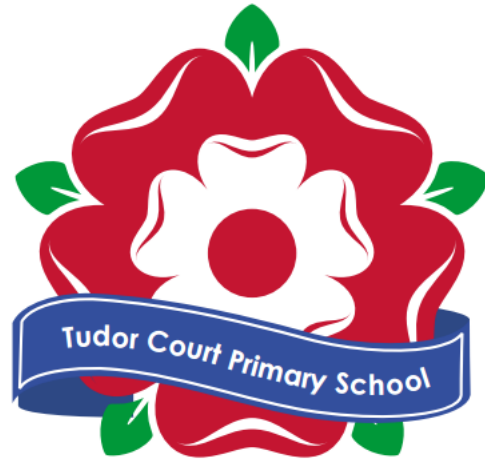


Tudor Court Primary

Curriculum Map – Cycle 1

4th September – 23rd November 2024



Learning Power Focus: Resilience

Year: Reception

Inspire – Challenge - Succeed



Literacy:

- Phonics: Read, Write, Inc – introduction to letter sounds and 'Fred Talk.'
- Engaging in shared stories and books
- Beginning to retell their own stories
- Drawing and mark-making in a range of contexts
- Beginning to write their names

Computing:

Everyone Can Create Early Learners - Drawing: Patterns, Things, People and Places:

- Talking about technology at home and using technology in role play
- Draw different kinds of lines using a variety of pen and brushes
- Experiment with methods of creating and combining shapes
- Practice making patterns using lines and shapes
- Combine basic shapes to sketch objects
- Use Mark Up to outline shapes in photos
- Use shapes to draw a building

Understanding the World:

- Identifying their likes and dislikes
- Describing their appearance
- Recognising old and young people
- Identifying and describing members of their family
- Recognising and describing where they go to school
- Recognising and describing features of their local area
- Knowing they are part of a community and identifying other members of their community

Topic: All about me and my community.

Enquiry Question: What is special about me and where I live?

Key Concepts: Community, similarity, difference.

Communication and Language:

- Ready to learn, preparing to write – focus on expressive language, including:
- Talking about their own needs and wants, including beginning to say why
- Asking for help
- Explaining themselves
- Listening to and responding appropriately to instructions

Expressive Arts and Design:

- Experimenting with a range of materials and techniques
- Explaining who is who in a picture they have made and/or what is happening
- Keeping the beat of a song, e.g. through actions
- Learning new stories, rhymes and songs
- Making up their own actions to a song or rhyme

Maths:

Subitising, (Cardinality, ordinality and counting), Composition and Comparison

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number

Measure, Shape and Spatial Thinking

- Exploring patterns
- Compare sizes
- Positional language
- Shapes with four sides
- Circles and Triangles

Learning Power Focus: Resilience

Year: Reception

Inspire – Challenge – Succeed



Physical Development:

Preparing to write – focus on gross and fine motor skills, including:

- Catching a ball
- Climbing on PE apparatus or a climbing frame/outdoor equipment
- Beginning to use a dominant hand during activities
- Controlling and manipulating small tools effectively
- Beginning to use tripod grip
- Beginning to use scissors appropriately to snip and cut

Home Learning:

Children could:

- Look at and talk about family photos.
- Talk about their local area.
- Learn what jobs their parents and other family members do.

Key Vocabulary:

Me, myself, like, dislike, family, rules, community, local, past, now, long ago.

Personal, Social and Emotional Development:

- Beginning to make friends
- Selecting resources for themselves
- Sharing and taking turns
- Talking in a small group
- Seeking help when needed
- Beginning to follow the class and school rules of 'Ready, Respect Safe'

Topic: All about me and my community.

Enquiry Question: What is special about me and where I live?

Key Concepts: Community, similarity, difference.

Significant individuals and events:

- Remembrance Day: Friday 11th November 2024
- Black History Month: 14 October – 18th October - *Text: Anansi the Spider: A Tale from the Ashanti*

Coherence

Links to future learning:

- Understanding local area (Y1 geography and Y2 history)
- Understanding the difference between older and younger members of families and the community (Y1 history – Toys)
- Knowing that some people are important to us (e.g. family members, friends, people who help us in our community) (Y1 history – significant individuals)

Community and Local Links:

- Children can share family pictures from home
- Developing an understanding of their new class and year group community.
- Exploring the wider school community. (Who is here to help us)

Learning Power Focus: Resilience

Year 1

Inspire – Challenge - Succeed



Key Knowledge:

- Old toys were often made of wood
- Many modern toys are made of plastic
- Old toys were mechanical or moved by hand.
- Modern toys often use batteries
- Old toys were often handmade
- Most modern toys are made by machines in factories

Key Vocabulary:

Material(s), plastic, metal, wood, glass, factory/factories, machine, modern, record, leisure, technology,, mechanical, fabric, handmade, battery/batteries.

