



Gem Federation

Wider Curriculum Handbook

2026-2027



Contents

- 1) Gem Federation Curriculum Statement
- 2) History
- 3) Geography
- 4) Science
- 5) Computing
- 6) Art and Design
- 7) Design Technology
- 8) PSHE
- 9) PE
- 10) Music
- 11) MFL - Spanish
- 12) RE



Intent

The Gem Federation curriculum is designed to provide a broad and balanced education that meets the needs of all our children.

It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations and an understanding of what it means to be a global citizen. Our curriculum ensures that academic success runs parallel with creativity, problem solving, responsibility, respect, resilience, physical development and well-being, as key elements that support the development of the whole child and promote a positive attitude towards learning.

Our curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, to ensure our children are well prepared for life in modern Britain.

Implementation

Our school curriculum incorporates the statutory requirements of the National Curriculum in addition to other experiences and opportunities that best meet the learning and developmental needs of all our children.

A creative curriculum approach has been implemented across the schools to ensure lessons taught are exciting and engaging. Subjects have been carefully planned and mapped out to ensure coverage and progression across all curriculum areas. Each year, we build upon the children's prior learning, providing opportunities to broaden their knowledge, make connections and develop the skills needed to become critical thinkers.

This creative approach allows for topic-based learning, fostering our children's curiosity through topics that are diverse, inclusive and vocabulary-rich, enabling them to develop depth in both knowledge and skills. Opportunities to learn about a variety of significant figures are planned to ensure that all children feel represented and are able to aspire to achieve.

The curriculum provides our children with memorable experiences and exciting opportunities from which they can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are referred to within lessons to engage interest.

Contributing to the federation's broad and balanced curriculum, both the outdoor environment and local community are considered to be great opportunities for active learning. We are committed to ensuring that all learners have access to high-quality educational experiences beyond the classroom, through engaging learning opportunities integrated into the curriculum.

The Arts have a high profile in our schools with every child receiving lessons from a specialist music teacher on a weekly basis. Each school has a samba band, with opportunities for performances planned for within the school and beyond it. The Gem Federation also utilises the skills of a wide range of professionals; throughout their time at the school, children will work with specialist coaches for PE lessons, and a range of visual artists and actors.

A varied timetable of extra-curricular activities is offered by the schools through clubs, such as Forest School, fencing, boxing or choir, each supporting the core curriculum whilst developing a variety of specialist skills. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Our schools take pride in providing a highly inclusive environment, ensuring all children enjoy their education and are given the opportunity to progress and reach their full potential. Those who are most able are challenged and supported through tasks that provide opportunities for greater depth learning and those who struggle are encouraged and given targeted support to embed skills: to develop at their own pace or simply to learn in a style that best suits their individual needs.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review, with the celebration of good practice contributing to our ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Impact

The innovative practice across the Federation provides a strong foundation for our children, both academically and personally. Our children are given the opportunity to collaborate and develop social skills, to think critically and creatively, to work independently and become resilient.

Our curriculum ensures that the needs of both individuals and groups are met through high-quality first-wave teaching, supported by targeted, evidence-informed interventions where appropriate.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High-quality visits and visitors enhance the curriculum and provide meaningful opportunities for purposeful writing.

Children have opportunities to share their learning with each other, their parents and carers and other learners through exhibitions, performances, competitions and events involving other schools. Developing children's independence, motivation as learners, and sense of responsibility as future citizens lies at the heart of all our teaching and learning.

History and Geography

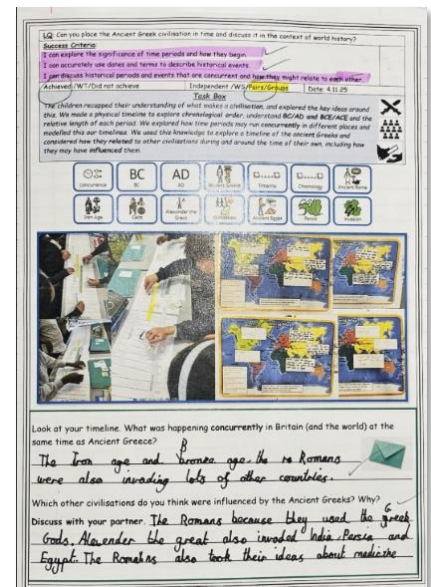
Curriculum coverage expectations

Planning

Lessons should be **creative, engaging, and meaningful**, providing opportunities for children to embed and apply their **knowledge and skills** through **historical and geographical enquiry** while building on prior learning. In History, lessons should develop children's understanding of the period they are studying, help them identify links with previous learning, and place it within the **chronology of British and world history**. In Geography, lessons should develop children's

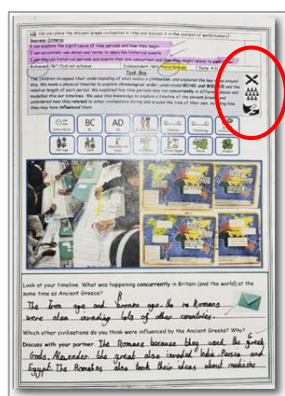
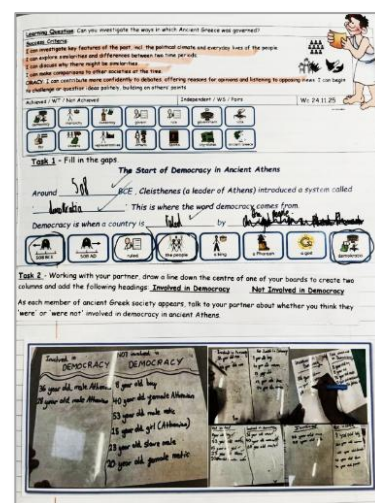


understanding of the place they are studying, encourage them to make **connections and comparisons** with previous learning, place it within a **wider geographical context**, and provide opportunities to develop their **geographical skills**.

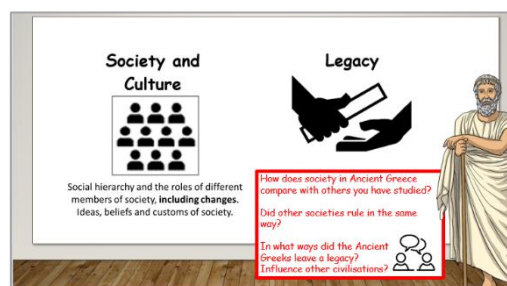


- With each new History or Geography topic, lessons should be planned as a sequence, building the outlined skills and knowledge required to answer your final 'Enquiry Question', which can be referred to as the sequence of learning progresses.
- To ensure coverage and the building of skills, planning should be completed using the **Medium-Term Planning Document**, which includes objectives (taken from the [History](#) or [Geography](#) Progression of Skills document), key knowledge, **key substantive threads** (to make links with previous learning and deepen understanding), **key vocabulary**, previous and future learning, diversity and wider curriculum links. The **History or Geography Progression of skills document** should also be used to support the planning of each lesson.

- Each half term should consist of **5-7 lessons**. The length of the lessons should depend on the task.
- Lessons should be **differentiated** two ways (main and below ARE) to ensure the learning can be **accessed by all**. This may include additional resources, visuals, word banks, etc.
- **EYFS learning** should provide practical opportunities for children to practise enquiry skills with subject specific language. Children will be working towards the early learning goals for the area of 'Understanding of the World.'
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the MTP and cover sheet and supported by the History or Geography Progression of skills document where relevant. Below this, each lesson should include a task box, detailing the learning and activities that take place.
- To support the embedding of the **substantive concepts/themes**

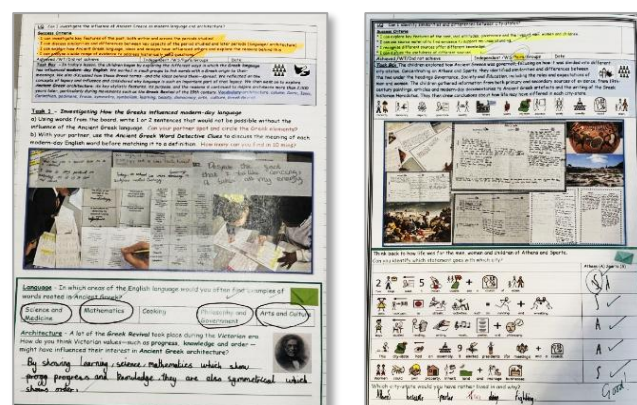


addressed in each lesson, icons should be added to the **Learning Question (LQ)**, as well as to the **lesson slides**, to promote **discussion**, encourage comparisons and to **deepen understanding**.



