

An Daras MAT: Curriculum Knowledge: Horizontal Class Learning Map

School: Windmill Hill Academy	Year Group: Year 1	Class Teacher Carolyn Carter
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. Breadth/ Depth/ Scaffolding for the Subject. Ensuring Wider Application)	Quality English Text(s)
Autumn	5 weeks	Rebellion and Invasion <ul style="list-style-type: none"> Why is the Great fire of London Significant? When was the Great Fire of 	Speaking and Listening as initial focus (pupil vote at half-term)	History - Events beyond Living Memory: The Great Fire of London	DT – Structures Computing: Creativity - We are painters Extra Links: Science:	H: Fire Station Visit O: Local Houses Walk/showcase	<u>Historical Knowledge:</u> Sequencing the Past Know where people and events fit	The Three Little Pigs (Pie Corbett Story Telling) Fire Safety

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		<p><i>London and what happened? (time line of events)</i></p> <ul style="list-style-type: none"> • <i>How did the fire start and why did London burn?</i> • <i>How do we know what happened? (historical sources – including Samuel Pepys diary as an eye witness account)</i> • <i>How did they try to stop the fire? (compare with modern day fire services)</i> • <i>What happened to the people who lost their homes in London? (how does this compare to</i> 			<p>Materials SMSC: Feelings and Emotions</p> <p><u>Isolated Subjects</u> RE SMSC PE Music</p>	<p>Enrichment Day Building - Model Houses</p> <p>Three Little Pigs House Building (Role Play, materials and science experiments)</p> <p>Interactive Museum of London website</p> <p>Learning journey parent Showcase at end of unit</p>	<p><i>within a chronological framework.</i> WT: Can depict on a 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.</p> <p>WA: Can sequence independently on an annotated timeline a number of events related to the Great</p>	<p>instructions</p> <p>Toby and The Great Fire of London (fiction)</p> <p>The Great Fire of London (Great Events) by Gillian Clements</p>
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		modern day)					<p>Fire of London. Can use a number of everyday time terms (such as: now, then, yesterday, week, month, year, nowadays, old and new.</p> <p>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</p>	
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