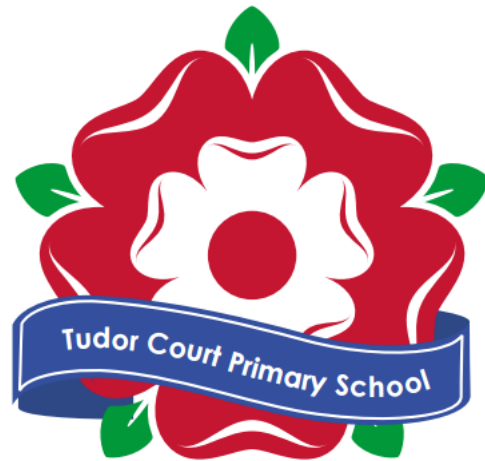


Tudor Court Primary

Curriculum Map – Cycle 3

12th February 2025 – 10th May 2025



Learning Power Focus: Reflection

Year: Reception

Inspire – Challenge - Succeed



Physical Development:

- Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing
- Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music
- Play cooperatively with others and take turns
- Join in with games that include racing, chasing, balancing (scooters, trikes and bikes) and ball skills.
- Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength

Communication and Language:

- Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems
- Talk about stories and make connections with events in their own lives or other familiar stories
- Talk about the pictures in storybooks and use them to discuss how characters might be feeling
- During small group, class and 1: 1 discussions, ask questions to understand what has been said.
- Ask questions to understand what has been said
- Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Key Vocabulary:

World, oceans, sea, land, map, globe, desert, mountain, weather, climate, seasons, pollution, destination, travel, habitat.

Personal, Social and Emotional Development:

- Move confidently in a range of ways and safely negotiate space, obstacle and terrains
- Play cooperatively with others and take turns
- Select vocabulary and pictures to express their feelings and consider the feelings of others
- Developing confidence in a wider range of different social situations
- Talking about their friendships and how they and others show feelings
- Talking about their own and others' behaviour and beginning to reflect on their own actions

Jigsaw – Healthy Me and Relationships

Topic: Big Wide World.

Enquiry Question:
What do we wonder about the Big Wide World?

Key Concepts: Place and Space.

Community and Local Links:

Invite parents, grandparents or local community members to come into school to talk about their heritage?

Invite families to share pictures or photos from different countries they have lived.

Invite the children to bring in holiday or day trip photos to show places they have visited. Encourage them to talk about what they have been, what the weather was like and the activities they did.

Use the UK map, world map and the globe to discuss with children, the places they have visited.

Coherence:

- Understanding that the world has lots of different places (Y1 geography: Our Local Area and Hot and Cold places).
- Understanding that some people are significant because they did important things that changed the world or how we live (Y1 history: Significant Individuals).

Significant individuals and events:

- Tudor Week: 10th – 14th February 2025 (**Who were the Tudors?**)
- World Book Day: 6th March 2025 – The Disgusting Sandwich - Gareth Edwards
- British Science Week: 10th – 14th March 2025 - **Precious Planet (How do animals adapt to where they live?)**

Learning Power Focus: Resilience

Year: Reception

Inspire – Challenge - Succeed



Literacy:

Phonics

- Continuing RWI Set
- Use phonic knowledge to segment and blend sounds into words
- Engaging in shared reading and dialogic book talk

Reading

- Enjoy an increasing range of print and digital books, both fiction and non-fiction
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading and being read too.
- Describe main story settings, events and principal characters in increasing detail.
- Re-enacts and reinvents stories they have heard in their play.
- Know that information can be retrieved from books, computers and mobile digital devices
- Recall and discuss stories or information that has been read to them, or they have read themselves

Suggested texts:

- Here We Are - Oliver Jeffers
- Lost and Found - Oliver Jeffers
- Oliver Who Travelled Far and Wide -Mara Bergman
- Somebody Swallowed Staley – Sarah Roberts
- Welcome to Our World: A Celebration of Children Everywhere!- Moira Butterfield
- Our World: A First Book of Geography - Sue Lowell Gallion
- Lift-the-Flap Questions and Answers About Our World - Katie Daynes

