

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

<b>School: WHA</b>	<b>Year Group: e.g. Year 5</b>	<b>Class Teacher e.g. Nicky Osborne</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. <i>Breath/ Depth/ Scaffolding for the Subject. Ensuring Wider Application</i> )	Quality English Text(s)
Autumn	5 weeks	Rebellion and Invasion  <i>Why did the Anglo-Saxons invade Britain?</i>  <i>Why did the Vikings invade Britain?</i>  (The answers to these three	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	<b>History</b> -British Settlements- Anglo Saxons/ Vikings/ Scots	<b>DT</b> –Structures <b>Computing:</b> Productivity- We are Architects  <u><b>Isolated Subjects</b></u> RE SMSC PE	H - Story of Beowulf  O - Learning journey showcase	<u><i>Historical Knowledge:</i></u> <b><i>Sequencing the past</i></b> <i>Develop chronologically secure knowledge and understanding of</i>	Beowulf - Michael Morpurgo

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		<p>questions are different)</p> <p><i>How and when did the invaders become Christians? (there will be different answers for each set of invaders) Were there any major differences between the Anglo-Saxon and Viking invaders? What can archaeology tell us about the invaders? How are we to interpret the historical sources, including surviving primary sources? (They are written by one side.</i></p>			<p>Music</p> <p>MFL- French</p>		<p><i>British, local and world history.</i></p> <p>WT: Can sequence with some independence many of the significant events, societies and people within topics covered using date, period labels and terms.</p> <p>WA: Can sequence with independence the key events, objects, themes, societies and people covered using date, period labels and terms.</p> <p>WB: Can explain independently the sequence of key events, objects, themes, societies and people using dates, period</p>	
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