

## School: Windmill Hill Academy

### 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.

### Autumn Term Learning Map

Year Group	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	Enrichment s 'Hook' 'Outcome' To include parents	Inclusion (SEN/ GDS) (E.g. Breadth/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)
1	Autumn 2	8 weeks	<b>Natural Elements</b>  <u>Continents and Oceans:</u> What are the names of the continents and	Communication	<b>Geography</b> – Locational Knowledge: Naming Continents and Oceans  <b>Science</b> – Everyday Materials	<b>Computing:</b> Productivity - We are celebrating (postcards)  <b>Isolated Subjects</b>	Hook: Class Enrichment Day – Celebrating animals and children from around the World	<u>Geographical knowledge:</u> <b>The World and Continents</b> Name and locate the world's seven	Non-fiction Babcock Text: 'This is How We do It' by Matt Lamothe  Additional Non-fiction Text:

# An Daras Trust: Curriculum Knowledge: Horizontal School Learning Map

			<p><i>oceans of the world?</i>  <i>Where are they?</i>  <i>How can we recognise them?</i>  <i>What are continents and oceans?</i>  <i>What is a globe?</i>  <i>What is a map?</i>  <i>What is an atlas?</i>  <i>What is an aerial view / satellite image?</i>  <i>What are the four compass directions?</i>  <i>Where is the Equator?</i>  <i>Where are the North and South Poles?</i>  <i>Where are the hot and cold climates?</i>  <i>Do all places have seasons?</i>  <i>How can we travel to different places?</i></p>			<p>RE SMSC PE Music</p>	<p>Outcome: Parent Showcase and Whole School Assembly</p>	<p><i>continents and five oceans.</i></p> <p>WT: Can recognise and name some continents and oceans on a globe or atlas.</p> <p>WA: Can name and locate the seven continents and five oceans on a globe or atlas.</p> <p>WB: Knows the relative locations of the continents and oceans to the equator and North and South Poles.</p> <p><u>Scientific Knowledge:</u>  <b>Everyday Materials</b>  Compare physical properties of materials</p>	<p>'Welcome to Our World: A celebration of Children Everywhere!' by Moira Butterfield</p> <p>Babcock Text: 'The High Street' by Alice Melvin</p> <p>Class Novel: 'The Wishing Chair' by Enid Blyton</p> <p>'Meerkat Mail' by Emily Gravett.</p> <p>'Lost and Found' by Oliver Jeffers.</p>
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			<p><i>What is the weather / climate like in different parts of the World? What would it be like to live in different parts of the world? How does this compare to living in our locality?</i></p> <p><u>Materials:</u>  <i>What materials are different objects made from? What are the names of everyday materials? (including; wood, plastic, glass, metal, water and rock) What are the physical properties of different materials? How can we compare and group different</i></p>					<p>WT: Can compare and contrast two everyday materials.</p> <p>WA: Can classify a variety of materials into groups based on physical properties.</p> <p>WB: Can use simple physical properties to suggest classification of materials.</p>	
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# An Daras Trust: Curriculum Knowledge: Horizontal School Learning Map

			<i>everyday materials (using their physical properties)?</i>						
2	Autumn 2	8 weeks	<p>Natural Elements</p> <p><i>What was the Spanish Armada?</i> <i>When was the Spanish Armada?</i> <i>What were the causes of the Spanish Armada?</i> <i>Why were Spain the most wealthy country?</i> <i>Who was the Queen of England during the Spanish Armada?</i> <i>Who was the King of Spain during the Spanish Armada?</i></p> <p><i>What is electricity?</i></p>	Relationships and Leadership	<p><b>History:</b> The Spanish Armada</p> <p><b>Science:</b> Electricity</p>	<p><b>Art:</b> Collage</p> <p><b>DT:</b> Cooking and Nutrition</p> <p><b>Computing:</b> We are researchers and Office skills</p> <p><b>Isolated Subjects</b> RE SMSC PE Music</p>	<p>Hook: Spanish Armada Video Clip</p> <p>Outcome Parent showcase and whole school assembly</p>	<p><u><b>History Concepts: Cause and Effect</b></u></p> <p><i>Study the lives of significant individuals who contributed to national and international achievements.</i></p> <p>WT: Can identify at least one relevant cause for, and effect of, several events covered.</p> <p>WA: Can identify a few relevant causes and effects for some of the main events covered.</p> <p>WB: Can comment on a few valid causes and effects relating to many</p>	<p>Writing Text: The Papaya that Spoke</p> <p>Class Novel: The Jolley-Rogers and the Ghostly Galleon by Jonny Duddle</p>