Writing

- Create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.
- Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Computing:

- Logging onto the iPad independently
- Choosing and opening the correct software or app for a particular task
- Open the Camera app on an iPad
- Record, play, delete individual clips
- Play back video clips
- Record yourself talking

Understanding the World:

- Begin to notice and talk about the different places around the world, including oceans and seas.
- Describe the weather and one place is different to another
- Talk about places they have been to or seen in photographs.
- Play with globes, observe maps and listen to stories to develop an awareness of other places in the world. .
- Develop their sense of responsibility and membership of a community.
- Explore and talk about the ways that the weather and animals of places can be different through pictures and stories.
- Share stories and talk about significant people who lived in the past
- Describe how they can look after their environment

Topic: Big Wide World.

Enquiry Question: What do we wonder about the Big Wide World?

Key Concepts: Place and Space.

Expressive Arts and Design:

- Explore, build and play with a range of resources and constructions kits with wheels and axles
- Construct simple structures and models using a range of materials
- Learn and sing songs and rhymes as part of a larger group
- Create art in different ways on a theme, to express their ideas and feelings
- Copy and create repeating patterns using a variety of objects
- Use natural materials and loose parts to make 2-D and 3-D art
- Cut, tear, fold and stick a range of papers and fabrics
- Learn and sing songs and rhymes as part of a larger group
- Listen to a variety of music and talk about how it makes them feel
- Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type

Maths:

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

Mastering Number Week 15 to 23

- Focus on equal and unequal grouping when comparing numbers
- Understand that two equal groups can be called a 'double' and connect this to finger patterns
- Sort odd and even numbers according to their 'shape'.
- Counting –larger sets and things that cannot be seen
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- Composition – '5 and a bit'

Measure, Shape and Spatial Thinking:

- 3-D shapes
- Patterns
- Spatial Reasoning 1: Match, Rotate, Manipulate

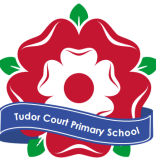
Home Learning:

Children could:

- Look at photographs of holidays or trips you have taken. Talk about how you travelled to your destination. Can you find where you went on world map? What was the climate like there?
- Visit the website Google Earth and use the search bar to find the following features. Amazon Rainforest - Mount Everest - Sahara Desert
- Watch episodes of 'Where in the World' on CBeebies. What did you find out about life in other countries?

Learning Power Focus: Reflective Year 1

Inspire – Challenge - Succeed



Key Knowledge:

- We remember people who have done significant (important) things in the past. Writing books about them is one way of remembering their achievements.
- Orville and Wilbur Wright, two American brothers, invented and built the world's first aeroplane. The Wright Flyer's first flight took place in December 1903.
- Harriet Quimby (USA), Hilda Hewlett (UK) and Bessie Coleman (USA) were aviation pioneers.
- In April 1912, Harriet Quimby was the first woman pilot to fly across the English Channel.
- In 1911, Hilda Hewlett was the first British woman to gain a pilot's licence. In 1912, she set up a factory where hundreds of aeroplanes were built during World War I.
- In 1921, Bessie Coleman was the first person of colour to gain an international pilot's licence.

Key Vocabulary (New in bold):

Aeroplane, factory, **significant, achievement, flight, aviation, inventor, pioneer, pilot, licence, propeller, engine**

Community and Local Links:

- Science Museum – flight gallery
- IWM Duxford collection online

Overall Outcome:

Children will use drama to explain why HQ, BC and/or HH was a “significant individual” (i.e. explaining their place in history – when they lived, what they did etc.), e.g. working with others to act out short play/scene or participating in “hot-seating” (role-playing the character answering questions).

Topic: History

Enquiry Question: How do I get my name in the history books?

Key Concepts: Change, significance.