Community and Local Links:

- V &A Museum of Childhood, Bethnal Green
- Survey for parents/grandparents/carers and/or invite family/members of community in to share their memories of toys/their toys.

Overall Outcome:

Children will create a 3D timeline of toys (objects and images), explaining (in writing or verbally) the choices they have made.

Topic: Changes within living memory: Toys

Enquiry Question: Why didn't my grandparents play with an Xbox?

Key Concepts: change, continuity

Significant individuals and events:

- Remembrance Day – 11th November 2024
- Black History Month: 14th - 18th October 2024 – Celebrating different cultures and experiences - ***Text: Coming to England.***

Coherence

Links to previous history knowledge:

- EYFS – beginning to use language relating to the past and understanding the passing of time

Links to future history knowledge:

- Y2 local history - relating awareness that life was different in the past to wider contexts (local community, London, UK history)

Links to other subjects:

- Science – materials
- DT – moving objects / mechanisms

Learning Power Focus: Resilience Year 1

Inspire – Challenge - Succeed



Writing:

Book Study:

- Dogger – *Shirley Hughes*
- Coming to England – *Floella Benjamin*

Narrative:

- The Train Ride
- On Sudden Hill

Reading:

- Phonics – Read, Write, Inc

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo and Video

Art:

- Sculpture – Using clay

PE:

- Gym, Dance , Games 1

Topic: Changes within living memory: Toys

Enquiry Question: Why didn't my grandparents play with an Xbox?

Key Concepts: change, continuity

Music:

- **Introducing Beat:** How can we make friends when we sing together?
- **Adding Rhythm and Pitch:** How does music tell stories about the past?

RE:

- Expressing: How and why do we celebrate special and celebrate sacred times?

PSHE:

- Being me in My World
- Celebrating Difference

Maths:

- **Unit 1: Previous Reception experiences and counting within 100** - Number and place value
- **Unit 2: Comparison of quantities and part-whole relationships** – Number and place value

Science: Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple properties.

Learning Power Focus: Resilience

Year 2

Inspire – Challenge - Succeed



Key Knowledge

- Queen Victoria was Queen of the United Kingdom from 1837 until her death in 1901. Her reign is known as the Victorian era.
- Some of the houses and other buildings in our local area were built in Victorian times and some have been built more recently.
- The high street (shopping) was very different in Victorian times.
- In the Victorian era, local people worked in the chalk quarry and on the docks. Tilbury docks were opened in 1886. Today, local people do other jobs.
- Grays Railway Station was opened in 1854 on the London, Tilbury and Southend Railway.
- Queen Victoria celebrated Golden and Diamond Jubilees in 1887 and 1897, marking 50 and 60 years of her reign. Queen Elizabeth II has had jubilee celebrations in 1977 (for her Silver Jubilee), 2002 (for her Golden Jubilee) 2012 (for her Diamond Jubilee) and 2022 (for her Platinum Jubilee).

Overall Outcome:

Children will create a museum display showing how Grays has changed since Victorian times, using different ways of representing the past to answer simple questions.

Key Vocabulary:

Queen, local, buildings, railway station, transport, celebrate, Victorian, reign, royal, era, high street, quarry (chalk pit), docks, jubilee

Topic: Local History

Enquiry Question: How has Grays changed since Victorian times?

Key Concepts: change, community, legacy, commemoration

Community and Local Links:

Local walks and visits (including Grays Gorge, Grays Town Centre)
Thurrock Museum
Local fieldwork

Parents/grandparents to come in to speak about their memories of Queen Elizabeth II's Jubilees and use of any photographs of events that happened in school at these times

Coherence

Links to previous history knowledge:
Y1: Significant individuals in the history of aviation

Links to future history knowledge:
The impact of monarchs on the lives of people, locally, nationally and internationally, e.g. Charles II during the Great Fire of London (Y2) and Henry VIII (Y5)

Links to other subjects (Y2):
Science – materials
Art – Portraiture

Significant individuals and events:

- Remembrance Day – 11th November 2024
- Black History Month – 14th October – 18th October – Celebrating black people in sports. **Text: Sisters and Champions**

Learning Power Focus: Resilience Year 2

Inspire – Challenge - Succeed



Writing:

Book study:

- Queen Victoria's Bathing Machine
- Sisters and Champions

Narrative:

- The Crow's Tale

Poetry:

- If I Were in Charge of the World

Reading:

- Phonics – Read, Write, Inc

PE:

- Gym
- Dance
- Games

DT:

- Mechanisms – Moving Vehicles

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo, and Video

Topic: Local History

Enquiry Question: How has Grays changed since Victorian times?

