

<b>School: Lew Trenchard C of E Primary School</b>	
Completed by a School Leader/ Key Stage Leader:	Name/ Signature/ Date: Louise Hussey December 2021
Shared with Curriculum Leaders:	Name/ Signature/ Date: Liz Davy, Ginnette Sutherland, Dale Payton, Jason Elliot, Jodie Trevohah
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: Louise Hussey, Liz Davy, Ginnette Sutherland, Jason Elliot, Dale Payton
<b>Recommendations:</b>	
<p>It is recommended to use Humanities Subjects first as the subjects to enable strong connections with other subjects.</p> <p>Science will be taught through all concepts as it is a core subject. Always ensure there are strong connections and links to prior learning and concepts and where applicable between subjects.</p> <p>At times, there may need to be isolated subjects to ensure coverage e.g. RE, PE, MFL, etc where strong connections cannot be made.</p> <p>Always ensure you are subject specific with the children e.g. they know it is a geography lesson.</p> <p>All topics begin with a guided reading lesson to introduce the knowledge organiser and do the first quiz. In the first week, a vocabulary lesson should be shared. Children should be given a knowledge organiser and vocabulary mat to take home and another to stick into their Knowledge Book.</p> <p>Some 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> <p>For more detail about knowledge and skills progression, please refer to each subject's knowledge and skills organiser. Please note that SMSC features throughout the provision and within other subjects.</p> <p>Please note that due to split age groups we run on a twoyear rolling programme.</p> <p><b>Diversity:</b> we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in <b>orange</b>.</p> <p><b>Climate Curriculum:</b> We have carefully planned in opportunities for pupils to study climate change. Where there are key links, these are highlighted in <b>green</b>.</p>	

Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography

# Curriculum Knowledge: School Horizontal Learning Map



Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Year 5/6:  Year A	<p><b>Priority Subject</b> <b>History: The First Flight</b> <i>- Who were the Wright Brothers and how has it changed the world?</i> The lives of significant individuals in the past/ events beyond living memory that are significant nationally</p> <p><b>Additional Subjects</b> RE - People of God - <i>How can following God bring freedom and justice?</i></p> <p><b>Global Objectives:</b> <i>Where in the World? Variety ways festivals celebrated.</i></p> <p><b>Harvest Celebration</b> <b>Science</b> Properties of materials <b>Art</b> Drawing <b>Computing</b> Effective research (Aware of pioneers in Computer Science) Online safety: We are Year 5 rule writers <b>PSHE</b> (Diverse communities) Respectful relationships (Respecting self and others)</p>	<p><b>Priority Subjects</b> <b>Geography</b> Land use over time – Settlement and farming – Local fieldwork.</p> <p><b>Additional Subjects</b> RE – Other Faiths - <i>What does it mean to be a Muslim in Britain today?</i> <b>Christmas Celebration</b> <b>Science</b> Materials - changes <b>Art</b> Printing (Escher, Bridget Riley, traditional Islamic artists) DT Cooking – Pizzas with local produce <b>Computing:</b> Online safety: We are responsible for our online actions <b>PSHE</b> Illness Nutrition and healthy eating <b>PE</b> Football <b>Music</b> Performance and song - Christmas <b>MFL (French)</b> – Likes and dislikes</p>	<p><b>Priority Subject</b> <b>History</b> British resistance – <i>Who was Boudica and how did she resist the Roman Invasion?</i> The Roman Empire and their impact on Britain</p> <p><b>Additional Subjects</b> RE – Incarnation - <i>Was Jesus the Messiah?</i> <b>Science</b> Earth and Space <b>Computing</b> Databases <b>SMSC</b> British Values <b>PSHE</b> Puberty 1 - bodies and reproduction (Respecting self and others) Puberty 2 – changes (Respecting self and others) <b>Art</b> Painting <b>PE</b> Movement and Mindfulness <b>Music</b> Charenga</p>	<p><b>Priority Subject</b> <b>Geography</b> Climate Change Study – <i>What is happening in Bangladesh and what are they doing about it? Are there more natural disasters now eg. Floods and Earthquakes?</i></p> <p><b>CLIMATE CURRICULUM Study</b></p> <p><b>Additional Subjects</b> RE -Salvation - <i>What did Jesus do to save human beings?</i> <b>Easter Celebration</b> <b>Science</b> Forces DT Geared Models and Cams <b>Computing /PSHE</b> Online content/Online contact <b>PE</b> Tag Rugby <b>Music</b> Performance and song -Easter <b>MFL (French)</b> - Travel</p>	<p><b>Priority Subject</b> <b>History</b> The Mayan Civilisation – <i>Would you have preferred to live here or there in this period of time? a non-European society that provides contrasts with British history -Mayan civilization c. AD 900; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</i></p> <p><b>Additional Subjects</b> RE - Kingdom of God- <i>What kind of King is Jesus?</i> <b>Science</b> Animals including humans <b>Art/DT</b> Clay pots – emblems and textiles(Andy Goldsworthy and Barbara Hepworth) <b>Computing</b> Online safety: We are respectful of copyright <b>PSHE</b> Mental health and keeping well</p>	<p><b>Priority Subject</b> <b>Geography</b> The Amazon Rainforest - <i>A Study of South America – What is the a rainforest? What is the impact of humans?</i></p> <p><b>CLIMATE CURRICULUM Study</b></p> <p><b>Additional Subjects</b> RE - <i>What matters most to humanists and Christians?</i> <b>Art/DT</b> Clay pots – emblems and textiles <b>Computing</b> Video editing <b>PSHE</b> Exploring risk (in everyday situations) <b>PE</b> Cricket <b>Music</b> Charenga <b>MFL (French)</b> - Animals</p>