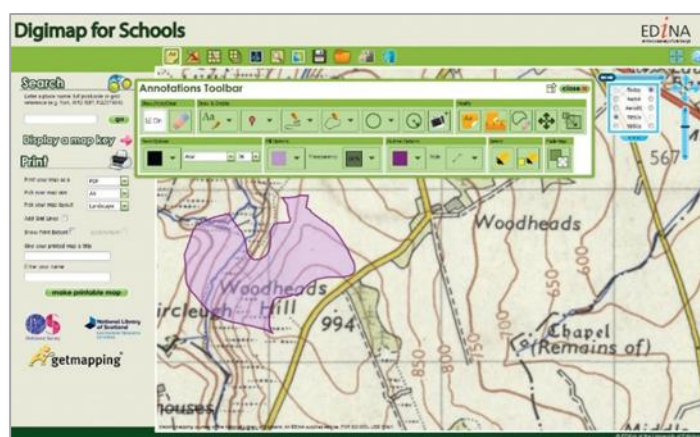
- **Photo lessons**, including photo pages for enrichment activities, should always include an exit question to be completed independently after the lesson to inform assessment. These questions should be differentiated to enable all children to demonstrate their understanding. **Photographs should focus on the work produced rather than on the children completing the activity.**

- **Exit questions:** These must be used for all task box and photo lessons. They should be appropriately **differentiated** and completed **independently** at the start of the next lesson in pencil or handwriting pen. Exit questions may also be used in other lessons where they are considered appropriate and beneficial for **assessment**; however, their use is not compulsory. Any questions included should be **purposeful**, providing opportunities to consolidate learning and promote deeper thinking. **All exit questions should be marked by the class teacher.** Where misconceptions are identified, children in KS2 should respond or make corrections in red pen.



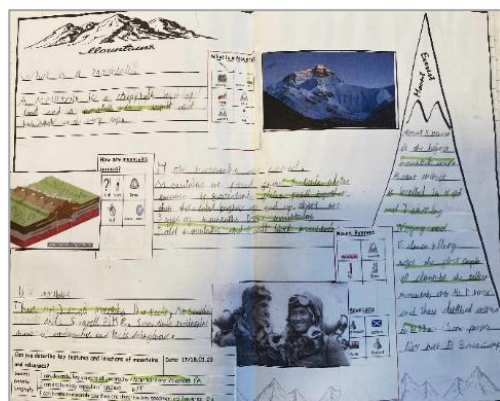
- **Mapwork (geography):** Every geography unit should have an element of mapwork included.

- **Digimaps:** Every unit should make use of Digimaps at least once.
- **Mapping Tasks -** Digimaps provides an excellent opportunity for creative mapwork. **Please avoid lessons that involve simple map-colouring activities.** Instead, consider alternatives such as creating salt dough maps, completing map keys rather than colouring maps, constructing physical maps, or other engaging, hands-on mapping activities.
- **Oracy:** Every unit should have an **oracy focus lesson** using our [Gem Federation oracy objectives](#).
- **Now Press Play:** should be utilised wherever possible (at least once per half term in a wider curriculum subject) - evidenced with an exit question. Please see NPP suggestions on [Whole School Curriculum Map](#). The quizzes provided can be used as the exit question to go along with the photo page.



End of Unit Task

- Each history or geography topic should culminate in an **End of Unit Task**: an opportunity for the children to apply and demonstrate their learning by answering an **Enquiry Question**. This will be used to support teacher assessment.
- The [End of Unit Tasks](#) for history and geography for most terms will be an extended writing task, which will be carried out across 4 days, in replacement of that week's English lessons. These writing tasks focus on a specific non-fiction writing genre, the details of which can be found in the [‘End of Unit Assessment’ document in the Gem Shared Drive](#). The task will begin with one or two lessons in the children's English books, deepening their understanding of the chosen text type and the grammatical features that define it. The End of Unit Task itself will then be completed in the topic book, demonstrating the children's understanding of the history or geography unit and fulfilling the relevant objectives for that subject.
- To ensure all children have an opportunity to evidence their learning, **alternative ‘End of Unit Task’ formats** should be used by those children who would most benefit from it, e.g., SEND or EAL. These could be video or audio recordings, PowerPoint presentations or Clicker 8.
- On terms where a longer science write is completed instead, a shorter assessment task will be used for assessing in history/geography. This may be a task such as a concept map or a quiz.



NB: No changes can be made to the intended outcomes of a unit or to an End of Unit Write Question as shown in the MTP and Curriculum Overview, as these inform the content and direction of the unit. Each unit of work has been carefully planned as part of the children's whole-school learning journey within the subject, building knowledge, developing skills, and deepening conceptual understanding over time. No topic is planned or taught in isolation.

Any changes made without consideration of the wider curriculum picture may have an impact on the children's overall learning and progression within the subject.

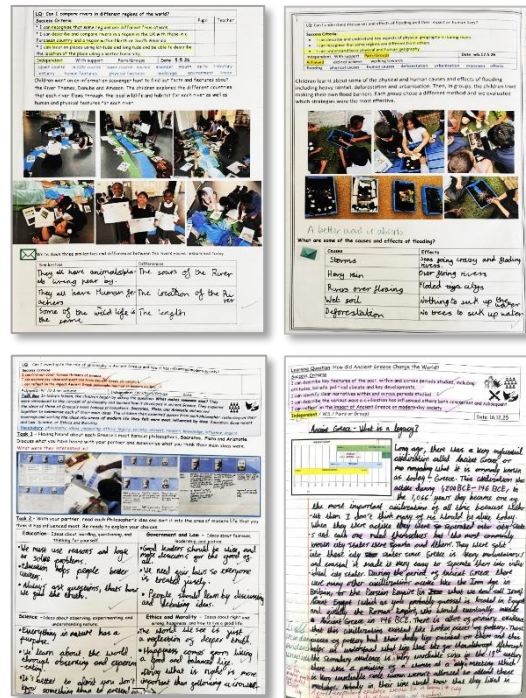
However, any additional ideas or suggestions can be shared with the subject lead, who will discuss them with the other subject leads across the federation and the wider curriculum team, as there are a number of factors that must be taken into account.

Books

- **Writing expectations:**
Expectations for written work should increase progressively from Years 4 to 6 as historical and geographical enquiries become more in-depth.
- **Presentation:** Expectations for children's presentation should be as high in topic work as they are in core subjects.
- **Photo pages:** See 'Planning'.

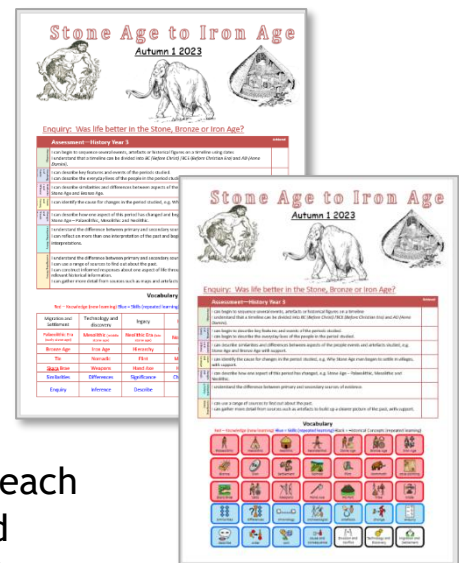
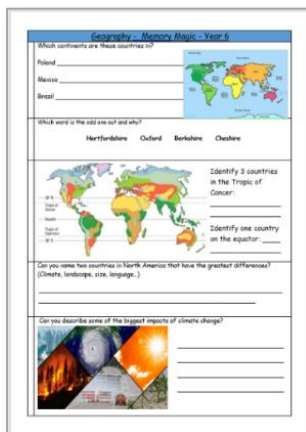
Home Learning

- **Pre-Learning support packs** should be shared before the start of each topic with children identified as those who might struggle to access some learning, e.g., SEND, PP or EAL. These should also be added, along with the Knowledge Organiser, to Google Classroom.
- **Knowledge Organisers** - these should be disseminated at the start of each topic. They are to introduce the topic and share key knowledge. They also provide ideas and support in completing home learning linked to the topic.



Assessment expectations

- **Retrieval:** At the start of each lesson, the children should carry out a retrieval activity. This can take a variety of forms, e.g., an exit question, or Magic 4 activity, such as a short quiz, game or general retrieval activity. Any Magic 4 task can be done informally as a class to both assess and revisit.
- **Memory Magic:** During each topic, the children should complete a **Memory Magic** Assessment: a review of their previous learning to go into their books. These are differentiated two ways in order for all children to access the learning. These should be peer marked (red pen) and acknowledged by the class teacher, addressing any misconceptions.
- **Topic coversheets** are to be placed in each child's book at the start of a new topic to introduce the topic, objectives and key vocabulary for the unit. There is no requirement that these are ticked or highlighted.
- **End of Unit Task** - see above. For those children who are working significantly below age related expectations in writing, their knowledge and skills can be evidenced in alternative ways, e.g., orally, PowerPoint, video, etc.
- Teachers add children's levels onto the **Wider Curriculum Tracker**, on Compass, in the Spring and Summer terms.



Marking expectations

- **Marking:** When marking history or geography work, the success criteria is to be highlighted and any misconceptions should be addressed.
- **Photo Lessons:** where it is difficult to assess a child's understanding, the success criteria do not have to be highlighted based on photos. Marking should be done through the exit question.
- **Exit Questions:** All exit questions should be marked by the class teacher. Children in KS2 can edit in red pen if any misconception has been identified.
- **End of Unit Task:** When marking the *End of Unit Task*, knowledge and skills should be highlighted throughout, and a brief comment made at the end.

