

# An Daras MAT: Curriculum Knowledge: Horizontal Class Learning Map

<b>School: Windmill Hill Academy</b>	<b>Year Group: Year 1</b>	<b>Class Teacher: Carolyn Carter</b>
<b>Recommendations:</b> It is recommended to use Humanities and Creative Subject(s) first as the subjects that make strong connections with other subjects. Within the term, Science must be a priority subject in at least one or two blocks to ensure it is recognised as a core subject. Always ensure there are strong connections and links between subjects. At times, there may need to be isolated subjects to ensure coverage e.g. RE, where strong connections cannot be made. Always ensure you are subject specific with the children e.g. so they know it is a geography lesson. The school decides whether the 'subject concepts' are covered each year or over a two year period within the school vertical progression map. Other 'subject concepts' will be touched upon within a block as part of good quality learning provision. Whilst a priority capability is chosen, other capabilities will also be touched upon within a block as part of good quality learning provision.		

The Class Learning Map								
Term	Length of Block (Weeks)	Learning Connection Block Title (Concept Linked)  Key Learning Questions (s) for the Block	Priority Capability based on Class Feedback	Priority Subject for the Block	Subjects Included	Enrichments 'Hook' 'Outcome' To include parents	Inclusion (SEN/ GDS) (E.g. Breadth/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)
Autumn 2	5 weeks	<i>Natural Elements</i>  <i>What are the names of the continents and oceans of the world? Where are they?</i>	Communication	<b>Geography</b> – Locational Knowledge: Naming Continents and Oceans	<b>Computing:</b> Productivity - We are celebrating (postcards)	Hook: Class Enrichment Day – Celebrating Children (and food)	<u>Geographical knowledge:</u> <b>The World and Continents</b> <i>Name and locate the</i>	Non-fiction Babcock Text: 'This is How We do It' by Matt Lamothe

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		<p><i>How can we recognise them?</i></p> <p><i>What are continents and oceans?</i></p> <p><i>What is a globe?</i></p> <p><i>What is a map?</i></p> <p><i>What is an atlas?</i></p> <p><i>What is an aerial view / satellite image?</i></p> <p><i>What are the four compass directions?</i></p> <p><i>Where is the Equator?</i></p> <p><i>Where are the North and South Poles?</i></p> <p><i>Where are the hot and cold climates?</i></p> <p><i>Do all places have seasons?</i></p> <p><i>How can we travel to different places?</i></p> <p><i>What is the weather / climate like in different parts of the World?</i></p> <p><i>What would it be like to live in different parts of the world?</i></p> <p><i>How does this compare to living in our locality?</i></p>			<p><b><u>Isolated Subjects</u></b></p> <p>RE</p> <p>SMSC</p> <p>PE</p> <p>Music</p>	<p>from around the World</p> <p>Outcome: Parent Showcase and Whole School Assembly</p>	<p><i>world's seven continents and five oceans.</i></p> <p>WT: Can recognise and name some continents and oceans on a globe or atlas.</p> <p>WA: Can name and locate the seven continents and five oceans on a globe or atlas.</p> <p>WB: Knows the relative locations of the continents and oceans to the equator and North</p>	<p>Additional Non-fiction Text: 'Welcome to Our World: A celebration of Children Everywhere!' by Moira Butterfield</p> <p>Babcock Text: 'The High Street' by Alice Melvin</p> <p>Class Novel: 'The Wishing Chair' by Enid Blyton</p>
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