

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: WHA	Year Group: Year 2	Class Teacher: LP
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)
Spring 1	5 Weeks	Civilisation and British Values <i>What is the role of a monarch? When did Queen Elizabeth I reign as queen? What was Queen Elizabeth I like as a queen? What was England like in the Tudor times? When did Queen Victoria reign as queen? What was Queen Victoria like</i>	Relationships and Leadership	History – Significant Individual: Queen Victoria	Art: Textiles SMSC: British Values <u>Isolated Subjects</u> RE PE Music	Hook: Victorians Artefacts Box Outcome: Project Showcase and end of concept assembly. Enrichment: Day as a Victorian school child.	<i>History Concepts: Significance and Interpretation</i> <i>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</i>	Writing Text: Recount Writing – Day as a Victorian Child Class Novel: George's Marvellous Medicine

		<p><i>as a queen?</i></p> <p><i>What was England like in the Victorian times?</i></p> <p><i>What was life like as a Victorian school child?</i></p> <p><i>What were the fashion and make-up trends like in Tudor and Victorian England? What were the important values of Queen Victoria as a queen?</i></p>					<p>WT: Can consider one reason why an event or person might be significant.</p> <p>WA: Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p> <p>WB: Can provide some valid reasons for selecting an event, development or person as significant.</p>	
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