Learning environment expectations

- **History:** Every class should have an Early Years, [KS1 or KS2 Class Timeline](#), permanently displayed. KS2 Class Timeline should include previous and future periods studied, reference to key substantive threads and a key. KS1



should show 'Living Memory' and 'Beyond Living Memory' with learning added to the timeline throughout the year. **Early Years** should show the children's learning journey over the year and books they have read, rather than having a historical focus.

- **Geography:** Every class should have an **Early Years, KS1 or KS2 Map of Britain and World Map**, permanently displayed. These can be added to, for example previous or current learning can be pinned or/and home countries identified.



- Displays should include the **key vocabulary** highlighted on the coversheet and MTP and any relevant **photos, maps or images**.
- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.

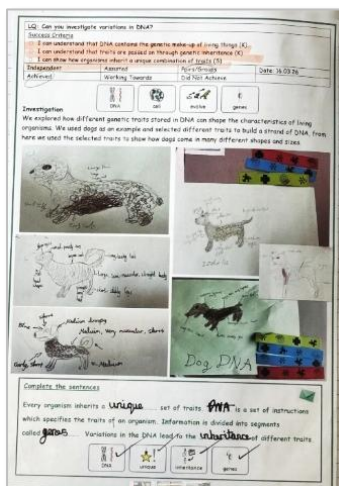
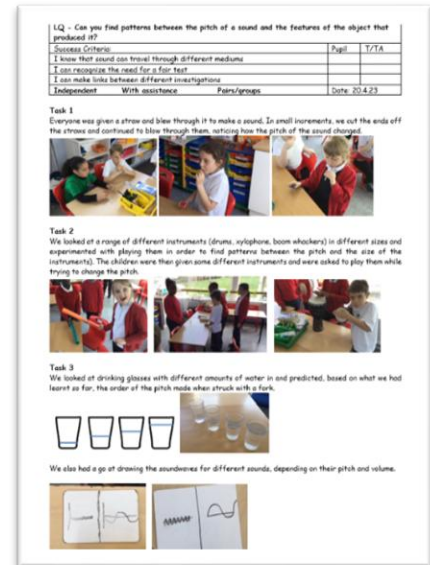


Science

Curriculum coverage expectations

Planning

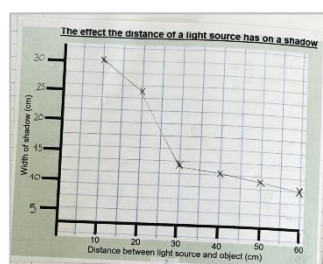
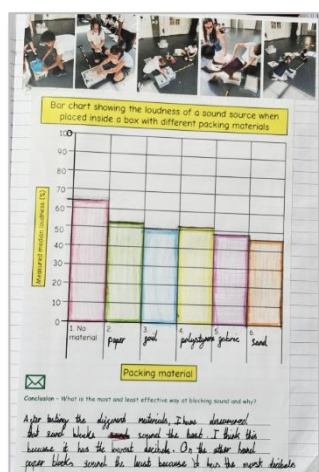
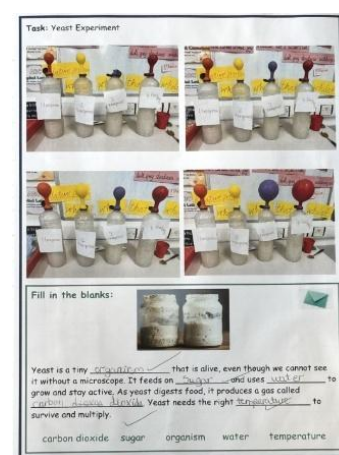
- With each new Science topic, lessons should be planned as a sequence, building the outlined skills and knowledge for that unit.
- KS1 and KS2 lessons should be based around ***The Education People*** Scheme of Work.
- Lessons should always include a **practical element**. Cross curricular work with other subjects is encouraged.
- Children from years 1-6 focus on working scientifically using these main types of enquiries: **comparative / fair testing, research, observation over time, pattern seeking, identifying, grouping and classifying, problem solving.**
- Each unit of work should consist of 5-7 lessons. The length of the lessons should depend on the task.
- Lessons should be **differentiated** two ways (main and below ARE) to ensure the learning can be **accessed by all**. This may include additional resources, visuals, word banks, etc.
- **EYFS learning** should be providing practical opportunities for children to practise scientific skills, in particular observation, and experimenting with scientific language. Children will be working towards the early learning goals for the area of 'Understanding of the World.'



- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on cover sheet and supported by the Science Progression Map where relevant. **Knowledge (K)** and **Skills (S)** should be clearly indicated alongside each objective with an 'S' or 'K'.
- **Photo lessons:** These should always include an exit question, to be completed independently after the lesson to inform

assessment. These should be differentiated so all children can demonstrate their understanding. **Photos should be of the work rather than the chn completing the work.**

- **Exit questions:** These must be used for all task box and photo lessons. They should be appropriately differentiated and completed independently at the start of the next lesson in pencil or handwriting pen. Exit questions may also be used in other lessons where they are considered appropriate and beneficial for assessment; however, their use is not compulsory. Any questions included should be purposeful, providing opportunities to consolidate learning and promote deeper thinking. All exit questions should be marked by the class teacher. Where misconceptions are identified, children in KS2 should respond or make corrections in red pen.



[Shared Drive.](#)

work in a variety of ways, e.g., independently as well as in a group and draw their own **tables and graphs**. At least one example should be included in each unit.

- **Now Press Play:** should be utilised wherever possible (at least once per half term in a wider curriculum subject) - evidenced with an exit question. Please see NPP suggestions on [Whole School Curriculum Map](#). The quizzes provided can be used as the exit question to go along with the photo page.

- Each science topic should culminate in an [End of Unit Task](#), answering that topic's *Big Question*, applying the children's learning over the half term. One unit per year will require a longer written task, which has been defined in the [End of Unit Assessment document in the Gem](#)

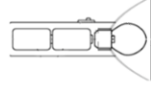
➤ Science Consolidation - Summer 2:

In Summer 2, children will have the opportunity to revisit and consolidate specific scientific knowledge and skills they have developed throughout the year. Through a range of practical investigations, observations, and hands-on activities, pupils can be given the opportunity to review key topics and strengthen their understanding of important scientific concepts. They will continue to develop their enquiry skills by asking questions, making predictions, carrying out simple tests, recording results, and sharing their findings. This consolidation unit will help children build confidence in their learning and prepare them for the next academic year.

Throughout the Year

➤ Throughout the year, children should be given opportunities to:

- observe over time (observing something that spans over 2 or more weeks e.g., growing plants, watching bread);
- summarise their learning at the end of each topic. In most cases, this will be a piece of writing in response to a 'big question'. For children with SEND this does not have to be in written form. Consider recording podcast, filming news reports, cartoons or dictation.

4 Minutes of Memory Magic V4 - Electricity									
Last lesson	Last week								
1) Label the parts of the torch. 	2) Would the bulb light? Explain your answer.  _____ _____ _____ _____								
Previous topic	Previous year								
3) Draw lines to show the jobs of each tooth. <table border="0"><tr><td>canine</td><td>chew</td></tr><tr><td>premolar</td><td>rip and tear</td></tr><tr><td>incisor</td><td>crush and hold</td></tr><tr><td>molar</td><td>bite</td></tr></table>	canine	chew	premolar	rip and tear	incisor	crush and hold	molar	bite	4) Fill in the missing words. Like poles _____ Opposite poles _____ 
canine	chew								
premolar	rip and tear								
incisor	crush and hold								
molar	bite								

Books

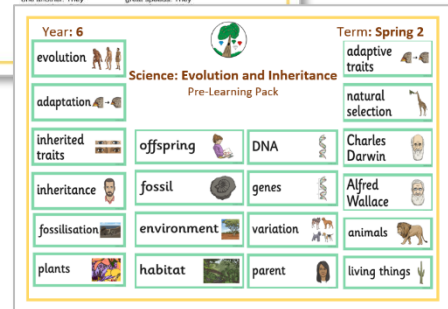
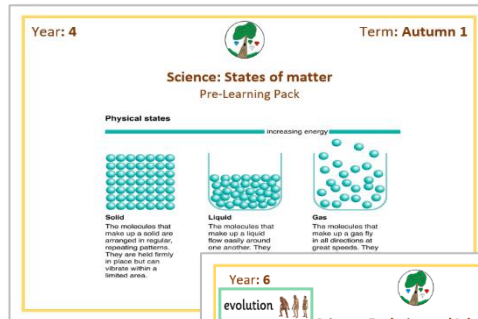
- Children should be working in biology, chemistry and physics books that follow them through school, demonstrating progress in knowledge and skills as children get older. Every book should have an up-to-date sticker on the cover.
- **Presentation:** expectations for children's presentation should be as high for science work as they are for Maths and English.
- All recording should be appropriate to ability (photographs and quotes are encouraged). The children should be given opportunities

to write questions, prediction and conclusion but not all in every lesson.