Key Concepts: change, community, legacy, commemoration

Music:

- **Exploring Simple Patterns:** How does music help us to make friends
- **First Part: Focus on Dynamics and Tempo:** How does music teach us about the past?

RE:

- Believing: Who is Jewish and what do they believe?

PSHE:

- Being Me in My World
- Celebrating Differences

Maths:

- Unit 1: **Numbers 10 to 100** – Number and Place Value
- Unit 2: **Calculations within 20** – Addition and Subtraction
- Unit 3: **Fluently add and subtract within 10** – Number Facts

Science: Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Learning Power Focus: Resilience

Year 3

Inspire – Challenge - Succeed



Key Knowledge:

- People have been living in Britain for a very long time (about 900, 000 years).
- About 10,000 years ago the last ice age ended, causing sea levels to rise. Britain became separated from the European mainland around 6,000 BC.
- In the Mesolithic period or Middle Stone Age, people were hunter-gatherers. Between about 5,000 and 4,500 BC, an important change happened; people in Britain began to farm (produce their food). This was the start of the Neolithic period or New Stone Age.
- Farmers needed to store the grain they had harvested. This led to a more settled way of life.
- In about 3,800 BC, people started to make large communal tombs and ceremonial monuments.
- The Bronze Age started in around 2,500 BC, when people started to use metal (bronze, copper and tin).
- The Iron Age started in around 800 BC, when people started to use iron to make weapons and tools, and ended in 43 AD, when the Romans invaded.
- Some big changes happened during the Iron Age; people started to use coins, for example, and to make pottery.

Overall Outcome:

Children will prepare a speech for a debate, with different groups taking different positions on which time period they would prefer to live in (Stone, Bronze or Iron Age).

Key Vocabulary:

Prehistory (prehistoric), archaeology, period, settlement, tribe, tomb, monument, ceremony (ceremonial), henge, long barrow, hunter-gatherer, nomadic, farming (agriculture), tin, copper, bronze, iron, BC/AD, Palaeolithic, Mesolithic, Neolithic

Topic: British History: The Stone Age to the Iron Age

Enquiry Question: Would you rather have lived in the Stone, Bronze or Iron Age?

Key Concepts: community, settlement, change, continuity, evidence, trade, migration

Significant individuals and events:

- Remembrance Day: 11th November
- Black History Month – 14th October – 18th October – **Celebrating the achievements of Black Britons.**

Community and Local Links:

- Museum of London:
<https://www.museumoflondon.org.uk/collections/about-our-collections/what-we-collect/prehistoric>
- List of archaeological sites in Thurrock:
https://en.wikipedia.org/wiki/List_of_archaeological_sites_in_Thurrock
- Archaeology of Essex:
<https://finds.org.uk/counties/essex/tag/iron-age/>
- The discovery of the Aveley Mammoth in 1964

Coherence

Links to previous history learning:

- People in Britain lived differently in the past. (Y2 local history and Great Fire of London)

Links to future history learning:

- Y3 Ancient Egyptians: settlement, agriculture and ceremonial culture
- Y4 Roman Britain, Anglo-Saxons and Vikings – settlement, tribes

Links to other subjects:

- Art – weaving and pottery (Y3)
- Geography – settlement and land use (Y3)
- DT – making tools (Y3)
- Science – materials (Y2) and rocks / geology (Y3)

Learning Power Focus: Resilience

Year 3

Inspire – Challenge - Succeed



Writing:

Book study:

- Stone Age Boy - Satoshi Kitamura
- Owen and the soldier - Lisa Thompson

Narrative:

- The True Story of Three Little Pigs

Reading:

- Prehistoric Britain
- Rocks and Fossils
- Anne Fine
- Roald Dahl
- Songs
- Black History Month

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo and Video

PE:

- Gym 1
- Dance 1
- Games 1

Topic: British History: The Stone Age to the Iron Age

Enquiry Question: Would you rather have lived in the Stone, Bronze or Iron Age?

Key Concepts: community, settlement, change, continuity, evidence, trade, migration

RE:

- Living: How does family life and festivals show what is important to Jewish people?

