

An Daras MAT: Curriculum Knowledge: Horizontal School Learning Map

School: Windmill Hill Academy	
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>	

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	Enrichments '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	5 weeks	Rebellion and Invasion <i>Why is the Great fire of London significant?</i>	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	History - Events beyond Living Memory: The Great Fire of London	DT – Structures Computing: Creativity - We are painters Extra Links: Science: Materials SMSC: Feelings and	H: Fire Station Visit O: Local Houses Walk/showcase Enrichment Day Building - Model	<u>Historical Knowledge:</u> Sequencing the Past <i>Know where people and events fit within a chronological framework.</i> WT: Can depict on a	The Three Little Pigs (Pie Corbett Story Telling) Fire Safety instructions

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			When was the Great Fire of London and what happened? (time line of events) How did the fire start and why did London burn? How do we know what happened? (historical sources – including Samuel Pepys diary as an eye witness account) How did they try to stop the fire? (compare with modern day fire services) What happened to the people			Emotions <u>Isolated Subjects</u> RE SMSC PE Music	Houses Three Little Pigs House Building (Role Play, materials and science experiments) Interactive Museum of London website Learning journey parent Showcase at end of unit	timeline the sequence of a few pieces of information. Develop awareness of the past, using common words and phrases relating to the passing of time. WA: Can sequence independently on an annotated timeline a number of events related to the Great Fire of London. Can use a number of everyday time terms (such as: now, then, yesterday, week, month, year, nowadays, old and new. WB: Can give a valid explanation for their sequence of events on timeline or narratives they have devised. Can understand time securely and use a wider range of time terms.	Toby and The Great Fire of London (fiction) The Great Fire of London (Great Events) by Gillian Clements
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			<i>who lost their homes in London? (how does this compare to modern day)</i>						
2	Autumn	5 weeks	<p>Rebellion and Invasion</p> <p><i>What were castles like when they were used? Are castles still used today? What can we find out about castles from photographs, pictures and visits? Is a castle a human or a physical feature? Where were castles normally built and why? What are the features of a castle?</i></p>	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	Geography - Human and Physical - Castle	<p>DT - Mechanisms Computing - We are Detectives History – Castles</p> <p><u>Isolated Subjects</u> RE SMSC PE Music</p>	H - Visit to Launceston Castle O - Building a Castle	<p><u>Geographical Understanding:</u> Human Themes <i>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</i> WT: Can talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. Can talk about a natural environment, naming its features using some key vocabulary. WA: Can identify a</p>	The Dragon Machine

								<p>range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p> <p>Can recognise a natural environment and describe it using key vocabulary.</p> <p>WB: Can identify different human environments, such as the local area and contrasting settlements such as a village and a city. Can recognise different natural environments and describe them using a range of key vocabulary.</p>	
3	Autumn	5 weeks	<p>Rebellion and invasion</p> <p><i>Who built the castle? When? How? Why? What with?</i></p>	<p><i>Speaking and Listening as initial focus (pupil vote at half-term)</i></p>	<p>History- Local History Study- Castles</p>	<p>Art- Textiles Computing- Communication and Collaboration – We are communicators (email)</p> <p><u>Isolated Subjects</u></p>	<p>H: Class visit to Launceston Castle Gwyngala artists to visit. O: Tapestry_of castle/landscape</p>	<p><u>Historical Knowledge:</u> <u>Sequencing the Past</u> <i>Develop chronologically secure knowledge and</i></p>	<p>Town trails, local history books Bayeux tapestry (For reference of textiles)</p>

