prepared 3D shapes using standard sized card squares, rectangles, equilateral triangles, isosceles triangles and hexagons, joined with masking tape. Create a net without CAD – using specific measurements – model how to use a ruler effectively (Draw the faces and stick them together, add tabs, glue your paper net onto card and cut out Show children how to stiffen and strengthen sheet materials by laminating, corrugating, ribbing Carousel of activities to try
<p>Lesson 3 CAD - Focus Practical Tasks</p> 	<p style="text-align: center;">Focus practical tasks (skills/techniques)</p> <p>How can we use CAD to make a shell structure? Demonstrate how to use CAD using Microsoft Word and research</p>
<p>Lesson 4 Design</p> 	<p style="text-align: center;">Design and make a gift box for a family member</p> <p>Display all equipment needed to make a 3D box. Collection of card, squared paper, coloured paper, adhesive tape, masking tape, PVA glue, glue spreaders, acetate sheet, felt tip pens, rulers, scissors</p> <p style="text-align: center;">What is the purpose of my product, how will it work and what will it look like?</p> <p><i>Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</i></p> <p>Together set the design criteria (Min 3) and display as a class</p> <p>Product: User: Purpose:</p> <ul style="list-style-type: none"> Understand and gather information about what your family member would want from a gift box Describe the purpose of your product and how it will work Identify design features that will appeal to your family member <p style="text-align: center;">Generate ideas that meet needs of user</p> <p>Give the children time to design their boxes.</p> <ul style="list-style-type: none"> Design your gift box - Draw and label on A4/A3 paper 4 separate designs, and then one final design fully measured and labelled – using actual measurements only use the equipment available (Demonstrate expectations through a variety of designs)
<p>Lesson 5 Make</p> 	<p style="text-align: center;">Make</p> <p>How do you make a gift box?</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=hKvHj4xdZSE <p>As a class create one of the above boxes Demonstrate using a ruler and scoring the card – refer back to your focus tasks learnt in lesson 3 Each child makes their gift box – remember to draw your designs before cutting and assembling your box.</p>
<p>Lesson 6 Evaluate</p> 	<p style="text-align: center;">Evaluate</p> <p>How can we make a shell structure stronger?</p> <p>Evaluation</p> <ul style="list-style-type: none"> Evaluate your product against the Design Criteria – both strengths and areas for development How has the product been designed for your user? How could the design be improved?

Assessment Tasks: Assessment will take place through the unit of work. Involvement in lessons, skills learnt, ideas shared, designs created and finally evaluations. All will be recorded into the child's DT Journal.


Global Identity	Global Possibilities	Global Citizen
	Designer Business person	John Morris – CEO of Design Bridge Anthony Lechu – CEO of Tiffany & Co.

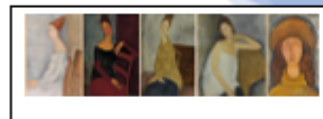
Resources Needed for project
collection of shell structures for different purposes and users

card, squared paper, coloured paper, adhesive tape, masking tape, PVA glue, glue spreaders, acetate sheet, coloured pencils, felt-tip pens, rulers, right/left-handed scissors

computer with computer-aided design (CAD) software - Microsoft Word, printer




MANFORD
 PRIMARY SCHOOL
Year 1
Amedeo Modigliani



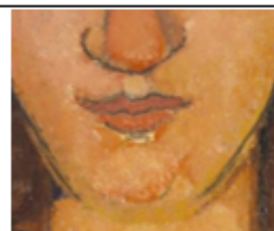
Art National Curriculum Objectives

The national curriculum for art and design aims to ensure that all pupils:

- ♣ 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.

Questions for Learning

Lesson 1 <i>Artist Study</i>	Who is Modigliani?
Lesson 2	How can I describe Modigliani's work? TP1 – Why the long face? (Cycladic, African and Khmer art influence) TP2 – How can we describe the colours? =>(Play a colour match game of your choice e.g. <i>chn</i> have labelled colour swatch from the Knowledge Organiser and search for it in the classroom. Have some blown up Modigliani portraits on the wall too.)
Lesson 3	How can I draw a face in the style of Modigliani, using tones and careful observation? TP1 – How do I sketch lightly? TP2 – How do I position the features?
Lesson 4	How can I create textured backgrounds in the style of Modigliani? TP1 – How can I hold a soft pastel? How can I use it on its side? TP3 – How can I layer colour? How can I blend colour? => <i>chn</i> to create an A4 background in greys/violets/purples/blues/whites (spray with fixative/hair spray after school)
Lesson 5 & Lesson 6	How can I mix colours and paint style of Modigliani? TP1 – How do I mix ochre colours? (like the range on the right) =>Use a template outline of a Modigliani portrait face. CT model creating a mini range of colours by dabbing together the yellows, reds, browns. <i>chn</i> can make the tones more white or brown as they wish, but show range. Demonstrate gradual addition of a colour to your mix and applying it to the face, overlaying and changing through different hues and tints. Within A4 paper with thin brushes. <i>chn/adults</i> to cut around their portrait and stick onto their background.