PSHE:

- Being Me in My World
- Celebrating Difference

Music:

- Let your spirit fly
- Glockenspiel Stage 1

Art:

- Making and Painting

Maths:

Unit 1: **Adding and subtracting across 10** – addition and subtraction and number facts

Unit 2: **Numbers to 1000** – addition and subtraction and number facts

Science: Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Learning Power Focus: Resilience

Year 4

Inspire – Challenge - Succeed



Key Knowledge:

- Emperor Julius Caesar first invaded Britain in 55 and 54 BC but the Roman conquest of Britain did not happen until AD 43 (under Emperor Claudius).
- Roman forces occupied Britain. They founded London in AD 50. They built other towns, roads and Hadrian's Wall (AD 122).
- In AD 60, Boudicca (a queen of the British-Celtic Iceni) led tribes in an attack on Roman forces.
- The Romans withdrew from Britain in AD 410 amid the fall of the western Roman Empire.
- After the Romans left Britain, new invaders, the Anglo-Saxons, came across the sea from modern-day Germany, the Netherlands and Denmark. They were farmers and preferred to live in the countryside. Different groups settled and set up different kingdoms in different parts of Britain.
- Christianity spread in Britain during the Anglo-Saxon period.
- The first Viking raid was in around AD 787. The Vikings sailed across the North Sea from modern-day Denmark, Sweden and Norway. Some Vikings came to fight and steal. Others came to settle.
- By AD 874, almost all of the Anglo-Saxon kingdoms had fallen to the Vikings, except for Wessex, which was ruled by King Alfred.
- Athelstan became the first King of England in AD 927 after he conquered the last Viking kingdom, Jorvik (modern-day York).

Overall Outcome:

Children will create a resource to explain to other children (e.g. Year 3) why people from other places invaded and settled in Britain during the time period studied (c.55 BC to 927 AD) and what the impact of these new arrivals was on life here. The resource could be, for example, a webpage or a video.

Children will refer to a range of sources and explain why they have chosen these sources and what these sources' (potential) limitations are. They will give make connections between events and suggest possible reasons for things that happened.

Topic: Roman Britain, Anglo-Saxons and Vikings

Enquiry Question: How and why did people from other places invade and settle in Britain?

Key Concepts: empire, power, migration, monarchy, warfare

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain>
- Thurrock Museum (Roman pottery, Saxon artefacts):
<https://www.thurrock.gov.uk/thurrock-museum/about-museum>
- Colchester Castle
- Roman town at Tilbury

Significant individuals and events:

- Remembrance Day – 11th November
- Black History Month – 14th - 18th October - **How did the Bristol Bus Boycott impact the fight for social justice and equality, and what can we learn from this historical event to create positive change in our communities today?**

Key Vocabulary:

settle/settler/settlement, tribe, society, religion, emperor, empire, invade/invasion, conquer/conquest, occupation, raid, rebellion, resistance, influence, kingdom

Coherence

Links to previous history knowledge:

- Roman invasion brought an end to the Iron Age (Y3)
- Local history: London (Y2)
- The development of civilisations and their legacies/lasting influence (Y4 – Ancient Egypt)

Links to future history knowledge:

- Monarchs' power (Y5)
- The development of civilisations and their legacies/lasting influence Y5 – Benin and Ancient Greece)
- Military organisation (Y6 WW2)
- The role of migration in the development of nations/civilisations (Y6 immigration)

Links to other subjects:

- Geography – UK, England, Scotland, Europe, London (capital), reading maps
- Maths – Roman numerals
- English – etymology of words (spelling)

Learning Power Focus: Resilience

Year 4

Inspire – Challenge - Succeed



Writing:

Book Study:

- Beowulf
- Boy at the Back of the Class - *Onjali Rauf*
- Rosa Parks – Little People, Big Dreams – *Lisbeth Kaiser*

Narrative:

- Iron Man

Reading:

- Picture Books
- Romans
- Poetry
- Black History Month
- Notable People

DT:

- Textiles – Making a bag

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo and Video

Topic: Roman Britain, Anglo-Saxons and Vikings

Enquiry Question: How and why did people from other places invade and settle in Britain?

Key Concepts: empire, power, migration, monarchy, warfare

RE:

- Expressing: Why do some people think life is a journey?

