An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 4 Class Teacher: Joshua Bullock
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 *What are the main uses of the Exeter/Plymouth Harbour? Why do you think Plymouth has been a historically important harbour? What are the available careers for people near Plymouth/Exeter*	Planning and problem solving	**Geography:** Fieldwork skills – Comparison of water Exeter/Plymouth. **Science:** Electricity	**Art:** Photography skills **Computing:** Computer network HTML Editors DT	Hook: A class electrical circuit. Outcome: Learning journey showcase to Parents and	*Geographical skills:* ***Fieldwork and Investigation*** *Use a range of methods including sketch maps, plans and graphs, and*	Class text: You wouldn't want to explore with Sir Francis Drake! A walk in London (Explanation t

		harbours? Which water systems run in to the sea at Plymouth and Exeter? *Can you list examples of appliances that run on electricity? Can you construct a simple circuit and name its component? Can you sort materials into conductors and insulators, identifying metals as conductors? Can you predict whether a particular arrangement of components will result in a bulb lighting? Can you predict how the operation of a switch will affect bulbs lighting?*			**Isolated Subjects:** RE SMSC PE Music MFL - French	whole school assembly.	*digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area.* WT: Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar places. Draw a sketch of a simple feature from observation, adding descriptive labels. Identify features to record with technology for investigations and say what is found out. Can	ext) Leon and the place between (Playscripts) Goodnight Mister Tom.

							carry out fieldwork, with others, in the local area using appropriate techniques suggested. Ask and initiate geographical questions. Use sources of information to investigate places at more than one scale. WA: Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places.	

							Identify key features of a view; annotate the sketch with explanation labels adding location and direction to sketch. Use technology to provide evidence for investigations and describe what is seen. Locate a photo on a map and annotate the photo. Can carry out fieldwork, with others, in the local area selecting appropriate techniques suggested. Ask and respond to questions offering their own ideas. Collect and record evidence from fieldwork. Analyse evidence and	

							draw conclusions e.g. make comparison between two locations such as temperatures in different locations. Use every day associated standard and non-standard units and begin to organise recordings. WB: Can make a detailed map of a short route with features in the correct order and in the correct places. Can make a scale plan of a room with objects in the room. Can present information gathered in fieldwork using a range of graphs. Can use the zoom function to explore places at	

							different scales and add annotations. Suggest how technology can provide useful evidence for the investigation. Suggest what to record for their observation and describe and suggest explanations for what is seen. Can plan a fieldwork investigation in the local area selecting appropriate techniques. Use a range of sources of information such as satellite images, aerial photographs to investigate places at more than one scale. Use measurement instruments, recording data	

							for different types at the same time and organise results into a spread sheet. *<u>Physics:</u>* ***<u>Electricity</u>*** *Electricity can make circuits work and can be controlled to perform useful functions.* WT: Recognise that some appliances run on electricity. Construct a simple circuit. Identify metal as a conductor. Understand that a complete circuit is needed for a circuit to operate. Describe the function of a switch. WA: List examples of	

							appliances that run on electricity. Construct a simple circuit and name its components. Sort materials into conductors and insulators, identifying metals as conductors. Predict whether a particular arrangement of components will result in a bulb lighting. Predict how the operation of a switch will affect bulbs lighting. WB: Compare and contrast appliances that run on mains electricity with those that run on batteries. Identify the functions of components within a circuit.	

							Investigate graphite as a conductor and relate to other materials. Explain why certain arrangements will not result in the bulb lighting. Explain how altering the location of a switch affects the operation of the circuit.	