

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 2	Class Teacher: Lucy Pearce
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. Breath/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)
Autumn 2	8 Weeks	Natural Elements <i>What was the Spanish Armada? When was the Spanish Armada? What were the</i>	Relationships and Leadership	History: The Spanish Armada Science: Electricity	Art: Collage DT: Cooking and Nutrition Computing: We are researchers and Office skills <u>Isolated Subjects</u> RE SMSC	Hook: Spanish Armada Video Clip Outcome Parent showcase and whole school assembly	<u>History Concepts:</u> Cause and Effect <i>Study the lives of significant individuals who contributed to national and international achievements.</i> WT: Can identify at	Writing Text: The Papaya that Spoke Class Novel: The Jolley-Rogers and the Ghostly Galleon by Jonny Duddle

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		<p><i>causes of the Spanish Armada?</i> <i>Why were Spain the most wealthy country?</i> <i>Who was the Queen of England during the Spanish Armada?</i> <i>Who was the King of Spain during the Spanish Armada?</i></p> <p><i>What is electricity?</i> <i>What do we use electricity for?</i> <i>Can I conduct a simple experiment involving electricity?</i></p>			<p>PE Music</p>		<p>least one relevant cause for, and effect of, several events covered.</p> <p>WA: Can identify a few relevant causes and effects for some of the main events covered.</p> <p>WB: Can comment on a few valid causes and effects relating to many of the events covered.</p> <p><u>Science: Working Scientifically</u> <i>Pupils can conduct investigations using equipment to take measurements.</i></p> <p>WT: Pupil can recognise a simple scientific test.</p> <p>WA: Pupil can, with support, conduct simple</p>	
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							WB: Pupil can conduct simple tests.	