Significant individuals and events:

- Tudor Week: 10th – 14th February 2025 **(What is significant about the Tudor Rose?)**
- World Book Day: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 **(Change and Adapt: Fairy tale Fanatics – Can I disprove theories by conducting scientific experiments?)**

Coherence

Links to prior history knowledge:

- Significant individuals in children's own lives (e.g. parents, uncles, aunts etc.) and community (teachers, police officers, local figures etc.) (YR)

Links to future history knowledge:

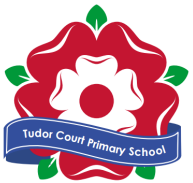
- The contribution of significant individuals to local, national and international life today and in the past, e.g. Queens Victoria and Elizabeth II (Y2), Christopher Wren (Y2), the Ancient Greeks (Y4) etc.

Links to other subjects:

- Science – materials
- D and T – models

Learning Power Focus: Reflective Year 1

Inspire – Challenge - Succeed



Writing:

Fiction:

The Queen's Hat

Grandad's Island

Non -Fiction:

RSPB First Book of Birds

Fiction

Reading:

- Phonics: Read Write Inc.

Computing:

- Multi-Media

DT:

- Mechanisms: Sliders and Levers

PE:

- Games, Gym, Dance

Maths:

- Unit 6: Additive structures (Addition and Subtraction)
- Unit 7: Addition and subtraction facts within 10 (Number facts)
- Unit 8: Numbers to 20 (Number and place value)

Topic: History

Enquiry Question: How do I get my name in the history books?

Key Concepts: Change, significance.

RE:

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

PSHE:

- Healthy Me
- Relationships

Music:

- **Combining Pulse, Rhythm and Pitch** - How Does Music Help Us to Understand Our Neighbours?
- First Part: **Having Fun with Improvisation** – What songs can we sing to help us through the day?

Science:

Animals including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Learning Power Focus: Reflective Year 2

Inspire – Challenge - Succeed



Key Knowledge

- The Great Fire of London started in Thomas Farriner's bakery in Pudding Lane on 2 September 1666.
- The fire spread for several reasons. It hadn't rained for months so the city was very dry. Houses were made of wood, which is very flammable, and they were built close together. There was no fire brigade.
- People fought the fire using leather buckets of water and fire squirts. They used gunpowder and fire hooks to make fire breaks.
- The fire burned for four days. The fire was finally put out when the wind died down and changed direction.
- Six people died in the fire. St Paul's Cathedral, eighty-seven churches and 13, 200 houses were destroyed the fire. Seventy thousand people were left homeless.
- After the fire, an organised fire brigade was established. Houses were rebuilt of stone. They were built further apart. Insurance was invented.
- One of the ways we know about the fire is because people, like Samuel Pepys, wrote about it in their personal diaries.

Overall Outcome:

Why do we call the fire of 1666, the 'Great Fire of London?' In a piece of writing, pupils explain why London needed to be rebuilt and why choices were made when rebuilding London. Pupils will also describe the lasting impacts of the fire of 1666 (i.e. why it is still remembered today).

Key Vocabulary:

Materials, bakery, king, **mayor**, **eye-witness**, **diary**, **flammable**, **gunpowder**, **fire hook**, **fire squirt**, **fire break**, **embers**, **architect**

Topic: The Great Fire of London – event of national significance

Enquiry Question: What was “great” about the Great Fire of London?

Key Concepts: Change, continuity, cause and consequence, evidence, perspective

Significant individuals and events:

- Tudor Week: 10th –14th February 2025 (**Who was the most significant Tudor Explorer and why?**)
- World Book: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Animal Adaptations – How do insects adapt to survive in their environments?**)

Coherence

Links to prior history knowledge:

- Y2 Cycle 1 (Local History): changes in places over time

Links to future history knowledge:

- Evidence – we don't make things up but rely on sources of evidence.
- Perspective – there can be different versions of the same event; history is about fact, bias and point of view.

Community and Local Links:

- Museum of London – War, Plague and Fire and expanding City galleries
- Visit to key sites, e.g. Pudding Lane, St Paul's Cathedral, River Thames, Monument etc.
- Visit local buildings dating from 1600s.
- Consider fire safety measures in their own homes/public buildings (e.g. supermarket, library) and/or around school.