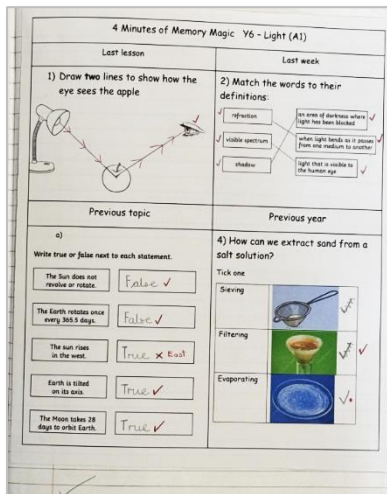
- **Photo pages** - see 'Planning'.

Home Learning

- **Pre-Learning support packs** should be shared before the start of each topic with children identified as those who might struggle to access some learning, e.g., SEND, PP or EAL. These should also be added, along with the Knowledge Organiser, to Google Classroom.



Assessment expectations



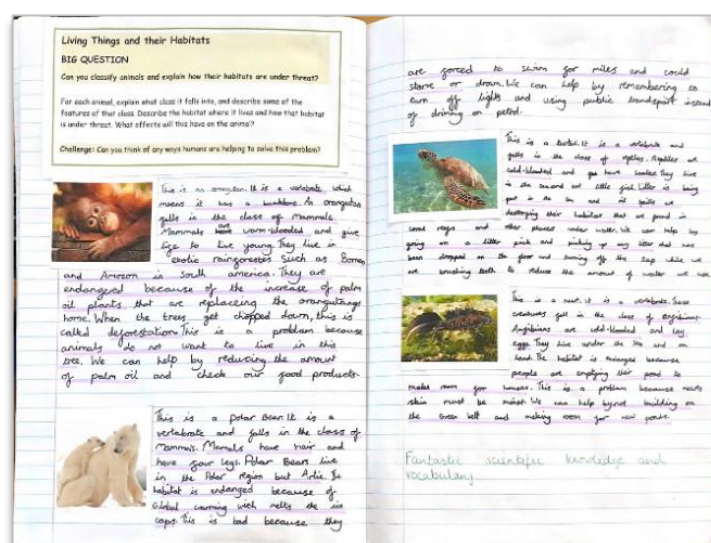
- **Memory Magic:** During each topic, the children should complete a **Memory Magic Assessment** - a review of their previous learning to go into their books. These are differentiated two ways in order for all children to access the learning. These should be peer marked (red pen) and acknowledged by the class teacher, addressing any misconceptions

- **Cover sheets:** These must be included at the start of each topic. They should include the knowledge-based success criteria and key vocabulary for that topic. Every cover sheet should have a **glossary**, differentiated two ways, which children should add to throughout the unit. They should be marked by the class teacher and used to support assessment.
- The end of unit science task should be completed independently and used to support assessment.
- Teachers add children's levels onto the **Wider Curriculum Tracker**, on Compass, in the Spring and Summer terms.

Science - Light - Year 6	
Knowledge based Success Criteria:	
- I can recognise that light appears to travel in straight lines - I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	
Big Question: How does light help us to see?	
Key Vocabulary - Black = Knowledge (repeated learning) Red = Knowledge (new learning) Blue = Skills (repeated learning)	
shadow	direction
emit	pupil
translucent	absorb
opaque	reflection
transparent	accuracy
evaluate	plan
dispersion	splitting of white light into the seven colours
cornea	convert the air and the pupil
lens	focuses the light on the retina at the back of the eye
iris	coloured part of your eye
optic nerve	messenger in the back of your eye
prism	3D solid object in which the ends are identical
refraction	when light changes direction, or bends
retina	screen where light rays are focused and sent to the brain
spectrum	band of colours that is formed when light is passed through a prism
transmit	to transfer from one person or place to another

Marking expectations

- **Marking:** Mark work lightly to success criteria for each lesson. Misconceptions should be addressed.
- **Photo Lessons** where it is difficult to assess a child's understanding, the success criteria do not have to be highlighted based on photos. Marking should be done through the exit question.
- **Exit Questions:** All exit questions should be marked by the class teacher. Children in KS2 can edit in red pen if any misconception has been identified.
- **End of Unit Task:** When marking the *End of Unit Task*, knowledge and skills should be highlighted, and a brief comment made at the end.



Learning environment expectations

- [illegible]

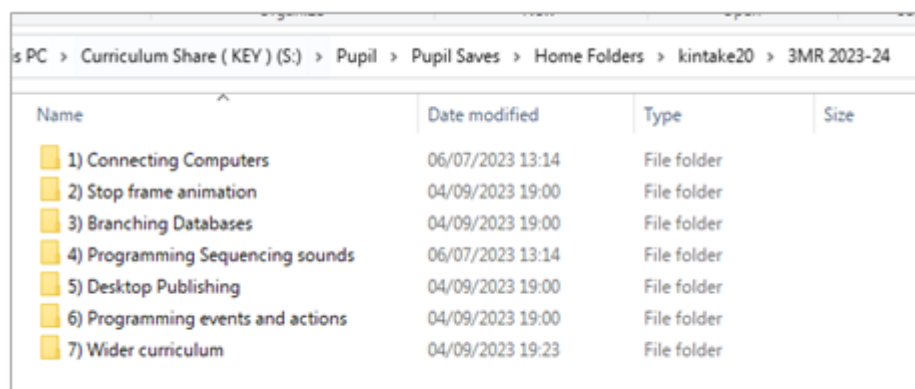


Computing

Curriculum coverage expectations

- Teachers use 'Teach Computing' planning for computing lessons. These lessons are fully resourced, with worksheets and teaching slides to support effective learning.
- Across each year, children will have opportunities to learn programming skills, varied creative media, data handling and online safety.
- Each lesson should be recorded on the system as evidence.
- Opportunities should be planned for classes to apply skills from previously taught computing units in the **wider curriculum** subjects.

Pupil Work Folders - saving files



The screenshot shows a Windows File Explorer window with the address bar path: 'PC > Curriculum Share (KEY) (S:) > Pupil > Pupil Saves > Home Folders > kintake20 > 3MR 2023-24'. The main area displays a table of folders:

Name	Date modified	Type	Size
1) Connecting Computers	06/07/2023 13:14	File folder	
2) Stop frame animation	04/09/2023 19:00	File folder	
3) Branching Databases	04/09/2023 19:00	File folder	
4) Programming Sequencing sounds	06/07/2023 13:14	File folder	
5) Desktop Publishing	04/09/2023 19:00	File folder	
6) Programming events and actions	04/09/2023 19:00	File folder	
7) Wider curriculum	04/09/2023 19:23	File folder	

- A folder for each of the six units should be saved in pupil shared drive, e.g. *kintake17 (Keyworth)* and *bintake17 (Bessemer)*.
- Within each unit folder, lesson folders should be created for children to save their work as a new file for every lesson, evidencing their development week on week. These could be screen shots, recordings, or the children's own digital files (e.g. word document or Scratch project).

- Folders should be kept in order and children taught to use the correct pathways to save in the appropriate folders. It is important that children have regular opportunities to save and retrieve work, as these are essential skills. Worksheets can be completed electronically to provide further practise and embed these skills.
- **There is a minimum expectation of 6 work samples to be saved per lesson (2x HA, 2x MA, 2x LA).**
- Where possible, children should work on their own device and create their own projects. Collaboration can be done through planning and discussion, but children's skills will improve through having the chance to try it themselves.
- The class teacher should use lesson output to support judgements on whether each child has met the learning objective each lesson.
- Pupil's wider curriculum work, can also be saved in the pupil shared drive, and can be used to support assessment of children's competence.

Digital Floor books - Computing Learning Journeys

- Each year group needs to complete a digital floor book each term - called the 'Computing Learning Journey'.



- This provides an 'at-a-glance' summary of the children's learning each week, and progression across a unit.

LQ: Can you make careful choices when making a digital picture?

Lesson 5: Making careful choices
To make careful choices when creating a digital picture.

- I can choose appropriate images
- I can make appropriate colour choices
- I can create a picture in the style of an artist

We looked at the work of Matisse and explored the style of his art, looking closely at shape and colour he chose.

We then used the tools in paint to make our own artwork in the style of Matisse.

We chose the tools to use to create the shapes and the colours and used the fill tool to create these pieces.



➤ These include samples of work, videos, screenshots, photographs, and statements by the children, as well as a task box.

Assessment

- At the end of each unit, teachers make judgements about the children's progress against the learning objectives for the term, and complete their class's assessment page on the learning journey
- Teachers then add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

Learning environment expectations

- Every class should have a Computing display.
- Displays should include the specific Computing vocabulary relevant to the current topic, that is referred to throughout the unit
- There should also be an Online Safety display in each classroom.
- Where possible, display work in the classroom that children have created digitally (e.g. typed work, art work, etc.)

Art and Design

Planning

- Art and Design lessons are planned as part of a topic unit where possible.
- To ensure coverage and progression of skills, planning should be informed by the unit overview (shared on the [Art and Design Curriculum Map](#)), the objectives outlined on the [unit cover sheet](#) (key and general skills), and the [Art and Design Progression of Skills](#) document.