			What do we use electricity for? Can I conduct a simple experiment involving electricity?					of the events covered.  <u>Science:</u> <b><u>Working Scientifically</u></b> Pupils can conduct investigations using equipment to take measurements.  WT: Pupil can recognise a simple scientific test.  WA: Pupil can, with support, conduct simple tests.  WB: Pupil can conduct simple tests.	
3	Autumn 2	8 weeks	Natural Elements  Where are things grown? Can you locate the seas and oceans on a	Managing feelings	<b>Geography:</b> Place Knowledge/ Skills/ Fieldwork - Where things are grown?- France  <u>Science:</u> Magnets and forces	<b>Computing:</b> 'Office Skills' and Computational Thinking- We are bug fixers <b>MFL:</b> French - Foods	Hook: Locating names of rivers and seas, cities, countries, tropics, symbols and keys on maps.	<u>Geographical knowledge:</u> <b>The World and Continents</b> Locate the world's countries,	Class Novel: The world came to my place today (Eden project)  Leon and the place in between by

			<p><i>map? Can you use a grid reference? Can you locate the tropics? Can you identify where our food comes from? Can you draw a map? Can you use map symbols?</i></p> <p><i>Do some forces need contact between two objects? Can magnetic forces act at a distance? How do magnets attract or repel each other and attract some materials and not others? Can you compare and group together a variety of everyday materials on the basis of whether they</i></p>			<p><b>DT</b> Mechanical Systems</p> <p><u><b>Isolated Subjects:</b></u> RE PE Music SMSC</p>	<p>Use of google earth, four-grid reference.</p> <p>Outcome: Making own moving robot using levers and pulleys. Creating a magnetic game and whole school assembly.</p>	<p><i>focusing on Europe and North and South America.</i></p> <p>WT: Can locate countries in Europe and North and South America on a map or atlas. Can describe some European and North and South American cities using an atlas.</p> <p>WA: Can locate some countries in Europe and North and South America on a map or atlas.</p> <p>WB: Can locate most countries in Europe and North and South America using an atlas.</p>	<p>Angela McAllister and Grahame Baker-Smith.</p> <p>Newspaper reports: Selection of current news related to the topic.</p> <p>Classic Poetry: Selection related to topic of Natural Elements and adventure and mystery. 100 best poems by Roger McGough. Poems for Year 3 Pie Corbett.</p> <p>Cornish Giant Tin man story.</p>
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			<p>are attracted to a magnet, and identify some magnetic materials? Can you describe magnets as having two poles? Can you predict whether two magnets will attract or repel each other, depending on which poles are facing?</p> <p>Can you test different methods of levers and pulleys? Which pulley and lever would be best for your design of the tin man? How can you make his arms move and his hands grip? Can you plan in a group? Can you make a prototype? Can</p>					<p><u>Geographical skills: Map and Atlas Work</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. WT: Can use a map to identify countries in Europe and/or North and South America.</p> <p>WA: Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>WB: Can use an atlas to locate many countries, cities and key features in Europe or North and South America.</p>	
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			<p><i>you draw your design and explain your reasons for your choices? Can you evaluate the effectiveness of your design? What would you do differently? Which materials did you use and what are your reasons for your choice?</i></p>					<p><u><b>Physics: Forces</b></u>  Compare how things move on different surfaces  Notice that some forces need contact between two objects, but magnetic forces can act at a distance  Observe how magnets attract or repel each other and attract some materials and not others  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  Describe magnets as</p>	
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								<p><i>having two poles</i> <i>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</i></p> <p>WT: Recognise that things may move differently on different surfaces. Recognise that magnetic forces don't require physical contact. Identify that magnets affect each other. Recognise that some materials are magnetic and that others are not. Recognise the term 'magnetic pole'. Recognise that magnets affect each</p>	
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								<p>other differently, depending on which poles are facing.</p> <p>WA: Compare how an object, such as a toy car, will move on different surfaces. Recognise the difference between contact and contact forces. Describe how magnets attract or repel each other and attract magnetic materials. Group materials on the basis of testing for being magnetic. Describe and identify the poles of a magnet. Predict outcomes of a particular</p>	
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								<p>arrangement of magnets.</p> <p>WB: Predict how an object will move on other surfaces and suggest why.</p> <p>Explore how magnetic attraction and repulsion are affected by distance.</p> <p>Explore whether some magnets are stronger than others. Identify some applications of magnets and magnetic materials.</p> <p>Explore the similarities and differences between the two poles.</p> <p>Apply ideas about the interaction of magnets to</p>	
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								<p>contexts such as toys.</p> <p><u>Technical Knowledge:</u> <b>Making things work</b></p> <p>WT: That materials can be combined and mixed to create more useful characteristics. That materials have both functional properties and aesthetic qualities.</p> <p>WA: How to use learning from science to help design and make products that work.. The correct technical vocabulary for the projects they are undertaking. How mechanical systems such as</p>	
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								levers and linkages or pneumatic systems create movement.	
								WB: That mechanical and electrical systems have an input, process and output.	
4	Autumn 2	8 weeks	<p>Natural elements</p> <p><i>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 harbours? Which water systems run in</i></p>	Planning and problem solving	<p><b>Geography:</b> Fieldwork skills – Comparison of water Exeter/Plymouth.</p> <p><b>Science:</b> Electricity</p>	<p><b>Art:</b> Photography skills</p> <p><b>Computing:</b> Computer network HTML Editors DT</p> <p><b>Isolated Subjects:</b> RE SMSC PE Music MFL - French</p>	<p>Hook: A class electrical circuit.</p> <p>Outcome: Learning journey showcase to Parents and whole school assembly.</p>	<p><u>Geographical skills:</u> <b>Fieldwork and Investigation</b> <i>Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></p>	<p>Class text: You wouldn't want to explore with Sir Francis Drake!</p> <p>A walk in London (Explanation text)</p> <p>Leon and the place between (Playscripts)</p> <p>Goodnight Mister Tom.</p>