Assessment

Base your assessment on the child's portfolio of learning produced during the whole unit against the criteria in the Art Subject Progression Map.

Global Identity	Global Possibilities	Global Citizen
	Artist Painter Portrait Artist	Amedeo Modigliani

D & T: Shell Structures Year 3

Let me introduce you to...

Sticky Knowledge

Shell Structures

What are Shell Structures?
Shell structures are 3D structures made from a 2D shape net. We see shell structures every day around us in the form of packaging. Many buildings also use shell structures including the G2 and Shard!

In order to make a shell structure stronger/stiffer and more stable, you can laminate, corrugate or rib it.

Product

Gift Boxes

A beautiful, appealing box to create curiosity about what might be inside while also providing complete protection to the item inside.

Inspiring Designer - Design Bridge & Partners

Design Bridge is one of the most well known and most accomplished packaging designers in both the UK and internationally. They have won a number of awards for their impeccable packaging design for big name clients such as Nescafe and UEFA Champions League.

The packaging designers have been around for over 50 years so have a lifetime of experience under their belts, and as well as studios in London they also operate in Amsterdam, Singapore, New York and Shanghai. They pride themselves on their original and outside the box ideas and aim to keep this at the heart of everything they do.

Key Vocabulary

Key Vocabulary	Definition
cuboid	A solid body with rectangular sides.
edge	Where two surfaces meet at an angle.
face	A surface of a geometric shape.
font	A printer's term meaning the style of lettering being used.
net	The flat or opened top shape of an object such as a box.
prism	A solid geometric shape with ends that are similar equal and parallel.
scoring	Cutting a line or mark into a sheet material to make it easier to fold.
Shell structure	A hollow structure with a thin outer covering.
CAD	Computer Aided Design

Skills & Techniques

CAD (Computer Aided Design)

Computers can help us to design our boxes.

We need certain skills and techniques to be able to make boxes.

Our Country England

Castles- The Tower of London

Sticky Knowledge

Castles

- Built to help defend areas from attack.
- To protect the rich people-Kings & Lords lived inside
- They have lots of large rooms
- To control all the land around it.
- Made from stone

Tower of London

William the Conqueror started building the Tower of London in 1078, after he defeated King Harold at the Battle of Hastings.

Key Vocabulary

Vocabulary	Definition
Monarch	A King or Queen. They are the head of state/country. King Charles 3 rd is the reigning Monarch of Great Britain.
Castle	A type of home that was built to protect the people inside.
Fortress	a large, strong building or group of buildings that can be defended from attack
Palace	The official home of a King or Queen.
Prison	a building where people are kept as a punishment for a crime they have committed
Legend	A story from ancient times about people and events, that may or may not be true; this type of story
Ceremonial	the system of rules and traditions that states how things should be done at a ceremony or formal occasion.
Defend	To protect against attack or loss
Democracy	Means 'rule by the people'. People have a say in how the Government is run by voting.

Crown Jewels

Royal ceremonial objects.

Castles were also used to store important things like gold and jewels and they were also used to hold prisoners.

Beefeaters

Ceremonial guardians of the Tower. They unlock and lock the Tower every day in the Ceremony of the Keys.

Ravens

Legend says if the Ravens leave the Tower, both it and the Kingdom will fall.