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			<p><i>How old is Launceston?</i> <i>What came first? Castle or Church?</i> <i>What was the castle used for? Any famous people jailed? Why?</i></p>			<p>RE SMSC PE Music MFL- French</p>	<p>using different fabrics and stitches Gallery exhibition at Zebidiahs. Recounts and reports, newspaper report on murder! Court re-enactment (Charlotte Dymond)</p>	<p><i>understanding of British, local and world history.</i> WT: Can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms. Place the time studied on a timeline. Use dates and terms related to the unit and the passing of time.</p> <p>WA: Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Place events from the period studies on a timeline. Use terms related to the period and begin to date events.</p> <p>WB: Can sequence accurately the key</p>	<p>Charles Causley, George fox, Charlotte Dymond (Report, newspaper)</p>
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								<p>events, objects, themes, societies, periods and people within and across history confidently using key dates, period labels and terms.</p> <p><u>History Concepts:</u> Cause and Effect Address and devise historically valid questions about cause. WT: Can describe some relevant causes for, and effects on, some of the key events and developments covered. WA: Can comment on the importance of causes and effects for some of the key events and developments. WB: Can explain with confidence the significance of particular causes and effects for many of the key events and developments.</p>	
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4	Autumn	5 weeks	<p>Rebellion and Invasion</p> <p><i>How quickly did the Roman Empire spread?</i></p> <p><i>How successful were the Romans in their invasions of Britain?</i></p> <p><i>What was the timeline of the Roman Empire spreading over Europe?</i></p> <p><i>What were the key elements of religion for Romans?</i></p> <p><i>Who were the Celts? Why did Boudicca rebel?</i></p> <p><i>Why didn't more of the Celts rebel?</i></p>	<p><i>Speaking and Listening as initial focus (pupil vote at half-term)</i></p>	History – Roman empire.	<p>Computing – programming – software developers.</p> <p><u>Isolated subjects</u></p> <p>RE</p> <p>SMSC</p> <p>PE</p> <p>Music</p> <p>MFL - French</p>	<p>H - A Roman burial site in the park.</p> <p>O- Showcase of the children's learning to parents.</p>	<p><u>Historical Knowledge:</u></p> <p><u>Sequencing the past</u></p> <p><i>Develop chronologically secure knowledge and 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>	<p>Escape from Pompeii</p> <p>The journal of Iliona.</p>

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5	Autumn	5 weeks	<p>Rebellion and Invasion</p> <p><i>Why did the Anglo-Saxons invade Britain?</i> <i>Why did the Vikings invade Britain?</i> (The answers to these three questions are different)</p> <p><i>How and when did the invaders become Christians?</i> (there will be different answers for each set of invaders) <i>Were there any major differences between the Anglo-Saxon and Viking invaders?</i></p>	<i>Speaking and Listening as initial focus (pupil vote at half-term)</i>	<p>History- British Settlements- Anglo Saxons/ Vikings/ Scots</p>	<p>DT –Structures Computing: Productivity- We are Architects</p> <p><u>Isolated Subjects</u> RE SMSC PE Music MFL- French</p>	<p>H - Story of Beowulf</p> <p>O - Learning journey showcase</p>	<p><u><i>Historical Knowledge:</i></u> <i>Sequencing the past</i> <i>Develop chronologically secure knowledge and understanding of British, local and world history.</i></p> <p>WT: Can sequence with some independence many of the significant events, societies and people within topics covered using date, period labels and terms.</p> <p>WA: Can sequence with independence the key events, objects, themes, societies and people covered using date, period labels and terms.</p> <p>WB: Can explain independently the</p>	Beowulf - Michael Morpurgo
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			What can archaeology tell us about the invaders? How are we to interpret the historical sources, including surviving primary sources? (They are written by one side.					sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately.	
6	Autumn	5 weeks	<p>Rebellion and Invasion</p> <p>Why did WW2 start? When did it start/end? Which countries were involved? Who were the main leaders? What was the Blitz? How did people protect themselves during the war? What was evacuation? Why did</p>	Speaking and Listening as initial focus (pupil vote at half-term)	History- Study of aspect/ themes of British History- WW2	<p>Additional Subjects:</p> <p>Art: Collage</p> <p>Isolated Subjects:</p> <p>Computing: Programming- Adventure Gamers</p> <p>RE</p> <p>SMSC</p> <p>PE</p> <p>Music</p> <p>MFL- French</p>	<p>H – Davidstow museum trip</p> <p>O - Learning journey showcase</p>	<p><u>Historical Knowledge:</u></p> <p>Constructing the Past</p> <p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Understand overview and depth.</p> <p>WT: Can understand some features associated with themes, societies, people and events. Study different</p>	<p>Barrowquest</p> <p>Diary of Anne Frank</p> <p>My Secret War Diary by Marcia Williams</p>

			rationing take place? Why were Jewish people targeted by the Nazis?					<p>aspects of different people, such as difference between male and females. Compare life in early and late 'periods' studied.</p> <p>WA: Can provide overviews of the most significant features of different themes, individuals, societies and events covered. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Know key dates characters and events of time</p>	
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								<p>studied.</p> <p>WB: Can show a detailed awareness of the themes, events, societies and people covered e.g. explain different dimensions and characteristics. Compare the believes and behaviours with another time studied.</p> <p>Give another explanation of a past event in terms of cause and effects using evidence to support and illustrate their explanations.</p>	
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