Learning Power Focus: Reflective Year 2

Inspire – Challenge - Succeed



Writing:

Non-Fiction

The Great Fire of London

Big Cats

Reading:

Phonics: Read Write Inc.

Comprehension: Various texts

Art:

- Printing

Computing:

- Coding

PE:

- Dance, Gym, Athletics

Topic: The Great Fire of London – event of national significance

Enquiry Question: What was “great” about the Great Fire of London?

Key Concepts: Change, continuity, cause and consequence, evidence, perspective

Maths:

- Unit 6: Introduction to division (Multiplication and division)
- Unit 7: Shape (Geometry)
- Unit 8: Addition and Subtraction of two-digit numbers (2) (Addition and subtraction)
- Unit 9: Money
- Unit 10 Fractions (Fractions)

Science:

Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

RE:

- Believing: Who is a Christian and what do they believe?

PSHE:

- Healthy Me
- Relationships

Music:

- **Inventing a Musical Story:** How does music teach us about our neighbourhood?
- First Part: **Music that Makes you Dance:** How does music make us happy?

Learning Power Focus: Reflective Year 3

Inspire – Challenge - Succeed



Key Knowledge:

- Civilisations are generally considered to be complex societies. Historically, they were understood as larger and more advanced cultures than, for example, Neolithic societies or hunter-gatherers.
- Ancient Sumer, the Indus Valley, Ancient Egypt and the Shang Dynasty existed at the same time (although the duration of each differed). These early civilisations lasted for significant periods of time and their achievements have been important in human development up to the twenty-first century.
- All of these civilisations emerged by rivers in warmer parts of the world and were supported by agricultural communities. There is also evidence that each developed a stratified social structure and a belief in the afterlife.
- Ancient Egypt evolved around the River Nile from about 3150 BC and ultimately declined in the reign of Cleopatra in 30 BC, becoming part of the Roman Empire.
- The Ancient Egyptian period is a very long sweep of time equivalent to the Neolithic Stone Age, Bronze Age and Iron Age in Britain. There were many changes in Ancient Egypt during this period; things were not the same throughout.
- Archaeology is the key to our knowledge of Ancient Egyptian civilization. Over the past two centuries, archaeologists have uncovered vast amounts of Egypt's past.
- Archaeologists have found many artefacts from Ancient Egypt, mostly from rich people and kings (pharaohs), who had objects buried with them when they died.
- Ancient Egypt's greatest achievements are often considered to be writing, trade and the pyramids.
- Ancient Egyptians were also credited with other inventions such as mosaic glass, the sailing boat, paper (papyrus), beer and many other things.

Overall Outcome:

Children will describe, either orally or in writing, what was distinct about Ancient Egypt compared to what came before (i.e. why it is considered a “civilisation”). They will show an awareness of its place within the broader span of history (including reference to other “early civilisations”) and its legacy.

Topic: Ancient Civilisations: Ancient Egypt

Enquiry Question: Why do we call Ancient Egypt an “early civilisation”?

Key Concepts: Settlement, society, change, evidence, power, wealth, belief

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt>
- Explore the beliefs of children and their families, e.g. God/gods worshipped, beliefs around the afterlife etc.

Significant individuals and events:

- Tudor Week: 10th - 14th February 2025 (**What made Henry VIII a ruthless ruler?**)
- World Book Day: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Perfect Putty- How can changing a recipe create new materials with different properties?**)

Key Vocabulary (New in bold):

Archaeology, settlement, tomb, ceremony (ceremonial), farming (agriculture), gods, achievement, civilisation, dynasty, god-king, **afterlife, pharaoh, hieroglyph(s), papyrus, scribe, irrigation, inundation, delta, embalming, mummification**

Coherence

Links to prior history knowledge:

- Y3 – Stone Age to Iron Age – settlement, communities

Links to future history knowledge:

- Y4 – Roman Empire
- Y4 - Ancient Greece (civilisation, achievements, legacy)
- Y5 – Monarchs (power, dynasty)

Links to other subjects:

- Geography – settlement and land use (Y3)
- DT – engineering/technology (Y3)

Learning Power Focus: Reflective Year 3

Inspire – Challenge - Succeed



Writing:

Book Study: Cloud Tea Monkeys
– *Mal Peet, Elspeth Graham*

Narrative:

- Blue Umbrella

Reading:

Various reading texts

RE:

- Living: What does it mean to be a Christian in Britain today?
- Believing: Why is the Bible important to Christians today?

