

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

<b>School: Windmill Hill Academy</b>	<b>Year Group: Year 1</b>	<b>Class Teacher: Carolyn Carter</b>
<b>Recommendations:</b> 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)
Spring 1	5 weeks	<b>Civilisation and British Values</b> - Kings, Queens and Castles  How many countries make up the United Kingdom? What are the names of these countries? Where are they? (locate on a map) What is the Union Jack?	Communication (based on class vote)	<b>History:</b> Kings, Queens and Castles	<b>Art:</b> Painting <b>Computing:</b> We are collectors  <b>SMSC:</b> Feelings and Emotions and British Values  <b>Isolated Subjects</b>	Hook: Enrichment Day – Kings, Queens and Castles  Outcome: Learning journey parent	<u>Historical Knowledge:</u> <b>Constructing the Past</b> - Know where people and events fit within a chronological framework.	Tell me a dragon (Babcock - poetry) Oi Frog! (Babcock - rhyming sentences)

		<p>What countries does it represent? (How have the St George's Cross, St Andrew's cross, St Patrick's cross been combined?) What is a king / queen? What do they do? Who is our Queen at the moment? (HRH Queen Elizabeth II) What special items do kings and queens wear / hold / sit on? (crown, sceptre, orb, ring, throne) Why? What happens at a coronation? Who was King John? What promises did he make?</p> <p>What was the Magna Carta? Why was it important? Who was King Charles I? Why did the people of England get angry with him? Why was he executed?</p> <p>Why was there a time where there was no King of England? Who became King next? (King Charles II – link to what they already know about the Great Fire of London in 1666). What is parliament? What does it do? How is the parliament chosen? What are the Houses of Parliament? Where are they? When /why were they formed? (Make links to our school pupil parliament) What</p>			<p>RE PE Music</p>	<p>Showcase and Whole School Assembly at end of concept</p>	<p>WT: Can identify relevant features of particular historical themes, events and people from family, local, national and global history. Recognise the difference between past and present in their own and others' lives.</p> <p>WA: Can briefly describe features of particular themes, events and people from family, local, national and global history. Know and recount episodes from stories about the past. Identify difference between ways of life at different times.</p>	<p>Knights (Babcock -Non-fiction Text)</p> <p>The Brave Knight (Story Telling)</p> <p>Class Novel: The Boy Who Grew Dragons by Andy Shepherd</p>
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		is a Prime Minister? What jobs do they do? Why do we have a prime minister? Where do they live? Why did King George I want to have a Prime Minister? What other famous Kings do we know? (also link to future learning in Y2 – Queen Elizabeth I, Queen Victoria)					WB: Can explain a range of features covering family, local, national and global history and draw a range of conclusions. Recognise why people did things, why events happened and what happened as a result.	
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