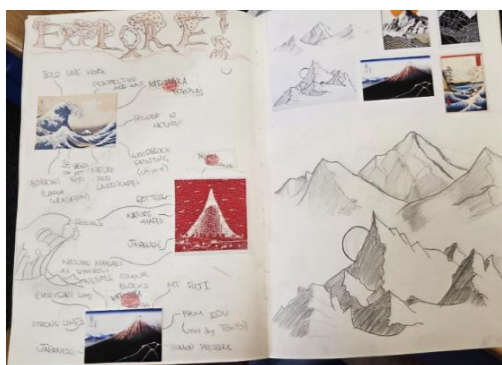
Gem Federation Year 6 Art and Design Autumn 2 - The Ancient Greeks	
Key skills: 3D Form - Clay	Tick
Research from a variety of sources, including historical research.	
Plan a sculpture through drawing and other preparatory work.	
Develop skills in using clay including using slabs, coils, pinch, joining and slips	
Use tools and materials to carve, add shape, texture and pattern	
Create sculpture and constructions with greater independence	
General skills:	
Explore the role and work of artists and craftspeople working in different times and cultures and draw inspiration	
Experiment with materials and techniques	
Question and make thoughtful observations about starting points and select ideas to test in your work.	
Regularly analyse and reflect on your intentions and choices - annotate.	
Compare and give reasoned evaluations of your own and others' work - consider context and intention.	
Adapt your work according to your views and describe how you might develop your work further - annotate.	
Vocabulary:	
modeling clay, air drying clay, kiln, fired, slip, score, join, smooth	
Artists and Craftspeople	
Ancient Greek pottery, Shio Kusaka, Grevson Perry, Clarice Cliff, Bauhaus	



planned as a sequence, building the outlined skills and knowledge and providing opportunities to **research, reflect, experiment and refine**, working towards a **final outcome**.

➤ Each Art & Design unit should follow the same process:

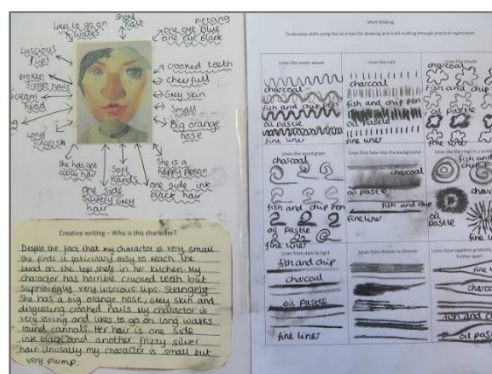
- 1) Research and evaluate (artist study & an oracy focus)
 - 2) Experiment and practise skills
 - 3) Plan/design
 - 4) Make final piece.
- The artists, designers and crafts people



included in each topic should be diverse. They should not only contribute to the children's understanding of the history of art and design but showcase a variety of art and artistic ideas from across the world and different cultures.

- Each lesson should include a **Learning Question** and **Success Criteria**, which are to be displayed on the slides. These

are informed by the key knowledge and skills objectives highlighted on the [unit cover sheet](#), and supported by the [Art and Design Progression of skills](#) document where relevant. However, these should not be evidenced in sketchbooks.



- Documents to support planning and resourcing your lessons can be found in the [Art and Design Planning Support](#) folder.
- Lessons should be evidenced in sketchbooks.

Design Technology (DT)

Planning

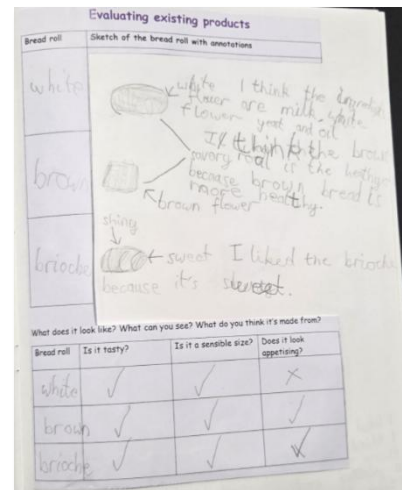
- Every DT project should aim to design and make a product that addresses a real, relevant problem within a real-world context.
- With each new DT topic, lessons should be planned as a sequence, building the outlined skills and knowledge required to meet the design brief.
- Lessons should be **creative and engaging**, providing the opportunity to embed skills in DT.
- To ensure coverage and the development of skills, planning should be completed using the [topic cover sheet objectives](#) (technical knowledge and general DT skills) for your year group. These include key objectives taken from the [DT Progression of Skills](#) document, which can also be referred to in order to support your planning. They also reference the key vocabulary to be taught through that unit.

 Gem Federation Year 4 Design Technology Spring 2 - Structures The Romans							
Technical Knowledge - Plan and design structures using detailed diagrams and drawings that consider scale to communicate ideas clearly. - Select materials based on their suitability, considering weight, flexibility, and durability. - Use templates and models to experiment with structural forms and see how materials behave under different forces. - Apply knowledge of geometric shapes (triangles, arches, rectangles) to build stronger structures. - Test structures to see how well they hold up under forces like weight, tension, compression, and shear. - Reflect on how the structure might perform in real life and identify ways to strengthen or improve it.	Tick <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>						
General Skills - Research from a variety of sources and develop design criteria to create innovative and appealing products for a specific group or individual. - Generate, develop, and communicate ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, or pattern pieces. - Make: Select and use a wider range of tools, equipment, materials, ingredients, and techniques. - Evaluate ideas and products against design criteria; reflect on what worked well and what didn't, and suggest improvements.	Tick <table border="1"> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </table>						
Vocabulary: materials, cardboard, wood, plastic, cut, join, assemble, reinforce, layer, template, model, arch, triangle, rectangle, stability							
Outcome Model Roman amphitheatre showing strong arches and tiered seating	Artists and Products Colosseum, Circus Maximus, Roman architecture (Colosseum, Circus Maximus)						
							

- Each DT topic should follow the same process:
 - 1) Research and evaluate products/designers
 - 2) Practise skills
 - 3) Plan/design
 - 4) Make final piece
 - 5) Evaluate own product.

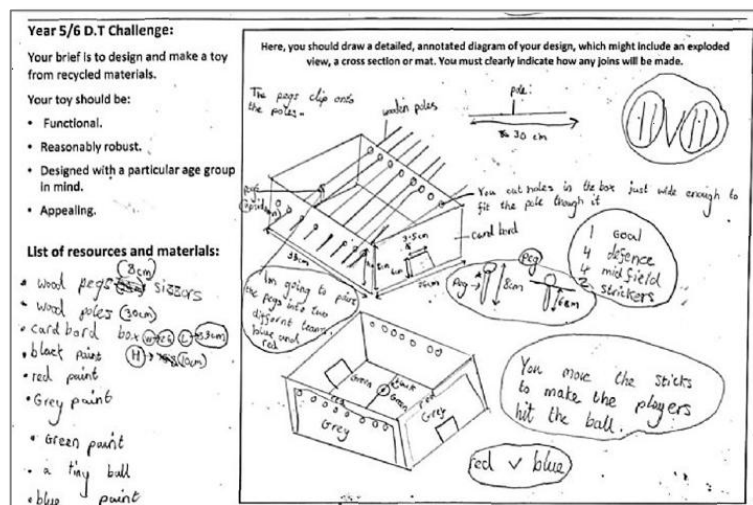
- At the start of each new DT topic, the [topic cover sheet](#) should be stuck into each child's sketch book. This will be used for assessment.

- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives highlighted on the unit and general skills cover sheets and supported by the DT Progression of skills document where relevant. However, these should not be evidenced in sketchbooks.



- Documents to support planning and resourcing your lessons can be found in the [Design and Technology Planning Support folder](#), e.g., *KS1 Design*, *KS2 Design*, *KS1 Evaluation*, and *KS2 Evaluation*.

- Lessons should be evidenced in sketchbooks.



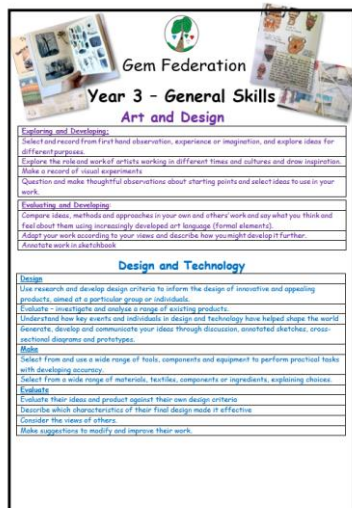
Sketch Book expectations for Art and Design & Design Technology

- The children's sketchbooks should provide an outlet for **exploring, experimenting and refining ideas**, with the freedom to be creative at the forefront. They should evidence each child's learning journey and the development of their ideas and thinking leading up to their final outcomes.