PSHE:

- Dreams and goals
- Healthy Me

Computing:

- Multi-Media

PE:

- Games 3
- Gym 1
- Dance 1

Maths:

- Unit 5: Column addition (Addition and subtraction)
- Unit 6: 2, 4 and 8 times table (Multiplication and division)
- Unit 7: Column subtraction (Addition and Subtraction)
- Unit 8: Unit fractions (Fractions)

Topic: Ancient Civilisations: Ancient Egypt

Enquiry Question: Why do we call Ancient Egypt an “early civilisation”?

Key Concepts: Settlement, society, change, evidence, power, wealth, belief

DT:

- Mechanical Systems: Pneumatic machines

Music:

- The Dragon Song
- First Part: Bringing Us Together

Science: Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.
- Investigate the way which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



Key Knowledge:

- The Ancient Greeks were people who lived from around 1200 BC to 150 BC. The period from 500 BC to 323 BC is known as the 'Classical Golden Age' because it is when Ancient Greek civilisation and power were at their peak. The Ancient Greeks lived in mainland Greece and on the Greek islands, and in modern-day Albania, Bulgaria, Macedonia, and Turkey. They established colonies around the Mediterranean coast.
- There was not one country called Ancient Greece. Several city-states existed and each one ruled in its own way, although they shared the same language and religion. The most important city-states were Athens, Sparta, Corinth, and Olympia. Sometimes the city-states went to war with one another and sometimes they joined forces to fight a common enemy.
- Ancient Greece is often called 'the birthplace of Western civilisation'. Greece's geography ensured the Ancient Greeks were a seafaring people as well as farmers. This enabled them to trade widely and become a very wealthy people and to introduce their way of life to lots of places.
- During the Classical Golden Age, the world's first democratic government developed in Athens (although women and slaves were excluded). At the same time, Sparta was a monarchy, ruled by two kings. It was a harsh state which often went to war. It had a huge slave population. Also, during this period, Greek culture flourished. Playwrights wrote tragedies and comedies, artists made beautiful sculptures and pottery and Herodotus and Thucydides became the first to write history. The Athenian empire was vast and created great wealth. This enabled the Athenians to build numerous public buildings, such as theatres and temples, including the Parthenon. Philosophy and science also thrived in this period.
- There are many myths and legends from the times of the Ancient Greece, and these stories are still told today. Examples of legends and myths include Pandora's box, Theseus and the Minotaur, Perseus and Medusa etc
- Alexander the Great: Legendary King of Macedonia and a brilliant general, who famously never lost a battle
- Key aspects of the Ancient Greeks' legacy include language, architecture, democracy, theatre and the Olympic Games.

Overall Outcome:

Children will describe, in writing or orally the influence of the Ancient Greeks on the western world up to and including the twenty-first century. OR Children can record a podcast called 'The Ancient Greeks' greatest idea.'

Children's work should show awareness of several ways in which the Ancient Greeks had a lasting legacy and provide particular detail regarding at least one notable achievement, including information about how such an achievement resulted from the specific organisation of life/society in Ancient Greece.

Topic: Ancient Greeks

Enquiry Question: How did the Ancient Greeks influence today's world?