PSHE:

- Being Me in My World
- Celebrating Difference

PE:

- Gym 1, Dance 1, Games 1

Music:

- Unit 1: Mamma Mia –
- Glockenspiel -Stage 2

Maths:

- Unit 1: **Review of addition and subtraction** – Number and Place Value.
- Unit 2: **Numbers to 10,000** – Number and Place Value.
- Unit 3: **Perimeter** – Geometry

Science: States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Learning Power Focus: Resilience

Year 5

Inspire – Challenge - Succeed



Key Knowledge:

- The Ancient Kingdom of Benin is first established in c.AD 900 when small villages join together in a conglomerate.
- An enormous earthen moat is built around the Kingdom boundaries between AD 900 to 1400.
- The first dynasty of Ogois kings ends in AD 1180 and the Obas begin their rule, starting with Eweka.
- Benin begins to expand and thrive under the rule of Oba Ewuare the Great in c.AD 1440.
- Oba Esigie sets up trading links with the Portuguese and other European visitors in AD 1514.
- Benin Kingdom enters a period of decline from AD 1700 due to a series of civil wars and the abolition of the Slave Trade with Europe.
- Benin is under threat from Britain for its natural resources by the 1800s. Benin City is destroyed by British troops in AD 1897 and Benin comes under British rule.
- The famous Benin bronzes are now located around the world in museums and with collectors. Nigeria is asking for their repatriation.

Overall Outcome:

Children will adopt the persona of a curator in a UK museum and write a balanced argument text for the museum board, outlining the possible reasons for and against returning the bronzes held in its collection to Nigeria for display in the planned Edo Museum of West African Art (due to be built in Benin City). Children may make their own judgement/recommendation at the end of the report as to whether the bronzes should or should not be returned.

Topic: Benin, c.AD 900 – 1300

Enquiry Question: Should the Benin Bronzes be returned to Nigeria?

Key Concepts: empire, power, monarchy, warfare, trade, ownership, perspective, evidence

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes>
<https://www.britishmuseum.org/learn/schools/ages-7-11/africa/classroom-resource-art-benin>
- Horniman Museum and Gardens:
<https://www.horniman.ac.uk/resource/ancient-benin/>
- Invite parents/carers or local community members of Nigerian heritage to speak to children about modern-day Nigeria/West Africa, possible family history relating to the British colonial period/independence in 1960, feelings about the Benin bronzes etc.

Key Vocabulary:

Kingdom, society, empire, invasion, slavery/slave, dynasty, merchant, colonise/colonisation/colonial, exile, bronze, repatriation

Coherence

Links to previous history knowledge:

- Establishment of Kingdoms (Y3) and the development of civilisations (Y4)
- Roman Empire (Y4)

Links to future history knowledge:

- Monarchs' power (Y5)
- Civilisations' legacies/lasting influence (Y4 – Ancient Egypt, Y5 - Ancient Greece)
- Military organisation (Y6 WW2)
- Migration and the impact of black Britons (Y6)

Links to other Subjects:

- Geography – Africa, trade, climate zones and natural resources
- Art - sculpture

Significant individuals and events:

- Remembrance Day: 11th November
- Black History Month: 14 – 18 October - What is the cost of freedom? **Text: Henry's Freedom Box - Ellen Levine**

Learning Power Focus: Resilience

Year 5

Inspire – Challenge - Succeed



Writing:

Book Study:

- Idia of the Benin Kingdom – *Ekiuwa Aire*
- Henry's Freedom Box – *Ellen Levine*

Narrative:

- Zoo

Non - Fiction:

- Biography – David Attenborough

Reading:

- Picture Books
- Nigeria
- Songs from Musicals
- Great Openings
- Notable People
- Circuses

Art:

- Making and Painting

PE:

- Gym 2, Games 2, Dance 2

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo and Video

Topic: Benin, c.AD 900 – 1300

Enquiry Question: Should the Benin Bronzes be returned to Nigeria?

Key Concepts: empire, power, monarchy, warfare, trade, ownership, perspective, evidence

RE:

- Believing: Why do some people believe God exists?