# Curriculum Knowledge: School Horizontal Learning Map



	<p><b>PE Dance</b>  <b>Music</b> Performance and song - Harvest</p>				<p>Managing challenges and change  <b>PE Gymnastics</b>  <b>Music Charenga</b></p>	
<p><b>Metacognitive Skill Progression</b></p>	<p><u>Planning</u>            Inquiring – identifying, exploring and organising information and ideas: Pose questions  <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas  <i>Identify and clarify relevant information and prioritise ideas.</i></p>	<p><u>Planning</u>            Generating ideas, possibilities and actions element: Seek solutions and put ideas into action  <i>Assess and test options to identify the most effective solution and put ideas into action</i></p> <p><u>Evaluation</u>            Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning  <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i></p>	<p><u>Planning</u>            Inquiring – identifying, exploring and organising information and ideas: Organise and process information  <i>Analyse, condense, and combine relevant information from multiple sources.</i></p> <p><u>Monitoring</u>            Reflecting on thinking and processes element: reflect on processes  <i>Identify and justify the thinking behind choices they have made.</i></p>	<p><u>Monitoring</u>            Reflecting on thinking and processes element: think about thinking  <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p> <p><u>Evaluation</u>            Analysing, synthesising and evaluating reasoning and procedure element: evaluate procedures and outcomes  <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria.</i></p>	<p><u>Planning</u>            Generating ideas, possibilities and actions element: Consider alternatives  <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i></p> <p><u>Monitoring</u>            Reflecting on thinking and processes element: transfer knowledge into new contexts  <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p>	<p><u>Planning</u>            Generating ideas, possibilities and actions element: Imagine possibilities and connect ideas  <i>Combine ideas in a variety of ways and from a range of sources to create new possibilities</i></p> <p><u>Evaluation</u>            Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and design a course of action  <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i></p>
<p><b>Off site Enrichments</b></p>	<p>Farming Trip /            Geography Fieldwork</p>	<p>Swimming</p>		<p>Recycling centre</p>		<p>Eden Project            Adventure Residential</p>

# Curriculum Knowledge: School Horizontal Learning Map



Internal Enrichment		Parents' Pizza Feast	Roman Resistance Day	Connect to Banglaeshi school	Sports Day	Heritage Week and Spirituality Day
Quality English Texts	Beowulf Michael Morpurgo Myths and legends Viking Boy	Uno's Garden Graham Base The Iron Man Ted Hughes Or The tin Snail The Flood	Selection of Poetry by Charles Causley	Charlotte's Webb	George's Secret Key to the Universe The Curse of the Maya (GR) Stories from other cultures. Kensuke's Kingdom Poetry – Benjamin Zephaniah Biographies – example text Benjamin Zephaniah	Goth girl and the Ghost of a Mouse – Classical Narrative?
Learning Connection block	Innovation and Change		Invasion and Connections		Culture and Contrasts	
Learning Connection Lead Subject	History	Geography	History	Geography	History	Geography

# Curriculum Knowledge: School Horizontal Learning Map



Time of Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Autumn 1	Autumn 2
Year 5/6:  Year B	<p><b>Priority Subject</b> History Local History <b>Mills and Mining – How did Devon change during the industrial revolution?</b> a study over time tracing how several aspects of national history are reflected in the locality/a significant turning point in British history</p> <p><b>Additional Subjects</b> RE Creation/Fall <i>Creation and Science: conflicting or complementary?</i> <b>Harvest Celebration</b> <b>Science Evolution and Inheritance</b> DT Cooking: Design and make pasties <b>Computing</b> Online safety: We are online safety ambassadors <b>PSHE</b> Different types of families (Different types of relationships) Healthy/harmful relationships</p>	<p><b>Priority Subject</b> Geography Darwin’s Voyage of Discovery <b>Maps and Atlases - Can you trace Darwin’s voyage across the globe? What contrasts and cultures would he have experienced?</b></p> <p><b>Additional Subjects</b> RE - Other Faiths - <i>Why do Hindus want to be good?</i> <b>Christmas Celebration</b> <b>Art</b> Drawing <b>Computing</b> Effective Research (Research a location online using a range of resources appropriately) Online safety: We will not share inappropriate images <b>PSHE</b> Keeping your body safe 1 Keeping your body safe 2 <b>PE Football</b> <b>Music</b> Performance and song - Christmas <b>MFL (French) – Months and Seasons</b></p>	<p><b>Priority Subject</b> History The Vikings – <i>why did they invade?</i> Viking raids and invasion/the Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p><b>Additional Subjects</b> RE - God - What does it mean if God is holy and loving? <b>Global Objectives:</b> <i>Where in the World?</i> The lives of Christians around the world <b>Science Electricity</b> <b>SMSC</b> British Values <b>PSHE</b> Spending decisions Gambling (Exploring risk in relation to gambling) <b>Computing/DT</b> Programing – Microbits <b>PE Movement and Mindfulness</b> <b>Music Charenga</b></p>	<p><b>Priority Subject</b> Geography Climate <b>Change Study - Fossil Fuels and Natural Resources – The Middle East -How has human use of natural resources led to climate change? What are the alternatives?</b></p> <p><b>CLIMATE CURRICULUM Study</b></p> <p><b>Additional Subjects</b> RE - <i>Why do some people believe in God and some people not?</i> <b>Easter Celebration</b> <b>Science Light</b> <b>Art</b> Painting <b>Computing</b> Online safety: We are safe social networkers (Exploring computer networks including the internet) <b>PSHE</b> Share Aware 1 – Alex (Online friendships and keeping safe) Share Aware 2 – Lucy (Skills for using the Internet safely) <b>PE Tag Rugby</b> <b>Music</b></p>	<p><b>Priority Subject</b> History WWII – <i>Why was the Battle of Britain a turning point in WWII? - a significant turning point in British history, for example, the Battle of Britain</i></p> <p>World War Two- diversity Jews Holocaust</p> <p><b>Additional Subjects</b> RE - Gospel - <i>What would Jesus do?</i> <b>Science Living things and their habitats</b> <b>Art</b> Collage: Blitz skyline silhouettes, exploring art work created of the Blitz and Remembrance Day collage <b>Computing</b> Online Safety: We are respectful of others <b>PSHE</b> Social media Feelings and common anxieties when changing schools <b>PE Gymnastics</b> <b>Music Charenga</b></p>	<p><b>Priority Subject</b> Geography Name and Locate – Europe including Russia – <i>the geography of WWII – Why was it harder for the Germans to invade the UK?</i></p> <p>Europe and Russia <b>Additional Subjects</b> RE - <i>How does faith help people in Devon when life gets hard?</i> <b>Science Animals including humans</b> <b>Computing</b> Productivity: Webpage Creation DT Car Model – wheels, pulleys and axles <b>PSHE</b> Changing schools (Changes from primary to secondary school) <b>PE Cricket</b> <b>Music Charenga</b> <b>MFL (French) – School</b> (Revision and consolidation)</p>