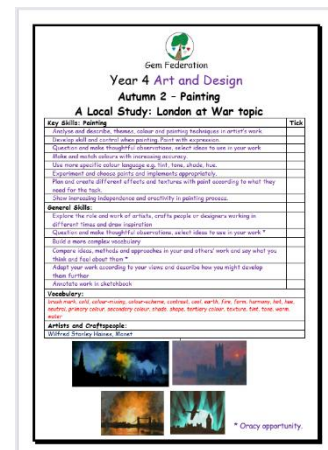
- **Year Group General Skills cover sheets:** At the start of the year, the [General Skills cover sheet](#) for that year group should be stuck in the front of the Sketch Books. They do not need to be ticked / highlighted. Teachers

should refer to this throughout the year, to support their overall judgement



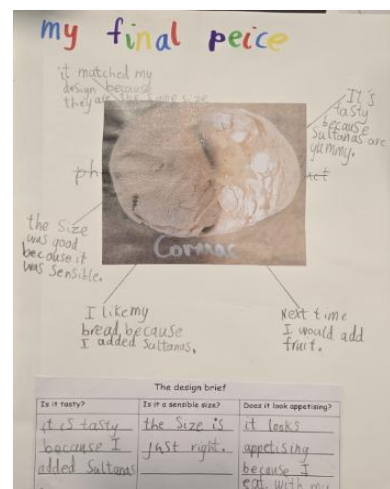
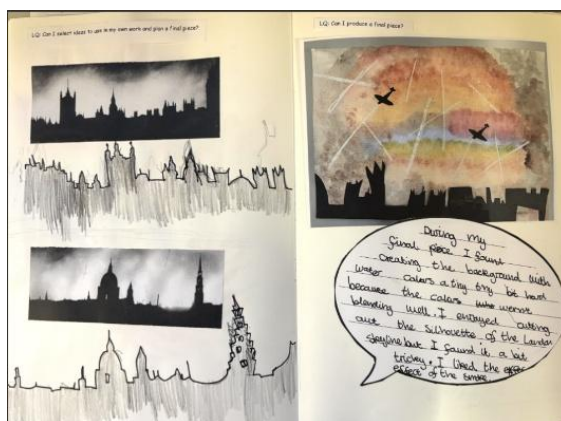
- The [unit coversheets](#): should be stuck in at the start of each unit.

- **Lessons:** Each lesson should also include a heading in the children's sketchbooks (e.g. *Artist Study or Experimenting with Painting Techniques*) and a task box outlining the



learning and activities that have taken place where this is not immediately evident.

- **Outcomes:** Final outcomes must be individual and evidenced individually, i.e., please avoid group photos.



Assessment expectations

- The [unit coversheets](#) will be used to assess children's progress. They are to be placed in each child's sketch book at the start of a new topic. They include the key objectives to be covered and key vocabulary for the children to refer to. Each objective is to be highlighted as they are met. Each topic coversheet will be used to support overall assessment for each child.
- Each unit will culminate in a **final outcome**, which the children will evaluate and use to inform next steps. These will also be used by the class teacher, alongside the unit cover sheets, to support overall assessment of the topic.
- Teachers add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

Gem Federation
Year 4 Design Technology
Autumn 1 - Cooking and Nutrition
Food and Agriculture

Technical Knowledge	Tick
• Understand where fruits and vegetables come from, how season and climate affect them, and choose seasonal or local ingredients for sustainability.	
• Plan simple, balanced dishes and follow recipe instructions independently.	
• Prepare and combine ingredients safely, using appropriate equipment and following hygiene rules.	
• Evaluate dishes, commenting on taste, texture, appearance, and suggesting improvements.	
General Skills	Tick
• Research from a variety of sources and develop design criteria to create innovative and appealing products for a specific group or individual.	
• Design, generate, develop, and communicate ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, or pattern pieces.	
• Make: Select and use a wider range of tools, equipment, materials, ingredients, and textures.	
• Evaluate ideas and products against design criteria; reflect on what worked well and what didn't and suggest improvements.	

Vocabulary:
veg, vegetables, seasonal, harvest, shop, peel, stir, boil, simmer, taste, flavour, healthy, nutrition, hygiene, equipment

Outcome
Healthy vegetable soup using seasonal ingredients

Artists and Products
Traditional soup from different cultures, facts to look up

Gem Federation
Year 1 Art and Design
Spring 1 - Polar Regions

Key skills: 3D Form - Sculpture	Tick
• Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.	
• Construct using a variety of media.	
• Experiment with, construct and join recycled, natural or man-made materials.	
General Skills	Tick
• Explore shape and form	
• Explore similarities and differences in the work of artists from different times and cultures.	
• Record and explore ideas from first-hand observation, experience and imagination.	
• Annotate work in sketchbooks.	
• Ask and answer questions about starting points and the process used.	
• Develop ideas and talk about what could be changed or improved.	

Vocabulary:
ice specific, natural sculpture, Sculpture, card, paper, wood, wire, plaster of Paris, Modroc, paper, mixed found materials wood, stone, carving, modelling clay, salt dough, natural, manmade, recycled

Artists
Tip: Bendone, Ruth Asawa, Andy Goldsworthy

Outcome
A small 3D animal sculpture inspired by the polar region, made using clay and added natural or recycled materials to explore shape and form

Marking expectations

- Marking is not expected. Notes can be made to provide advice or next steps if needed.

Learning environment expectations

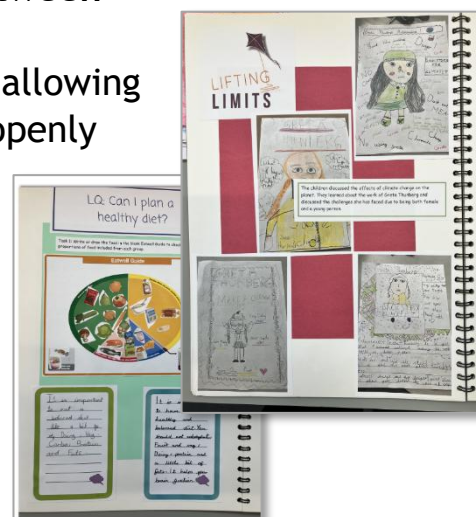
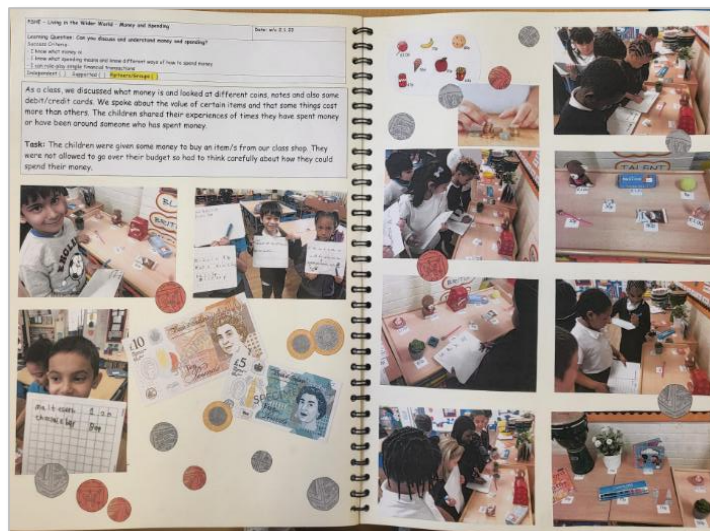
- Work can be displayed as a celebration of their achievements.
- Vocabulary from the unit can be displayed as required during the course of the unit.



PSHE

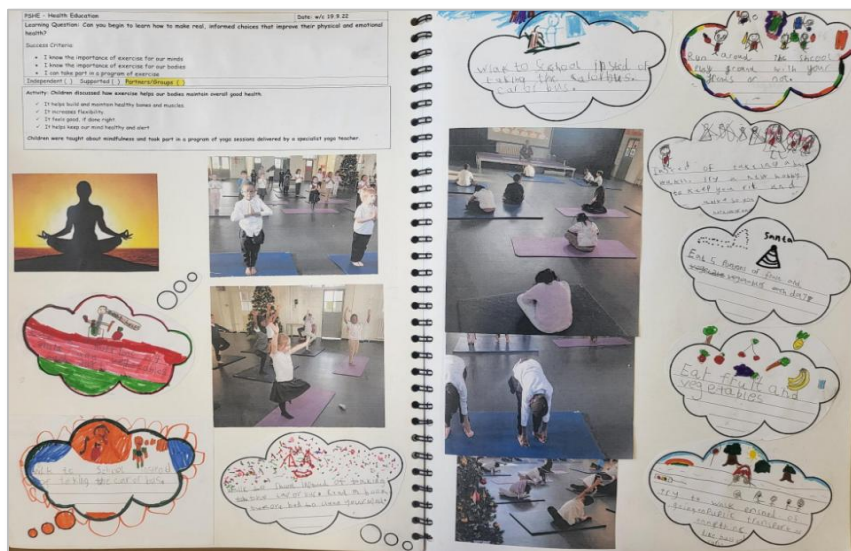
Curriculum coverage expectations

- PSHE lessons are planned using the **Southwark PSHE and Wellbeing Curriculum Framework for Primary Schools**. This model splits 3 core themes (Health and Wellbeing, Living in the Wider World and Relationships) into the 3 terms (Autumn, Spring and Summer).
- A **PSHE Curriculum Overview**, which includes key objectives and expected learning outcomes for each year group, is sent to teachers to inform their planning at the beginning of each half term.
- PSHE lessons are to be taught **weekly**, with **all lessons** being evidenced in a floor book which is **shared between each year group**.
- All lessons should be **creative and engaging**, allowing children to express their views and opinions openly and in a safe environment. PSHE lessons should be **visual, collaborative, practical** and not solely written tasks.
- Each half term, a **Lifting Limits** lesson should be taught and evidenced in the floor book.
- Each term an Online Safety objective should be taught and evidenced in the floor book.
- Any PSHE celebration days e.g. IWD & Anti-bullying week should be evidenced within the floor book.
- **Lesson outcomes** for all year groups might include circle times/discussions, acting out/role playing scenarios, creating



posters etc. Lessons can be evidenced in the form of photos, notes on post it notes, quotes on speech bubbles etc.