Key Concepts: Empire, power, society, warfare, democracy, culture, evidence, continuity, change, significance

Coherence:

Links to prior history knowledge:

- Empire (Anglo-Saxons, Vikings, and Roman Britain – Y3)
- Early civilisations (Ancient Egypt – Y3)

Links to future history knowledge:

- Monarchs' power (Y5)
- The legacy and culture of Benin (Y5)
- Military organisation (Y6 WW2)

Links to other subjects:

- Geography – Europe, reading maps, settlement and land use
- English – etymology of words (spelling)

Community and Local Links:

- British Museum:
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>
- Local buildings in a classical style
- Downing Street/Houses of Parliament/local council buildings
- Interview Local MP

Key Vocabulary (New in bold):

Civilisation, gods, achievement, legacy, agriculture, slave

Culture, influence, impact, democracy/democratic, citizen, city state (polis), monarchy, seafaring, myths/mythology, philosophy/philosopher, temple, tragedy, comedy, playwright

Significant individuals and events:

- Tudor Week: 10th -14th February 2025 (**Did the Tudor punishment ever fit the crime?**)
- World Book Day: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Slinky Science – What makes a slinky move the way it does, and how can we create our own?**)

Learning Power Focus: Reflective Year 4

Inspire – Challenge - Succeed



Writing:

Book study: A Computer Called Katherine – *Suzzane Slade and Veronica Jamison*

Narrative:

- Bike Boy

Reading:

Various reading texts

Art:

- Digital Art

Computing:

- Coding

Music:

- Lean on Me
- First Part: Blackbird

PE:

- Dance 1
- Dance 2
- Athletics 1

Topic: Ancient Greeks

Enquiry Question: How did the Ancient Greeks influence today's world?

Key Concepts: Empire, power, society, warfare, democracy, culture, evidence, continuity, change, significance

RE:

- Expressing: Why are festivals important to religious communities. How do people celebrate key festivals?
- Believing: Why is Jesus inspiring to some people?

PSHE:

- Healthy Me
- Relationships

DT:

- Food: Healthy and varied diet

Maths:

- Unit 6: Understanding and manipulating multiplicative relationships (multiplication and division)
- Unit 7: Coordinates (Geometry)
- Unit 8: Review of Fractions (Fractions)
- Fractions greater than 1 (Fractions)

Science: Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sound get fainter as the distance from the sound source increases

Learning Power Focus: Reflective

Year 5

Inspire – Challenge - Succeed



Key Knowledge:

- Alfred the Great ruled between AD 871 -899. He defeated the Viking invaders and became the first king of a unified England.
- King John reigned from 1199 to 1216. In 1215, he was forced to sign the Magna Carta (the “Great Charter”), setting out the laws of England which everyone (including the monarch) had to obey. By involving ordinary people (e.g. barons, bishops and knights) in the running of the country, it was the start of the idea of parliament.
- The House of Tudor was an English royal dynasty, which gave five monarchs to England: Henry VII (reigned 1485–1509); his son, Henry VIII (1509–47); followed by Henry VIII’s three children, Edward VI (1547–53), Mary I (1553–58) and Elizabeth I (1558–1603).
- King Charles I was born into the House of Stuart as the second son of James VI of Scotland (James I of England). He was King of England from 1625 – 1649.
- Elizabeth I faced many challenges in the early part of her reign. When she became Queen, she was only 21, unmarried and had never expected to rule. England was on the brink of a religious war between Catholics and Protestants. Other countries saw England as weak and wanted to invade.
- Elizabeth had to try to solve the religious divide between her people. Elizabeth worked with her privy council and parliament to pass the Act of Supremacy in 1559. Elizabeth became the Supreme Governor of the Church and England became a Protestant country. The prayer book and services were changed. Catholics who refused to follow the new services were fined. Anyone taking public or church office had to swear allegiance to the monarch as head of the Church and state. Anyone refusing to take the Oath of Supremacy could be charged with treason.
- When Charles I became King, England was still a Protestant country but deep divisions remained. Charles I believed he had the right to rule on his own (the Divine Right of Kings) but he needed money from Parliament to pay for his wars. To get this money, Parliament had to set taxes. Parliament wanted to advise the king in return for giving him money. Charles, I refused to listen to Parliament’s views. When Parliament tried to restrict Charles I’s power in 1628, he closed down Parliament for 11 years. During this time, Charles I was forced to use tricks to raise money. This made Parliament and ordinary people angry. Charles, I decided to force religious changes on Scotland, which was even more opposed to Catholicism than England. These events together led to the English Civil War. Charles, I lost the war and was executed in 1649.
- Elizabeth II was a constitutional monarch whose role was the head of state of the United Kingdom and the Commonwealth. Elizabeth II ruled for 70 years before she died in September 2022 at the age of 96. She had the longest reign of any monarch in British history.
- Our current monarch, King Charles III is still the head of state and the head of the Church of England. People living in the UK today can choose whether or not to follow a religion (and which religion to follow). King Charles III has a mainly ceremonial and symbolic role. He does not have any political powers.
- People in the UK choose representatives (Members of Parliament or MPs) to make decisions on their behalf. They vote for MPs at a General Election. The Party which has the most MPs after a General Election is invited to form a government. The Prime Minister is the leader of the government.

