

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 6	Class Teacher: Joanne Young
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. <i>Breath/ Depth/ Scaffolding for the Subject. Ensuring Wider Application</i>)	Quality English Text(s)
Spring 1	5 weeks	Civilisation and British values King John <i>When did King John become king? What is the Magna Carta? Why is the Magna Carta such an important document?</i>	Communication	History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The changing	Additional Subjects: SMSC: British Values Isolated Subjects: Computing RE PE	Hook: Watch Horrible Henry episodes Outcome: Learning journey showcase and	<i>Historical knowledge: Constructing the Past</i> <i>Establish clear narratives within and across the periods they</i>	David Copperfield

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		<p><u>Henry VIII</u> Why did Henry VIII want a male heir? What did Henry VIII establish after he was refused a divorce?</p> <p><u>Elizabeth I</u> Why was Elizabeth I imprisoned in the Tower of London? What were the differences between the Catholic and Protestant faith?</p> <p><u>Queen Victoria</u> What type of Queen was Queen Victoria? How long was Queen Victoria queen? What major developments were there during her reign?</p> <p><u>Queen Elizabeth II</u> Who are the members of the royal family? What is the Commonwealth? Where are the Queen's residences?</p>		power of monarchs using case studies	Music MFL- French	end of concept assembly.	<p>study. Note connections, contrasts and trends over time. Understand overview and depth.</p> <p>WT: Can understand some features associated with themes, societies, people and events. study different aspects of different people, such as difference between male and females. Compare life in early and late 'periods' studied.</p> <p>WA: an provide overviews of the most significant features of different themes, individuals, societies and</p>	
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							<p>events covered. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Know key dates characters and events of time studied.</p> <p>WB: Can show a detailed awareness of the themes, events, societies and people covered e.g. explain different dimensions and characteristics.</p>	
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							Compare the believes and behaviours with another time studied. Give another explanation of a past event in terms of cause and effects using evidence to support and illustrate their explanations.	
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