- Each lesson should have a **Learning Question and Success Criteria** (taken from the PSHE Curriculum Overview) along with a **Task Box**, giving a brief outline of the learning from the lesson.
- In KS2, it is expected that children evidence their learning by writing a sentence or two to summarise their learning from each lesson.



Assessment expectations & Marking expectations

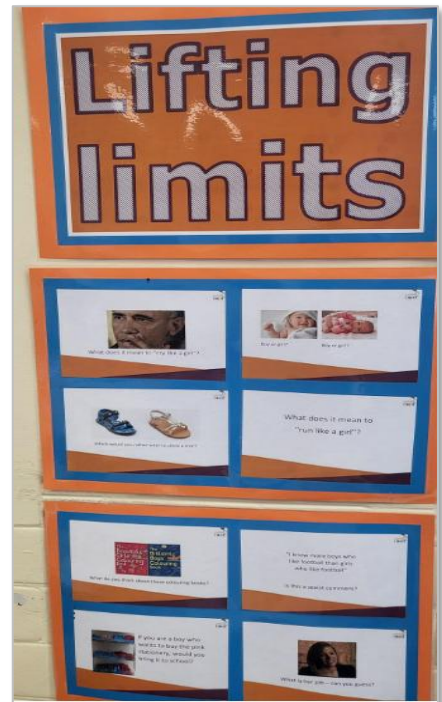
- **PSHE coversheets** are used to highlight coverage and assess progress throughout each core theme. They are to be stuck into floor books at the start of **every half term**.
- **Coversheets** include the **key objectives** to be covered along with **key vocabulary** for the children to refer to.
- Teachers add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

PSHE Summer 1 2026		
Assessment/outcomes-PSHE- Year 3	Date Achieved	
To know about biological gender and growing		
To know about different types of relationships including friends and families, civil partnerships and marriage		
To know about extended families		
Mental Health Awareness Week 2026		
Lifting Limits		
Vocabulary		
Biological gender	Legal	Commitment
Relationships	Extended families	Civil partnerships
Love	Online	Equality
Topics		
• Relationships • Families • Keeping safe online		

Learning environment expectations

- Every class should have a PSHE board permanently displayed which will include a discussion board.

- Displays should hold an equal balance of **display** and **published work** for the environment to be both **purposeful** and **celebratory**.
- A Lifting Limits display is to be a permanent feature in each classroom.
- Each class should have a Monsters/Zones of Regulation display.
- An emotion box is to be placed in each classroom for children to have access to if/when they need it.



PE

Curriculum coverage expectations

- From Year 1 to Year 6, every child takes part in 2 hours of PE as per the timetable
- Children are expected to wear their PE kit during lessons. Teachers are also expected to wear appropriate clothing for teaching PE on their PE days.

➤ In EYFS, once children have finished settling in (typically Spring 1), they are explicitly taught one PE lesson a week and then are provided with opportunities to engage in planned physical education and activity through continuous provision.

➤ Teachers follow the scheme on PE Passport (units are selected by PE leads). Planning for each unit is personalised by the PE leaders and adapted by teachers based on the needs of their children.



Game Federation PE Map - Resources - KS2 Yearly Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	1 st Session	Multi Skills	Invasion Games - Passing and moving with hands	Invasion Games - Football	Gymnastics and Folding	Net games	Athletics
	2 nd Session						
Year 4	1 st Session	Multi Skills	Invasion games - End Ball	Invasion games - Football	Striking and Folding	Net games	Athletics
	2 nd Session						
Year 5	1 st Session	Invasion games - Attack vs defence	Invasion games - Hockey	Invasion games - Basketball	Net & Wall (Tennis)	Striking and Folding (Shadders)	Athletics
	2 nd Session						
Year 6	1 st Session	Invasion games - Attack vs defence	Invasion games - Football 5/7	Invasion games - Tag Rugby	Net & Wall (Tennis)	Striking & Folding	Athletics
	2 nd Session						

Unit: Gymnastics

Year Group: 6



Task: To create a routine in a small group (4/5/6) that has: o A variety of shapes (huck, star, straddle, pike and front/back support) o A variety of rolls, balances and jumps (different shapes or rotations) o Includes simple counter balances o Uses apparatus both large (benches/tables) and small (bells/hoops/ropes) o Choreograph ideas (mirror, match, canon, contrast or mirror) o Has a start and end point o Uses different pathways (curved) zig zag/spiral/L shapes/N shape		What will be required? The children learn a range of gymnastics skills including jumps, rolls, balances and travelling and what a good quality roll looks like Children learn about gymnastic shapes (huck, straddle, star, straddle, pike) Children learn basic compositional ideas including (mirror, matching, contrast, canon) Develop ideas about pathways and the route the travel across an area Develop simple pair counter balances
Make the task more difficult: Increase the size of group Not able to repeat actions or pathways Include more apparatus (2 benches etc)	Make the task simpler: Small groups Allowed to repeat actions Mirror a partner Given the actions Less elements	
Becoming Objectives: To perform whole body and fine motor skills with control, coordination, balance, good body positions and strength To create and use tactics and compositional ideas that suit the situation with success in collaboration with others To assess performance and actions against criteria and make improvements in performance Explore and experiment with aspects of performance to produce imaginative and successful outcomes		
Evidence: What will you see the student doing?		
Working Towards: Unable to consistently perform actions with control and a strong shape Struggles to express or include ideas in routines Needs support to provide feedback about themselves or others	Meeting Expectations: Perform actions with control, balance and good shape throughout Demonstrate an understanding of compositional ideas and how to perform a routine Uses equipment effectively Provide good quality feedback about themselves and others	Exceeding Expectations: Consistently performs actions with control, tension, balance, and strong body positions Demonstrates a range of ideas, that are very creative, which are able to listen to others Uses equipment creatively Provides thoughtful feedback that uses key vocabulary

➤ Adaptive learning within the lesson can be achieved by considering STEP:

S - Space
T - Task
E - Equipment
P - People

➤ All units build up to an end task, which consolidates children's learning and allows them to apply the skills they have developed.

➤ PE lessons are structured into three clear parts: warm up, skill and skill application (often through a game). Gymnastics and dance lessons follow a structure of warm-up, explore, select, refine, perform, evaluate and cool down.

➤ PE lessons focus on both physical and mental wellbeing and teach children important lifelong skills such as resilience, team-work, empathy, communication and turn-taking.

 Bessemer Primary School PE Planning	
Year Group: 6 Topic: Gymnastics	
Objective: To create a routine in a small group (4/5/6) that has: • A variety of shapes (tuck, star, straddle, pike and front/back support) • A variety of rolls, balances and jumps (different shapes or rotations) • Includes simple counter balances • Uses apparatus both large (benches/tables) and small (mats/chairs/ropes) • Choreograph ideas (mirror, match, canon, contrast or mirror) • Has a start and end point • Uses different pathways (forward/back/side/shape/x shape)	Sequence of lessons: 1) Travel and jumping actions 2) Balances 3) Rolls 4) Piked Routine 5) Small group routine 6) Performance week
Vocabulary Body Tension: a force tending to straighten or elongate something. Balance: the ability to move or to remain in a position without losing control or falling. Control: to exercise authority or a dominating influence over something. Aesthetics: an artistically beautiful or pleasing appearance. Centre of Gravity: the place in a system or body where the weight is evenly dispersed as all sides are in balance. Roll: moves in a particular direction by turning over and over on an axis. Mount: a skill used to get on apparatus. Tuck: position where knees are brought in to your chest. Dismount: jumping off an apparatus. Landing: the last part of the dismount when your feet hit the ground. Twist: a movement in which part of the body, or the whole body, turns round. Vault: to perform an acrobatic jump over apparatus.	Structure of a Gymnastics Lesson: Warm up Explore movements/skills Select movements Refine movements Perform Evaluate Cool Down

➤ Children in Year 2 and 3 have the opportunity to take swimming lessons each year. Priority is given to increasing water confidence and ensuring that all children learn to swim competently and proficiently over a distance of at least 25 metres. Children are taught to use a range of strokes and how to perform safe self-rescue.