			<p><i>to the sea at Plymouth and Exeter?</i></p> <p><i>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?</i></p>					<p>WT: Can make a simple sketch map.</p> <p>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 carry out fieldwork, with others, in the local area using appropriate techniques suggested. Ask and initiate geographical questions. Use</p>	
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								<p>sources of information to investigate places at more than one scale.</p> <p>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</p>	
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								<p>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</p>	
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								<p>every day associated standard and non-standard units and begin to organise recordings.</p> <p>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</p>	
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								<p>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.</p>	
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								<p><u>Physics:</u> <b><u>Electricity</u></b> Electricity can make circuits work and can be controlled to perform useful functions.</p> <p>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.</p> <p>WA: List examples of appliances that run on electricity. Construct a simple circuit</p>	
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								<p>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.</p> <p>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</p>	
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								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.	
5	Autumn 2	8 weeks	<p>Natural Elements: Earth, Wind and Rain</p> <p><i>Can you list the resources a settlement needs to thrive? Can you list methods of power generation in the UK? Can you name some of the renewable methods of power in the UK? Can you</i></p>	Relationships and Leaderships	<p><b>Geography:</b> Human and Physical geography - Carbon Footprint</p> <p><b>Science : Forces</b></p>	<p>Art: textiles Computing: Creativity – we are artists</p> <p><b><u>Isolated Subjects</u></b> RE SMSC PE Music MFL - French</p>	<p>Hook: Bodmin Recycling Centre</p> <p>Outcome: End of concept showcase to parents and whole school assembly.</p>	<p><b><u>Geographical Understanding: Human themes</u></b> <i>Describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>	<p><b>Class text</b> Floodland by Marcus Sedgwick</p> <p>English text: Short stories by Kevin Crossley Holland</p> <p>Classtext - Floodland</p>