Leeds Castle

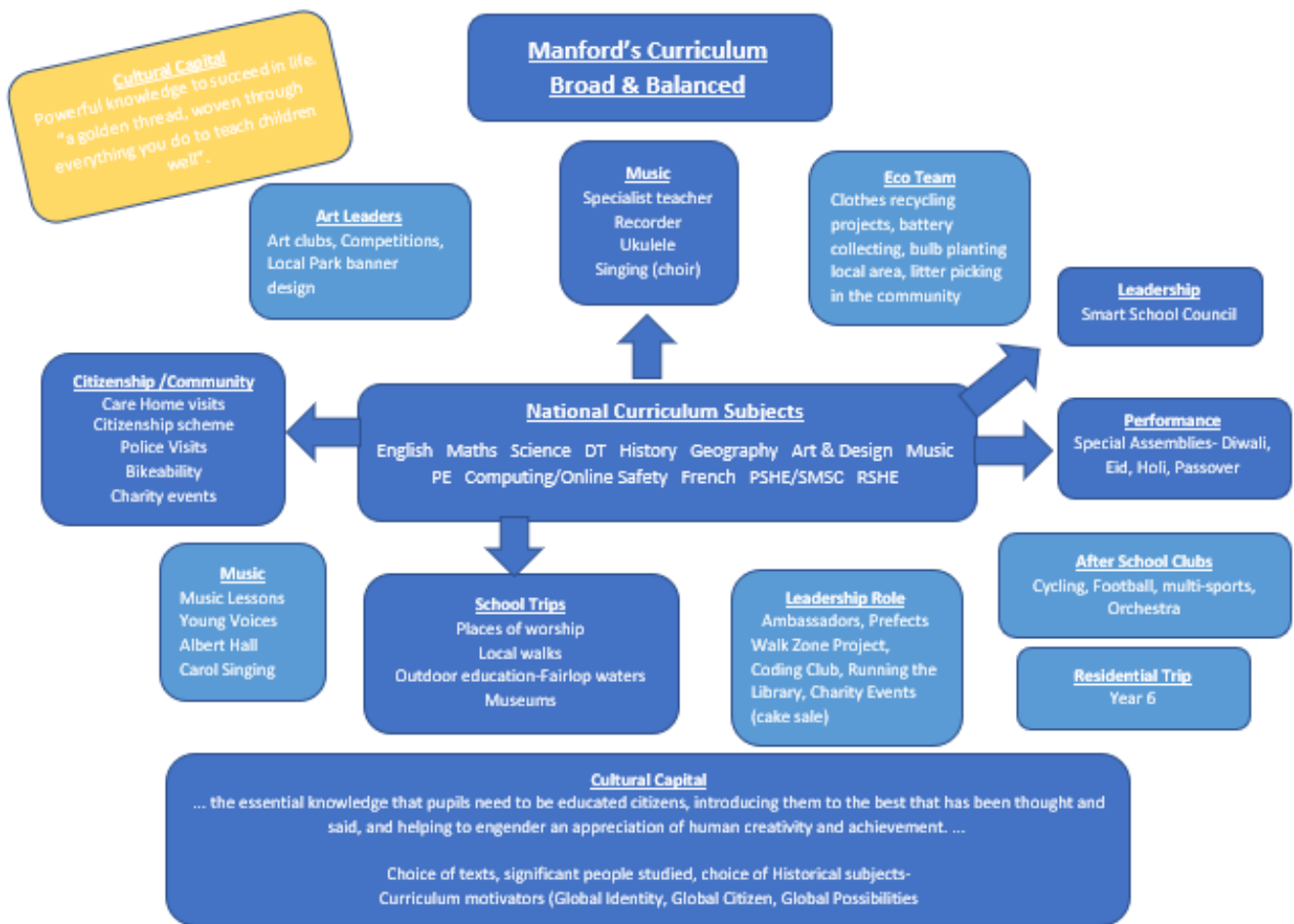
Windsor Castle

Experiences

Experiences which add to the learning, providing a greater depth of understanding and first-hand experience are planned into our curriculum. Visits and experiences will focus on children remembering the learning rather than the experience of being out of school. However, it is important to note that visits enhance children's wider development of citizenship, and, as such, have impact at different levels-they can really add to cultural capital by enabling children to put life skills into practice. They also enable children to develop and shape their schemas, which leads to long term retention of knowledge and the ability to apply this to new learning. Not all of our experiences involve trips out of school-we use 'Now Press Play' immersive experiences to bring concepts and knowledge to life. Experiences have been mapped across all curriculum subjects from EYFS to Year 6.