Assessment expectations

- Children are assessed using the Bessemer assessment statements.
- Teachers add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

Learning environment expectations

➤ Display boards are positioned across the school with relevant information relating to the curriculum, competition and the children's success.

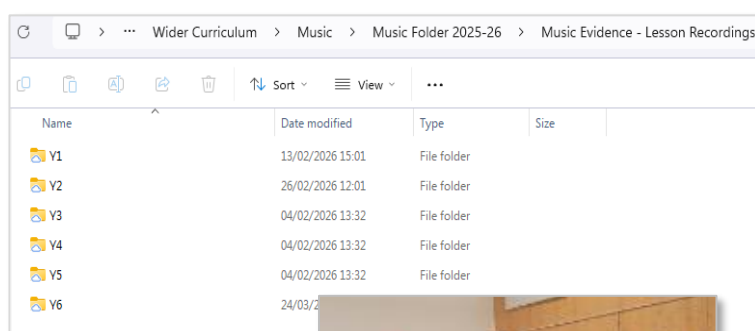
Music

Curriculum coverage expectations

- Music is taught progressively by Southwark Music Service specialist music tutors who provide music lessons for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 pupils. They deliver a comprehensive music curriculum scheme of work through weekly lessons.
- EYFS and KS1 - 45 to 60 mins of music learning required every week. This is achieved through their weekly music lesson, singing assembly and any additional music learning (performances, concerts, rehearsals, etc).
- KS2 - 60-90 mins of music learning required each week. This is achieved through their weekly music lesson, singing assembly and any additional music learning (performances, concerts, rehearsals, etc).
- Teachers are expected to rehearse in class for events that children are participating in e.g. Christmas concerts, Carnival etc.

Assessment expectations

- Class teachers are to assess whether children are working towards or working at expected standard twice a year. Teachers should seek advice from music specialist tutors if unsure of whether individual learners are not reaching age-related expectations.
- To support assessment, **at the end of each half term**, class teachers are expected to record evidence of the children's learning, in order measure and evidence their progress. This is to be saved in the appropriate folder in each school's system.



- Teachers add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

Additional Information

- Class teachers must be present in Music lessons. They should be active participants supporting those learners who are working below age-related expectations, distributing equipment and supporting with behaviour.
- Each KSI and KS2 class should attend at least one live musical event each academic year.

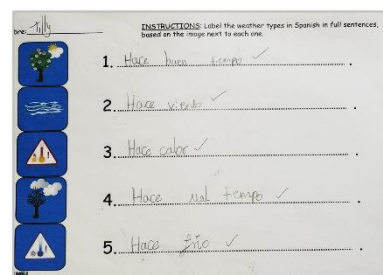
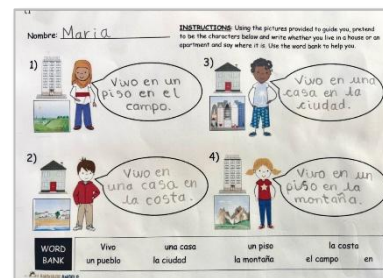
Recommended options are as follows:

- London Symphony Orchestra School Concerts at The Barbican
- Orchestra Unwrapped Concerts with *The Philharmonia* at Royal Festival Hall
- Royal Albert Hall - *Future Makers Concert* (upper KS2) and workshops (KS2)
- ENO - *Discover Opera Days*
- Royal Ballet - School Shows (KS1&2)
- West End Shows - School Discount Tickets

MFL - Spanish (KS2)

Curriculum coverage expectations

- Lessons are to be taught from the **Language Angels** website in accordance with the [unit planner](#)
- All learning should be pre-printed as a booklet, one per child.
- Each unit will begin with the cover page and glossary of key vocabulary for that unit
- Each unit has 6 lessons
- Spanish is taught for 30 minutes each week:
 - The main input should last for around 15 minutes, with speaking and listening incorporated. Use the Language Angels slides for this.
 - There are usually two tasks per lesson, typically a reading and writing task. These should take 15 minutes to complete.



Assessment expectations

- The sixth lesson in each unit is used to consolidate speaking, listening, writing and reading learning from the unit in a 'review'. This does not need to be used as a formal assessment but can be used to support your wider curriculum judgement for Spanish
- Teachers add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

Marking expectations

- Tasks should be marked as a class, with the child using red pen to edit where needed. Teachers are encouraged to check this briefly.

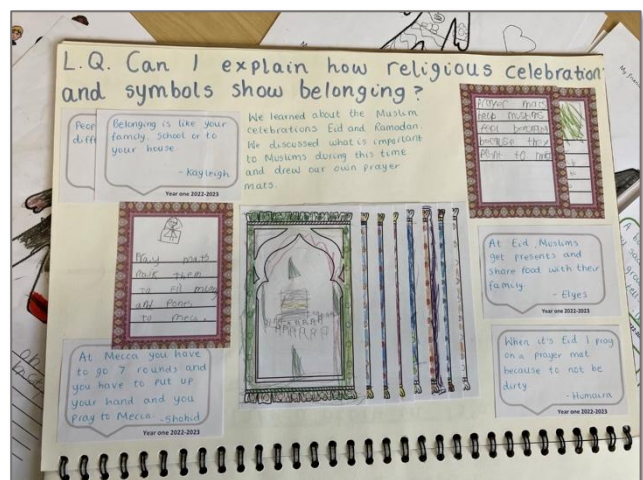
Learning environment expectations

- Every class should have the provided **phonics sounds** on display throughout the year *as well as* the unit vocabulary sheets (all found in the [Spanish folder](#)).

RE

Curriculum coverage expectations

- The Gem Federation RE curriculum follows the [Southwark SACRE scheme](#).
- Each half term, a new topic is introduced, building on the children's previous learning whilst broadening their knowledge and skills.
- Throughout the year, each year group reflects on a 'Big Question' which each topic runs parallel with. Planning needs to always have the Big Question in mind so the same theme runs throughout.
- To ensure coverage and the building of skills, planning should be completed using the SACRE scheme, RE progression document and the key objectives found on that topic's cover sheet.
- Each year group will share an RE floor book. The RE cover sheet should be glued at the beginning of every new topic.
- Lessons should be **creative and engaging**. They should be visual, collaborative, practical and not solely written tasks. Ideas for RE lessons include role play, art and design, debates, PowerPoint, poems, plays etc.
- Lessons should provide children with the opportunity to consolidate their prior learning on the RE subject and so consistency is key - a minimum of 1 lesson each week or 3 lessons per half term spread over the weeks. RE should not be taught all on one day in case a child is absent.
- Each lesson should have a **Learning Question** and **Success Criteria** informed by the key knowledge and skills objectives from the cover sheets and SACRE planning overviews. Children should have an opportunity for children to produce collaborative or individual work that demonstrates their ability to meet the LQ and SC of the lesson. Where necessary, a **task box** should be included and some sentences written by / scribed for the pupil to evidence their learning.
- Learning Questions and Success Criteria need to cover both knowledge and skills of the RE subject (e.g., for year 3's RE topic on



Judaism, they are learning about the meaning behind Jewish Festivals while also applying the skills of reasoning, understanding, communicating and analysing in each of the lessons.).

- Extensions for children who have easily grasped the lesson should be in place in the form of an open-ended question about the subject which will allow them to demonstrate the skills they have learnt in the lesson *e.g. Can you compare the similarities and differences of a Sikh festival with one you celebrate in your own life?*

Assessment expectations

- **RE [coversheets](#)** will be used to assess children's progress in each new topic. They are to be placed in each floor book at the start of a new topic. They include the key objectives and vocabulary.
- **RE Exit Question** will be used to assess children's progress in each new topic at the end of the unit. The Unit question needs to be answered - this is the final task in each unit. It should take 20-30 minutes to complete. It doesn't have to be written. It can be quotes of what the children have said, drawings, or refer to key vocabulary used within the unit etc. Everyone needs to do this individually so that it can be used for assessment (not group work). A sample of this work can be placed into the floor book at the end of each unit.
- Teachers add children's levels onto the Wider Curriculum Tracker, on Compass, in the Spring and Summer terms.

Places of worship visits

- Years 1-6 are expected to [visit a place of worship](#) at some point during the year:
 - Year 1 to visit a church
 - Year 2 a Gurdwara
 - Year 3 a Synagogue
 - Year 4 a Mandir
 - Year 5 a Mosque
 - Year 6 a Buddhist temple.

The trip needs to happen at some point during the year; during a quieter half term is fine.

E.g. Year 2 learn about religious stories in Autumn 2 and Spring 1 so these would be ideal times for visiting the Gurdwara, though Summer 1 and 2 could also work if a trip is not scheduled for those half terms. However, it would not make sense for the visit to take place in Autumn 1 or Spring 2 while the children are learning about Christianity, as this may cause confusion.

Religious festivals and celebrations

In order to raise the profile of RE, teachers are asked to share religious festivals and celebrations with their class. These can be found [here](#). Video clips or Newsround links can be used as appropriate.

Marking expectations

- None.

Learning environment expectations

- Displays should include each year group's Big Question for the year and unit question for each term. Vocabulary for the unit should be added when taught.