Overall Outcome:

Children will explain, in writing or orally, how British monarchs’ powers have changed over time, focusing in particular on Elizabeth I, Charles I and Elizabeth II. They will make connections between the three monarchs (e.g. all being Protestant monarchs and heads of the church as well as of the state). They will also explain key differences between the level of power each one held/holds, including making clear the changing role of Parliament over time.

Topic: Kings and Queens

Enquiry Question: How did British Monarchs’ Powers change over time?

Key Concepts: Power, monarchy, religion, warfare, wealth, democracy, continuity, change, significance, evidence, perspective,

Key Vocabulary (New in bold):

Dynasty, coronation, king, queen, royal, legacy, church, democracy, law, **heir, throne, succession, reign, sovereignty, monarch/monarchy, Magna Carta, charter, state, parliament, tax, royal court, privy council, treason, rebellion, oath, Civil War, Royalist, Parliamentarian, execution, MP (member of Parliament), General Election, Prime Minister, representative**

Significant individuals and events:

- Tudor Week: 10th – 14th February 2025 (**Was beheading a harsh punishment for Anne Boleyn?**)
- World Book Day: 6th March 2025
- International Women’s Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Packets for the Planet – How can we make food packaging better for the environment?**)

Community and Local Links:

- Research local MP (Jackie Doyle-Price) – watch one of her speeches in Parliament and/or write to her regarding an issue which interests the children
- Interview a former local government official (e.g. Jenny Smith – Councillor)
- Visit a local government building
- Task children with discussing voting with parents

Coherence

Links to prior history knowledge:

- Local History (Y2)
- Establishment of Kingdoms (Y3)
- Ancient Greeks - democracy (Y4)

Links to future history topics:

- KS3 and 4 history

Links to other subjects:

- RE – types of Christianity
- PSHE – British values

Learning Power Focus: Reflective Year 5

Inspire – Challenge - Succeed



Writing:

Book Study: Pig Heart Boy –
Malorie Blackman

Poetry:

- The Highwayman

Reading:

Various reading texts

Art:

- Medieval Self-Portraits

Music:

- The Fresh Prince of Bel-Air
- First Part: Dancing in the Street

Computing:

- Multi-media

PE:

- Games 3
- Gym 2
- Dance 2

Topic: Kings and Queens

Enquiry Question: How did British Monarchs' Powers change over time?

**Key Concepts: Power, monarchy, religion, warfare, wealth,
democracy, continuity, change, significance, evidence, perspective**

PSHE:

- Healthy Me
- Relationships

DT:

- Textiles

RE:

- Expressing: Is it better to express your belief in art and architecture or in charity and generosity?
- Living: What difference does it make to believe in Ahimasa, Grace and Ummuh?

Science:

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity between the Earth and the falling object
- Identify the effects if air resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Earth and Space

- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Describe the movement of the moon relative to the Earth
- Describe the sun, Earth and moon approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Maths:

- Unit 5: Area and Scaling (Geometry)
- Unit 6 – Calculating with Decimal Factors (Multiplication and division)
- Unit 7 – Factors, Multiples and Primes (Multiplication and division)

Learning Power Focus: Reflective Year 6

Inspire – Challenge - Succeed



Key Knowledge:

- Migration involves the movement of people from one place to another with the intention of settling there, permanently or temporarily. Migrants can be citizens of a country or foreign nationals. Immigration is the action of coming to live permanently in a foreign country.
- The history of migration to Britain is long (e.g. Roman, Viking and Saxon migrations to Britain studied in Year 3). People continue to migrate to Britain today.
- The reasons why people migrate can be classified into push and pull factors. Push factors might include unemployment or to escape war, persecution or famine. Pull factors might include the availability of higher wages, education and/or healthcare.
- The experiences of migrants to Britain have been varied. They have included both positive and negative outcomes, which have changed over time. [This should be planned to be relevant to the children in the cohort as well as to provide sufficient scope for comparison over a broad sweep of history. Suggested foci for further investigation: Jewish people in England in the Middle Ages, black Tudors, Huguenots and Palatines, refugees and immigrants from the Empire/Commonwealth post-WW2, immigrants from EU states in 2000s and modern-day asylum seekers. See History Association resource for further details relating to these examples.]
- Immigrants to Britain have had a lasting impact on almost every aspect of daily life, including food, music, language, art, fashion and sport. They have influenced politics and civil society, e.g. through efforts to fight racism and discrimination

Overall Outcome:

Children will describe, in writing or orally, the wide-ranging impact on immigration on life in Britain, including the local area, citing particular examples (events and individuals). They will show an understanding of the reasons for migration and the experiences of immigrants to the UK.

Topic: Local and National History – Migration to Britain

Enquiry Question: How has immigration changed British history?

Key Concepts: Power, society, democracy, invasion, warfare, empire, change, continuity, cause, consequence, difference, significance, perspective

Community and Local Links:

- Interviews with/visits from parents/carers, other family and community members who have come to the UK from elsewhere/are descendants of migrants.
- The Empire Windrush and Tilbury Docks: <https://www.thurrock.gov.uk/history-on-river-thames/empire-windrush-and-tilbury-docks>
- Local walk to identify how immigrants have had an impact on local streets, e.g. businesses with immigrant owners/offering services to immigrant communities, street names, statues, memorials etc.

Significant individuals and events:

- Tudor Week: 10th – 14th February 2025 (**How dangerous were certain beliefs in Tudor England?**)
- World Book Day: 6th March 2025
- International Women's Day: 8th March 2025
- British Science Week: 10th – 14th March 2025 (**Change and Adapt: Incredible Inventions – How do inventors solve problems and create new inventions?**)

Coherence

Links to prior history knowledge

- Local history (Y2 – changes to the built environment over time)
- Invasions (Y4 – Romans, Anglo-Saxons and Vikings)
- WW2 (Y6 – refugees, post-WW2 migration from the Empire)

Links to future history topics

- Challenges for Britain, Europe and the wider world from 1901 to the present day (KS3)

Links to other subjects

- Geography – world maps, borders
- PSHE – British values

Key Vocabulary (New in bold):

War, conflict, refugee, citizenship, culture, language, religion, belief, education, aspiration, foreign, nation/national, racism, discrimination, **migrant / migration / migrate, immigrant / immigration, emigrant / emigration, push factor, pull factor, unemployment, famine, healthcare, wages, asylum seeker, persecution**

Learning Power Focus: Reflective Year 6

Inspire – Challenge - Succeed



Writing:

Narrative:

- Lion King
- Francis
- Road's End

Persuasive:

- Room 101

Reading:

Various reading texts

Music:

- You've got a Friend
- First Part: Music and Me

DT:

- Electrical Systems: Monitoring and Control
- Food: Celebrating culture and seasonality

Computing:

- Coding:

PE:

- Games 3
- Gymnastics 2
- Dance 2

Topic: Local and National History – Migration to Britain

Enquiry Question: How has immigration changed British history?

Key Concepts: Power, society, democracy, invasion, warfare, empire, change, continuity, cause, consequence, difference, significance, perspective

RE:

Living: Green Religions: What do religious and non-religious worldviews teach us about caring for the Earth?

Expressing: What can be done to reduce racism?

PSHE:

- Healthy Me
- Relationships

Maths:

- Unit 7: Fractions, Decimals and Percentages
- Unit 8: Statistics
- Unit 9: Ratio and Proportion

Science:

Living things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organism, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution