

An Daras MAT: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 3	Class Teacher Amy Sharpe
Recommendations: 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	5 weeks	Rebellion and invasion <i>Who built the castle? When? How? Why? What with? How old is Launceston? What</i>	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	History - Local History Study-Castles	Additional Subjects: Art- Textiles Computing- Communication and Collaborat	H: Class visit to Launceston Castle Gwyngala artists to visit. O: Tapestry of castle/landscape using different	<u>Historical Knowledge: Sequencing the Past</u> Develop chronologically secure knowledge and understanding of British, local and world history. WT: Can sequence some events , objects, themes , periods and people from history covered by providing a few dates and/or	Town trails, local history books Bayeux tapestry (For reference of textiles) Charles

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		<p><i>came first? Castle or Church?</i> <i>What was the castle used for?</i> <i>Any famous people jailed?</i> <i>Why?</i></p>			<p>ion – We are communicators (email)</p>	<p>fabrics and stitches Gallery exhibition at Zebidiah's. Recounts and reports, newspaper report on murder! Court re-enactment (Charlotte Dymond)</p>	<p>period labels and terms. Place the time studied on a timeline. Use dates and terms related to the unit and the passing of time.</p> <p>WA: Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Place events from the period studies on a timeline. Use terms related to the period and begin to date events.</p> <p>WB: Can sequence accurately the key events, objects, themes, societies, periods and people within and across history confidently using key dates, period labels and terms.</p> <p><u><i>History Concepts:</i></u> <i>Cause and Effect</i> <i>Address and devise historically valid questions about cause.</i> WT: Can describe some relevant causes for, and effects on, some of</p>	<p>Causley, George fox, Charlotte Dymond (Report, newspaper)</p>
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							<p>the key events and developments covered.</p> <p>WA: Can comment on the importance of causes and effects for some of the key events and developments.</p> <p>WB: Can explain with confidence the significance of particular causes and effects for many of the key events and developments.</p>	
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