PSHE:

- Being Me in My World
- Celebrating Difference

Music:

- Rhythm and Pulse - Livin' On A Prayer
- Classroom Jazz 1

Maths:

- Unit 1: **Decimal Fractions** – Number and place value
- Unit 2: **Money** – Number and place value
- Unit 3: **Negative Numbers**

Science: Materials (properties/changes)

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Learning Power Focus: Resilience

Year 6

Inspire – Challenge - Succeed



Key Knowledge:

- World War 2 was the biggest war in history. It was between two groups of countries: the "Allies" and the "Axis Powers". The major Allied countries were Britain, France, the Soviet Union and the United States. The Axis powers were Germany, Italy and Japan.
- World War 2 started in 1939. Adolf Hitler, leader of the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939, German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany.
- From September 1939, all medically fit British men between the ages of 18 and 41 had to register for service in the armed forces.
- The Blitz (September 1940 – May 1941) was a German bombing campaign against Britain. Towns and cities were targeted by the German Air Force. More than 40,000 people died and two million houses were destroyed, including one million in London.
- In 1939 and 1940, 1.5 million children, pregnant women and other vulnerable people were evacuated from British cities to safer countryside locations.
- During World War 2, food and other essential goods such as petrol, clothes and soap, were rationed. Rationing continued after the end of World War 2, ending only in 1954.
- In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender in May 1945. After nuclear attacks on two of its major cities, Japan also surrendered to Allied forces in August 1945. World War 2 had ended.
- During and after the war, many people came to Britain looking for a new home. Some were refugees from other parts of Europe, including survivors of the Holocaust. Polish soldiers and Commonwealth troops also settled in Britain.

Overall Outcome:

Children will produce an extended piece of writing explaining the impact World War Two had on family life in Britain. In their work, children should: use a range of language related to the time period and relevant dates; explore in depth the beliefs, behaviour and characteristics of people from the time period, recognising that not everyone shares the same views and feelings and making comparisons with another time period studied; use a range of primary and secondary sources, linking this as relevant and showing an awareness of how conclusions were arrived at and how to check their accuracy; show an awareness that different evidence will lead to different conclusions; demonstrate an understanding of the difference between fact, fiction and opinion; suggest omissions from a particular source and draw on other sources to create a more complete account.

Significant individuals and events:

- Remembrance Day: 11th November 2024
- Black History Month: 14 – 18 October – What were the causes and effects of the rise of Black Caribbean communities in various areas of Britain after WW2? **Text: Coming to England- Floella Benjamin**

Coherence

Links to previous history knowledge:

- Local history (Y2 – impact of the Blitz on the built environment)
- Invasions (Y4 – Romans, Anglo-Saxons and Vikings)
- Forms of power (Y5 – monarchy and democracy)

Links to future history knowledge:

- Local history (Y2 – impact of the Blitz on the built environment)
- Invasions (Y4 – Romans, Anglo-Saxons and Vikings)
- Forms of power (Y5 – monarchy and democracy)

Links to other subjects (Y6):

- Geography – world maps, borders
- DT – sewing (recycling and repurposing old clothes and materials)

Topic: World War Two

Enquiry Question: What impact did World War Two have on family life in Britain?

Key Concepts: power, democracy, warfare, invasion, perspective, evidence

Community and Local Links:

- Museum of London Docklands:
<https://www.museumoflondon.org.uk/museum-london-docklands/permanent-galleries/docklands-war>
- Imperial War Museum: <https://www.iwm.org.uk/support-us/donations/second-world-war-and-holocaust-galleries>
- Impact of WW2 (and especially the Blitz) on local area – houses and docks, e.g. photographs, testimony of residents (Thurrock Museum exhibition 2019), walk to observe architecture

Key Vocabulary:

Battle, invasion, shelter, troops, military, conflict, Blitz, campaign, air raid, Blackout, Holocaust, Nazi, conscription, evacuee/evacuate/evacuation, ration/rationing, refugee

Learning Power Focus: Resilience

Year 6

Inspire – Challenge - Succeed



Writing:

Narrative:

- Paper Man – animation

Book Study:

- My Secret War Diary – *Marcia Williams*
- Coming to England – *Floella Benjamin*
- Eleven – *Tom Rogers*

Reading:

- Resilience
- World War Two
- Electricity
- Suspense

DT:

- Frames and Structures

PE:

- Gym 1, Dance 1, Games 2

Topic: World War Two

Enquiry Question: What impact did World War Two have on family life in Britain?

Key Concepts: power, democracy, warfare, invasion, perspective, evidence

Computing:

- Online - Internet Safety and Online Identity.
- Multimedia – Photo, and Video

Maths:

- Unit 1 - **Calculating using knowledge of structures** – Addition, subtraction, division and multiplication.
- Unit 2 - **Multiples of 1000** – Number and Place Value.
- Unit 3 - **Numbers to 10,000,000** – Number and Place Value.

RE:

- Believing: What do religions say to us when life gets hard?

PSHE:

- Being Me in My World
- Celebrating Difference

Science:

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the 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 representing a simple circuit in a diagram