

#### 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  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	Communicatio n	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	Geographical knowledge: UK and Local Area 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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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?  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 coas a which work? How coast a components in the prightness 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 in the property of the property of the program of the property of the prope	 	1		1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1
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How does the level of power	happen to the bulb/motor if			and how they
How does the level of power	too high a voltage is used?			change.
	How does the level of power			
	supplied effect the brightness			WB: Can locate
of a bulb? Why are symbols and describe a				and describe a
used to draw circuit range of				range of



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diagrams? Can you recognise		contrasting	
the correct symbols for		physical	
common circuit components?		environments in	
Can you use the correct		the UK, e.g.	
symbols when drawing a		coastal, river, hill	
circuit? What will happen to		and mountain	
the brightness of a bulb if you		environments,	
alter the wires? Can you plan		and how they	
and carry out a fair test? Why		change.	
are wires in a circuit usually			
covered in plastic?		Physics:	
		<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.	
		Use recognised	
		symbols when	



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		,		1	
				representing a	
				simple circuit in	
				a diagram.	
				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.	
				by symbols.	
				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	
				Circuit triat rias	



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			been	
			constructed	
			using symbols.	
			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.	