			<p><i>explain why foods are imported and exported? Can you think of ways to reduce wastage, including water, electricity and general waste? Do you know where your food comes from? Do you know its carbon footprint? Can you explain how little changes can lead to big impact? Can you name areas of the world most affected by food shortages?</i></p> <p><i>Can you identify forces as push and pulls? Can you explain gravity?</i></p> <p><i>Can you identify Isaac Newton's discoveries?</i></p>					<p>WT: Can know the journey of how one product gets into their home in detail. Can describe some renewable and non-renewable energy sources. Can know where some of our main natural resources come from.</p> <p>WA: Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over time. Can understand where our energy and natural</p>	
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			<p><i>Can you explain the effects of friction (air, water) on moving objects?</i></p> <p><i>Can you plan a fair test, make predictions and record data?</i></p>					<p>resources come from.</p> <p>WB: Can understand that our shopping choices have an effect on the lives of others. Can understand where our energy and natural resources come from, and the impacts of their use.</p> <p><u>Physics: Forces</u> <i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></p> <p>WT: Recognise that motion may be resisted by forces. WA: Describe how motion may be resisted</p>	
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								by air resistance, water resistance or friction. WB: Identify ways in which forces that oppose motion may be useful (e.g. bicycle handlebar grips) or a nuisance (e.g. bicycle chain).	
6	Autumn 2	8 weeks	<p>Natural Elements: Coasts and Electricity</p> <p><i>What is a coast? What are erosion landforms? What are depositional landforms? How are sea caves formed? How are natural arches formed? How are stacks formed? What is a coastal landslide? Can</i></p>	Communication	<p><b>Geography:</b> Location and Place Knowledge - Coasts Cornwall/France</p> <p><b>Science:</b> Electricity</p>	<p><b>Art:</b> Painting <b>DT:</b> Electrical systems</p> <p><b>Isolated Subjects:</b> Computing RE SMSC PE Music MFL- French</p>	<p>Hook: Virtual tour of coasts across the country. Present pupils with a range of materials to make a complete circuit</p> <p>Outcome: Learning journey showcase to parents and whole school assembly</p>	<p><u>Geographical knowledge:</u> <b>UK and Local Area</b> Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, <b>coasts</b> and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>How the Whale became Ted Hughs - Class reader</p> <p>Boy Roald Dahl - English text</p>



			<p><i>you name some coastal management strategies? What are the physical features of different types of beaches? Can you identify ways in which beaches are being polluted? What are coastal areas used for? How has the coastline changed over time? Can you name some wildlife found on the coast? What is a tsunami? What is the climate like on the coast?</i></p> <p><i>Do you know what the main components of a circuit are? Can you recognise</i></p>					<p>WT: Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>WA: Can locate and describe several physical environments in the UK, e.g. <b>coastal</b> and mountain environments, and how they change.</p> <p>WB: Can locate and describe a range of contrasting physical environments in the UK, e.g. <b>coastal</b>, river, hill and mountain environments, and how they change.</p>	
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			<p>the difference between a series and a parallel circuit? Can you draw/construct working circuits? Can you identify if a circuit is a complete circuit or not? How does a switch work? How can you change the brightness of a bulb or the speed of a motor? What will happen to the bulb/motor if too high a voltage is used? How does the level of power supplied effect the brightness of a bulb? Why are symbols used to draw circuit diagrams? Can you recognise the correct</p>					<p><u>Physics:</u> <u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>WT: Recognise that changing the number and voltage of cells</p>	
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			<p>symbols for common circuit components?</p> <p>Can you use the correct symbols when drawing a circuit? What will happen to the brightness of a bulb if you alter the wires?</p> <p>Can you plan and carry out a fair test? Why are wires in a circuit usually covered in plastic?</p>					<p>may alter the operation of a circuit.</p> <p>Identify the function and operation of different components. Understand that components can be represented by symbols.</p> <p>WA:</p> <p>Explain how number and voltage of cells affects the lamp or buzzer.</p> <p>Explain the use of switches, how bulbs can be made brighter and buzzers made louder.</p> <p>Represent a circuit that has been constructed using symbols.</p> <p>WB:</p>	
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								<p>Relate the number or voltage of cells to the number and operation of bulbs or buzzers that can be run from them.</p> <p>Explain the effect of changing the order of the components in a circuit.</p> <p>Design circuits using symbols.</p>	
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