

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 5	Class Teacher: Nicky Osborne
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. Breadth/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)

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Spring 1	5 weeks	Civilisation <i>How has Launceston town centre changed over time?</i> <i>What was medieval Launceston like?</i> <i>What significant changes have taken place?</i> <i>What was trade like in Victorian Launceston?</i> <i>Why was the butter market demolished?</i> <i>The war memorial and the effects of WW2</i> <i>Launceston cattle market – why did it cease trading?</i>	Relationships and Leaderships	History: a Local history study (Launceston)	Art: Drawing Computing -office skills. <u>Isolated Subjects</u> RE SMSC PE Music MFL - French	Hook: field trip – Launceston town centre. Outcome: Launceston Then Tea Party. Invite parents and locals in to share their experiences of Launceston. Contact Arthur Wills / Les Kennedy.	<u>History concepts: Change and development</u> <i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i> WT: Can provide valid reasons why some changes and developments were important. WA: Can compare similarities, differences and changes within and across History , e.g. in terms of importance, progress or the type and nature of the change. WB: Can compare independently how typical similarities, differences and changes were.	Class text A selection of poetry books by Charles Causley Classtext – Street Child by Berlie Doherty
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