Each year group is to plan and attend a minimum of **x3 trips a year** (place of worship, x2 museum/place of interest/theatre/field trip/virtual visit). In Year 6 pupils have the opportunity to attend a week long residential which focuses on team building, new skills/experiences, independence, social skills, interaction with adults etc

Broad & Balanced Curriculum



Curriculum Overview 2025-2026



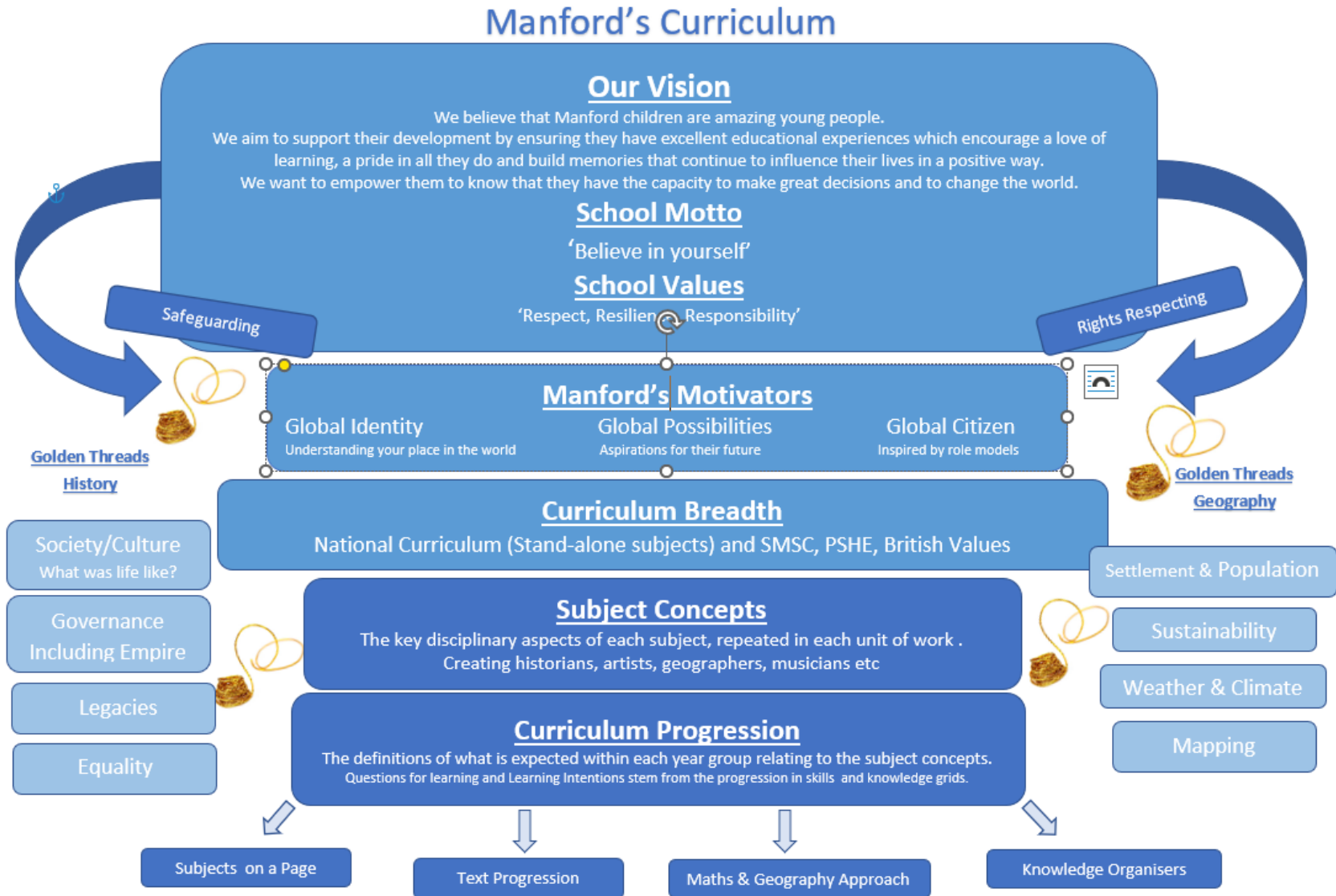
Curriculum Motivators	Global Identity		Global Possibilities		Global Citizen	
Term	Autumn		Spring		Summer	
Preschool/Rec option	Me and my community	Festivals and Celebrations	Tell me a story	Under the Sea	Growing and changing	Journey around the world
Year 1	History History-My family, Monarchy, family tree, Toys now/then -Who is Frederick Gibberd? -Garrett Morgan – Inventor of the 3 position traffic lights after		Geography Our country England 4 countries, capital cities, key physical features and human (Key Year4 from NC) Geography (6/7 lessons) Where are we in the world? How can you identify each country in the UK? What are the human & physical features of towns & the countryside?		History Transportation How has transport changed? -boat, bicycle and plane Famous inventors	
Year 2	History The Great Fire of London Reliability of sources, Cause and Impact of the fire		Geography Local area study-Redbridge and Bangladesh Geography (6 lessons) Where are we in the world? Where in the world is Bangladesh? Welcome to Redbridge, Welcome to Bangladesh		Geography Hot & Cold Places- Africa & the Arctic (9/10 weeks) Hot and cold places – focus on Africa & Arctic, map work, continents Settlements, Population & Mapping African Safari, Arctic Expedition- animals & habitats Effects of climate change	
Year 3	History Stone Age to the Iron Age How did people live in the Palaeolithic period. (Settlements, invasion and farming)		History- World War 1 (Remembrance 11 th November) European Geography (6 lessons) Regions & cities- Eastern, western etc (Political & Topographical)- RL, focus city of choice (comparison piece) Romania- London v Bucharest		History Transportation Mapping Journeys around the world, different transport in different countries Eco-friendly transport Climate change	
Year 4	History Ancient Egypt- achievements River Nile, Settlements and land-use		Geography- Mountains, Volcanoes and Earthquakes Geography (8 lessons) Mountains, Volcanoes, Earthquakes- Climate zones and Biomes		History The Roman Empire Who were the Romans? When did Rome develop into the Roman Empire? What made Romans powerful? What did they practise/believe? Life, society Impact of the Roman arrival on Britain	