# Curriculum Knowledge: School Horizontal Learning Map



	(Diverse community and stereotypes) <b>PE Dance</b> <b>Music</b> Performance and song - Harvest			Performance and song - Easter <b>MFL (French)</b> - Weather		
<b>Metacognitive Skill Progression</b>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p> <p>Inquiring – identifying, exploring and organising information and ideas: Identify and clarify information and ideas <i>Identify and clarify relevant information and prioritise ideas.</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i></p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences</i></p> <p>Generating ideas, possibilities and actions element: Consider alternatives <i>Identify situations where current approaches do not work, challenge existing ideas, and generate alternative solutions.</i></p> <p>Generating ideas, possibilities and actions element: Seek solutions and put ideas into action</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Organise and process information <i>Analyse, condense, and combine relevant information from multiple sources.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedure element: apply logic and reasoning <i>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome</i></p> <p>Analysing, synthesising and evaluating reasoning and procedures element: draw conclusions and</p>	<p><u>Planning</u> Inquiring – identifying, exploring and organising information and ideas: Pose questions <i>Pose questions to clarify and interpret information and probe further to discover causes and consequences.</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i></p>	<p><u>Monitoring</u> Reflecting on thinking and processes element: transfer knowledge into new contexts <i>Apply knowledge gained from one context to another unrelated context and identify new meaning</i></p> <p><u>Evaluation</u> Analysing, synthesising and evaluating reasoning and procedures element: Evaluate procedures and outcomes <i>Evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria</i></p>

# Curriculum Knowledge: School Horizontal Learning Map



	<i>reasonable criticism, and adjust their thinking if necessary.</i>		<p><i>Assess and test options to identify the most effective solution and put ideas into action</i></p> <p><u>Monitoring</u> Reflecting on thinking and processes element: think about thinking <i>Reflect on assumptions made, consider reasonable criticism, and adjust their thinking if necessary.</i></p>	<p>design a course of action <i>Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</i></p>		
<b>Off Site Enrichment</b>	Morwellham Quay				Catch-up Swimming Davidstow War Museum	Bristol Trip
<b>Internal Enrichment</b>	Pasties for parents	Careers Fair	Viking Day  Bikeability	Climate Action Day	Sports Day	Heritage Week and Spirituality Day Leavers' Assembly and Church Service
<b>Quality English Text</b>	<p>Holes by Louis Sachar</p> <p>Cogheart by Peter Bunzel</p> <p>Skellig by David Almond</p>	<p>The Deserted House poem by Mary Coleridge</p> <p>Cloudbursting – <b>Malorie Blackman</b></p> <p>The Hajj</p> <p>Barrowquest</p> <p>Boy by Roald Dahl</p>	<p>Balanced argument :Roald Dahl's Revolting Rhymes – Goldilocks and Three Bears.</p> <p>The Lion, the witch and the wardrobe by C.S Lewis</p>	<p>David Copperfield</p> <p>The Borrowers by Mary Norton</p> <p><b>Non-fiction guided reading: inspirational modern women</b></p>	<p>Hurricane Gold by Charlie Higson</p> <p>The Railway Children by E Nesbit</p> <p>Lionboy by Zizou Corder</p> <p><b>Non-fiction guided reading: Civil Rights</b></p>	<p><b>Diary of Anne Frank</b></p> <p>My Secret War Diary by Marcia Williams</p> <p>Anatomy: A Cutaway Look Inside the Human Body by <b>Hélène Druvert</b> and <b>Jean-Claude Druvert</b></p>

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