

MAT: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 4	Class Teacher: Joshua Bullock
Monitored by School Leader/ Key Stage Leader:	Name/ Signature/ Date: Abby Bassett (Head of School) 16.8.19	
Monitored by Curriculum Leader: <i>To ensure subject coverage and weighting.</i>	Name/ Signature/ Date	
Recommendations:		
<p>It is recommended to use Humanities and Creative Subject(s) first as the subjects that make strong connections with other subjects.</p> <p>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.</p> <p>Always ensure there are strong connections and links between subjects.</p> <p>At times, there may need to be isolated subjects to ensure coverage e.g. RE, where strong connections cannot be made.</p> <p>Always ensure you are subject specific with the children e.g. so they know it is a geography lesson.</p> <p>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.</p> <p>Whilst a priority capability is chosen, other capabilities will also be touched upon within a block as part of good quality learning provision.</p>		

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. Breadth/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)
Autumn	5 weeks	Rebellion and Invasion <i>How quickly did the Roman</i>	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	History – Roman empire.	Computing – programming – software developers. Isolated subjects: RE	H - A Roman burial site in the park. O - Showcase of work to parents.	<u>Historical Knowledge:</u> Sequencing the past <i>Develop chronologically secure knowledge and</i>	Escape from Pompeii The Roman Record

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		<p><i>Empire spread?</i> <i>How successful were the Romans in their invasions of Britain?</i> <i>What was the timeline of the Roman Empire spreading over Europe?</i> <i>What were the key elements of religion for Romans?</i> <i>Who were the Celts?</i> <i>Why did Boudicca rebel?</i> <i>Why didn't more of the Celts rebel?</i></p>			<p>SMSC PE Music MFL - French</p>		<p><i>understanding of the Roman empire in Britain.</i></p> <p>WT: Can explain the sequence of key events and year within the Roman empires time in Britain, with help from peers.</p> <p>WA: Can sequence with some independence many of the significant events of the Romans' time in Britain.</p> <p>WB: Can sequence of key events and year within the Roman empires time in Britain, with help.</p>	
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