

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 5	Class Teacher: Nicky Osborne
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)

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Autumn 2	8 weeks	Natural Elements: Earth, Wind and Rain <i>Can you list the resources a settlement needs to thrive? Can you list methods of power generation in the UK? Can you name some of the renewable methods of power in the UK? Can you explain why foods are imported and exported? Can you think of ways to reduce wastage, including water, electricity and general waste? Do you know where your food comes from? Do you know its carbon footprint? Can you explain how little changes can lead to big impact? Can you name areas of the world most affected by food shortages?</i> <i>Can you identify forces as push and pulls? Can you explain gravity? Can you identify Isaac Newton's discoveries?</i>	Relationships and Leaderships	Geography: Human and Physical geography - Carbon Footprint Science : Forces	Art: textiles Computing : Creativity – we are artists <u>Isolated Subjects</u> RE SMSC PE Music MFL - French	Hook: Bodmin Recycling Centre Outcome: End of concept showcase to parents and whole school assembly.	<u>Geographical Understanding:</u> Human themes <i>Describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.</i> WT: Can know the journey of how one product gets into their home in detail. Can describe some renewable and non-renewable energy sources. Can know where some of our main natural resources come from. WA: Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over time. Can understand where our energy and natural resources come from. WB: Can understand that our shopping choices have an effect on the lives of others. Can understand where our energy and natural resources come from, and the impacts of their use.	Class text Floodland by Marcus Sedgwick English text: Short stories by Kevin Crossley Holland Classtext - Floodland
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		Can you explain the effects of friction (air, water) on moving objects? Can you plan a fair test, make predictions and record data?					<u>Physics: Forces</u> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces WT: Recognise that motion may be resisted by forces. WA: Describe how motion may be resisted by air resistance, water resistance or friction. WB: Identify ways in which forces that oppose motion may be useful (e.g. bicycle handlebar grips) or a nuisance (e.g. bicycle chain).	
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