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DT- Food & Nutrition Design & make a flat bread and dip	Art- Ancient Egyptians Artist: Alisa Awad (Drawing: pencil, Sculpture: mod-roc) NPP: Ancient Egyptian/ The Secret Tomb	What is a mountain? How does the movement of the tectonic plates create volcanoes? How does the movement of the tectonic plates create earthquakes? What is a biome? How do we stay safe in extreme environments/weather? How does human action impact climate change? Art: Hokusai- printing	Mount Etne DT- Mechanical Systems: Levers & Linkages Design & Make an information book for Y3 about mountains, volcanoes & earthquakes	Art- Anglo-Saxons and Scots Learn about Anglo-Saxon art Colour theory (e.g. colour wheel) Illuminated manuscripts/ historiated letters Collage, painting & colour theory (Develop, inspiration, painting)	DT- Textiles- design & make a pencil case for yourself
Year 5	History- Ancient Greeks - life, achievements & influences on the western world Life, achievements and influences on the western world	Geography- Rivers- Roding and Thames Human and Physical features, compare to the Nile, water cycle Geography (7 lessons) How does a river start? Features, flooding, defence, settlements & patterns, importance of rivers J/Art- Anne Derrin- Thames "The Rising Tide" Jason deCaires- learn and design (Painting + Colour Theory, Sculpture: design)	Coasts (6 lessons) Erosion, coastal features, longshore drift, defences DT- Food & Nutrition: Celebrating culture and seasonality- ideas: bread, pizza, savoury biscuits, savoury scones, savoury muffin, cereal snack, soup	The Windrush History (7 weeks) What was the Windrush? Why? What did immigrants expect on arrival to the UK? Racism/discrimination in new settlements	Geography Field work... orienteering, mapping, compass, 6 grid reference Onsite orienteering course
Year 6	History- Local History of WW2- 1939-1945 Affects, legacy, housing, school (hospital), Dr Barnardo's	Geography North America (6 lessons) Where? Hemisphere, Tropics, Countries? time zones, climate, population, physical & human features, physical regions Art: Artists: Jean-Michel Basquiat, Banksy (Painting + Colour Theory)	Geography South America (6 lessons) Indigenous people of the Amazon, deforestation, time zones DT- Mechanical Systems: Pulleys or Gears- fairground ride with gears or pulleys e.g. carousel, Ferris wheel/ controllable toy vehicle with gears or pulleys	Mayan Civilisation (7 weeks) Who were they? What was life like? Farming, food, beliefs and legacies Art: Mayans Frederick Catherwood, Mayan Art, Frida Kahlo Cross stitch & weaving Mayan sculpture, clay tile	Geography Field work... orienteering, mapping, compass, 6 grid reference Onsite orienteering course DT- Textiles: Combining different fabric shapes (including CAD computer-aided design- design & make a strong bag out of recycled clothing Materials and construction – cutting and shaping wood – Making Bird Boxes

Manford's Curriculum Diagram



IMPACT

Teachers assess the impact of the taught curriculum using the subject specific progression maps which are linked to Sonar. Also, the children’s understanding of the ‘Golden Threads’ within History and Geography will be assessed.

