

An Daras Trust: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 6	Class Teacher: Joanne Young
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: Coasts and Electricity <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</i>	Communication	Geography: Location and Place Knowledge - Coasts Cornwall /France Science: Electricity	Art: Painting DT: Electrical systems Isolated Subjects: Computing RE SMSC PE	Hook: Virtual tour of coasts across the country. Present pupils with a range of materials to make a complete	<i>Geographical knowledge: UK and Local Area</i> Identify the geographical regions and key topographical features of the United Kingdom	How the Whale became Ted Hughs - Class reader Boy Roald Dahl - English text

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		<p><i>is a coastal landslide? Can 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 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</i></p>			<p>Music MFL- French</p>	<p>circuit</p> <p>Outcome: Learning journey showcase to parents and whole school assembly</p>	<p><i>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</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. coastal and mountain environments, and how they change.</p> <p>WB: Can locate and describe a range of</p>	
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		<p>diagrams? Can you recognise the correct symbols for common circuit components? Can you use the correct symbols when drawing a circuit? What will happen to the brightness of a bulb if you alter the wires? Can you plan and carry out a fair test? Why are wires in a circuit usually covered in plastic?</p>					<p>contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.</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</p>	
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							<p><i>representing a simple circuit in a diagram.</i></p> <p>WT: Recognise that changing the number and voltage of cells may alter the operation of a circuit. Identify the function and operation of different components. Understand that components can be represented by symbols.</p> <p>WA: Explain how number and voltage of cells affects the lamp or buzzer. Explain the use of switches, how bulbs can be made brighter and buzzers made louder. Represent a circuit that has</p>	
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							<p>been constructed using symbols.</p> <p>WB: Relate the number or voltage of cells to the number and operation of bulbs or buzzers that can be run from them. Explain the effect of changing the order of the components in a circuit. Design circuits using symbols.</p>	
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