Tudor Court Primary

Curriculum Map – Cycle 1

2nd September – 20th November 2026

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 or presentation in response to the enquiry question: ***What impact did World War II have on family life in Britain?*** In completing this outcome, children will draw on their knowledge and understanding developed throughout the unit to explain how and why life changed for families between 1939 and 1945. They will describe a wide range of wartime experiences, including evacuation, rationing, the changing roles of women, blackouts, and the effects of bombing, using accurate historical vocabulary and referencing relevant events, individuals, and locations. Children will demonstrate an awareness that the impact of the war was not the same for everyone, showing an understanding of differing experiences and refer to a range of sources (photos, posters, personal stories, living graph activity) as supporting evidence. They will communicate their ideas clearly, with empathy and thoughtful insight into both the emotional and practical changes experienced by families during this significant period in British history.

Topic: World War Two

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

Key Concepts: cause and consequence, change and continuity, evidence and historical enquiry, similarity and difference, historical significance

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

Significant individuals and events:

- Remembrance Day: 11th November 2026
- Black History Month: 12th – 16th 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***

Key Vocabulary:

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

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)

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Writing:

Narrative:

- Paper Man – animation

Book Study:

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

Reading:

- Various reading texts

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

RE:

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

PSHE:

- Being Me in My World
- Celebrating Difference

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.

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