Within each unit of work there are lessons identified as assessment pieces, the outcomes of these will support the teacher in making a termly judgement. Assessment will expect pupils to have sustained mastery, that is, they will remember the content and be fluent in it.

The impact of our curriculum developments will enable us to identify required prior knowledge and to support schema development through our ‘Golden Threads’ which will improve retention of knowledge and provide cultural capital-enabling children to access more difficult concepts and texts and ultimately prepare them for success at secondary school.

Subject Leaders

Every term each subject leader is expected to complete a whole school data analysis of their subject in order to identify gaps, year groups where children are performing significantly below expectations/exceeding. Leaders are expected to identify next steps for their subject and carry these out over the following half term in order to improve teaching and learning in the identified areas.

Home->Primary Age-Related Overview- select class- Select Autumn 2- Select your subject



Foundation Assessment Analysis- Art

Autumn Term 2025

Class	% Below	% Just At	% Securely At	% Above
1J				
1R				
2C				
2M				
3CA				
3W				
4M				
4K				
5BC				
5N				
6F				
6HA				

Subject expectations across the school- know more, remember more
 ___% of pupils will be Securely AT within ____ by the end of 2025 – 2026.

Data Commentary: (Patterns, gaps, consistency within year groups, school overall standards)

Next Steps:
How are you going to raise standards?

- Questions raised from the data:
- Support to be given to teachers (planning, progression, skills etc):
- Lesson Obs/Learning Walks/PPA attendance/staff drop-ins/staff INSET:

Planning Expectations

At Manford we have clear expectations in terms of the amount of planning that is required by teachers. Plans are produced to ensure the children are provided with a high-quality education that prepares them for the future.

"Where written lesson plans are deemed appropriate, their purpose and audience should be made very clear: the fundamental purpose of planning is to support effective teaching in the classroom."

Curriculum aims:

- Our curriculum intent and implementation are embedded securely and consistently across the school
- Everyone has a firm and common understanding of the school's curriculum intent (*what* you're teaching pupils, as well as *why* you're teaching them that) and how it's being implemented, including your role in that.
- Lessons contribute well to delivering the curriculum intent
- The curriculum, schemes of work, lessons and work given to pupils, over time and across the school, consistently match the aims of the curriculum, and are **sequenced and planned effectively** so that pupils know more, can do more, and remember more. With the aim to gain sufficient knowledge and skills for future learning and employment
- Teachers' pedagogical and subject content knowledge is good.
- Planning clearly builds upon prior knowledge understanding through progressive documents within each subject
- Pupils' work and outcomes are good, including for specific groups (most disadvantaged and SEN)

Weekly Expectations

- Maths planning on slides
- English planning- with phonics LCP reference for R, KS1 and Y3 as required
- Curriculum overview is annotated/added to as a result of prior teaching/child questioning
- Timetable with specific timings per class
- Individual SEN planning

Yearly/Termly/1/2 termly Expectations

- Year group- Yearly Overview
- ½ termly History/Geography Plan
- ½ termly other subjects Curriculum Plan
- Take-away Homework Menu
- Half Termly curriculum Parent Letter- **new format**
- Knowledge Organisers at the start of each subject (History/Geography/Science)
- English LTP and text overview
- Maths MTP (White Rose and NC)

All Half Termly Planning for all subjects to be saved in Teacher Resources- Curriculum– Half Termly Planning 2024-2025- Year group folder. All planning templates can be found here as well and must be used.

Schemes used to enhance our curriculum:

Teacher Resources- Curriculum-Schemes of Work

PSHE- Jigsaw (online Portal- see section in the handbook (x2 sessions per week)

Computing- Purple Mash

Online Safety- 2BeSafe online (Purple Mash)

RE- Redbridge Syllabus

PE- Cambridgeshire Scheme of work (TR/Physical Education/Scheme 21-22)

French- Rigolo

Music- Kapow

See Year 5 half termly planning for examples of how to.

All plans due to be handed in/on the Network

.Eg weekly plans ready for year group partners before teaching on the Monday

½ termly written and prepared the week before each half term- teachers then have time to adapt for their class etc

All planning to be discussed and mapped out during PPA/planning time as a team.