

An Daras MAT: 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)
Autumn	5 weeks	Rebellion and Invasion: <ul style="list-style-type: none"> Why did WW2 start? When did it start/end? Which countries 	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	History- Study of aspect/ themes of British History- WW2	<u>Additional Subjects:</u> Art: Collage <u>Isolated Subjects:</u> Computing:	H – Davidstow museum trip O - Learning journey	<u>Historical Knowledge:</u> Constructing the Past <i>Establish clear narratives within and</i>	Barrowquest Diary of Anne Frank My Secret War Diary by

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		<p>were involved?</p> <ul style="list-style-type: none"> • Who were the main leaders? • What was the Blitz? • How did people protect themselves during the war? • What was evacuation? • Why did rationing take place? • why were Jewish people targeted by the Nazis? 			<p>Programming- Adventure Gamers RE SMSC PE Music MFL- French</p>	showcase	<p><i>across the periods they study. Note connections, contrasts and trends over time. Understand overview and depth.</i></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</p>	Marcia Williams
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							<p>in early and late 'periods' studied.</p> <p>WA: Can provide overviews of the most significant features of different themes, individuals, societies and 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.</p>	
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							<p>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</p>	
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							and characteristic s. 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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