Tudor Court Primary

Curriculum Map – Cycle 1

2nd September – 20th November 2026

Learning Power Focus: Resilience
Year: Reception

Inspire – Challenge - Succeed

Literacy:

- Develop their knowledge of the first 10 Set 1 single sounds, recognise letters and their corresponding phonemes, and orally blend them to read simple words.
- Develop confidence in choosing and handling books carefully, identifying the front cover and turning pages, and enjoying stories, rhymes and poems. To gradually develop favourite texts and request to hear them again referring to their own likes and dislikes.
- Develop enjoyment and engagement when listening to stories, joining in with repeated words and phrases, and talking about the pictures. To begin to predict what might happen next and use knowledge of familiar stories in their play and storytelling.
- Form single Set 1 sounds. I can identify and say the initial sound in a word and with support can write it down.

Suggested Texts:

- Not now Bernard,
- The friendship Bench,
- My Hair, Hair Love,
- So Much
- Little Rabbit Foo Foo

Understanding the World:

- To develop confidence in talking about themselves e.g. appearance, likes, dislikes, age, birthdays, family and home.
- Begin to understand the names of days and "today" and "yesterday," and recognises and describes special family events
- Throughout the year children will be prompted to describe what they see and comment on similarities and differences, ask questions, make simple predictions and talk about what they find out.
- To develop language to describe the daily weather and explore natural objects using their senses.

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Communication and Language:

- Develop listening and attention during group activities and conversations, responding to instructions and questions.
- Maintain focus for longer periods and join in with storytelling and discussions.
- Begin to follow two-step instructions, answer who and what questions, and understand vocabulary linked to stories and experiences.
- Show understanding through play and talk and follow classroom routines independently.
- Develop the use of clear, simple sentences during play and learning.
- Retell familiar stories with support.
- Begin to ask questions to find out more.
- Develop confidence to join in conversations with adults and children.

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

Home Learning:

Children could:

- Count together - count toys, steps, socks, fruit or objects around the home.
- Read and talk about stories together – ask your child to describe characters, predict what might happen next and retell parts of the story in their own words.

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
- Tap the white shutter on the screen to take photo
- Delete photos

Significant individuals and events:

Diwali 8th November

Remembrance Day: 11th November 2026

Black History Month: 12th October – 16th October - ***Text: My hair***

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

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)

Expressive Art and Design:

- Talk about what they are doing.
- Explore a range of materials using their senses.
- Use ready-mixed paint with larger brushes holding a paintbrush correctly and making controlled strokes.
- Rinse the brush when changing colours and create abstract marks through painting.
- Join paper using a glue stick.
- Spread glue carefully using a glue spreader.
- Press materials including paper, card, fabric and natural materials together so they stick.
- Explore different ways of joining materials.
- Explore playdough using their hands learning to squeeze, squash and flatten playdough and make into balls and sausages.
- Pinch and pull playdough to change its shape.
- Make simple shapes using cutters.
- Press objects into playdough to create patterns.
- Use simple tools such as rolling pins and stampers.
- Talk about how the playdough feels.
- Join in with familiar songs and rhymes and begin to understand volume and tempo.
- Name and safely play a range of percussion instruments, exploring the different sounds they make.
- Keep a steady beat with support, play fast and slow, and stop and start when asked.
- Pretend to be someone else in their play.
- Play alongside others in a creative performance , copying what they see and/or adding their own details.

Learning Power Focus: Resilience
Year: Reception

Inspire – Challenge - Succeed

Physical Development

Gross motor skills

- Move safely in indoor and outdoor spaces.
- Walk and run with increasing control, stopping and starting safely during games.
- Climb onto equipment confidently.
- Catch a large soft ball using two hands cradling it against the chest.
- Roll large balls and equipment, such as tyres, towards large targets and bounce a large ball and catch it with two hands.
- Jump on the spot with two feet together and land safely.
- Jump over a stationary line, using both feet and alternating between one foot and the other.
- Jog on the spot with knees raised and in a straight line, changing direction, and maintaining good posture and balance.
- Follow simple safety instructions beginning to notice other children and objects when moving.

Fine motor skills

- Handle small objects accurately and complete threading and peg-board activities carefully.
- Use tools safely during creative activities.
- Use hold scissors correctly and be confident to attempt to snip.
- Use a pencil with a comfortable grip when drawing and writing.
- Form some recognisable letters correctly and draw with increasing detail and control.
- Manage some fastening tasks independently and use cutlery and classroom tools appropriately.

Coherence

<u>Links to future learning:</u>

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)

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Key Vocabulary:

Me, myself, like, dislike, family, today, tomorrow, same, different, long ago.

Personal, Social and Emotional Development: Jigsaw: Being Me in my world

- Build positive relationships, communicate my wants and needs, and join in cooperative play.
- Take turns, share, contribute ideas, and participate in whole-class and group learning.
- Begin to settle into classroom routines, access resources independently, choose appropriate resources for learning.
- Manage toileting and hygiene with minimal support, and approach new experiences with confidence.
- Talk about my feelings, begin to use strategies to calm myself, and follow classroom routines ('Ready, Respect, Safe"
- Recognise how others may be feeling.

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

Overall Outcome:
Children will create a double-page spread, poster, or mini-booklet to showing how toys have changed over time. Children to include: a timeline of toys (past to present), drawings of old and new toys, labels for how toys move and what they are made of, sentences explaining differences between toys now and in the past and a reflection: **Why didn't my grandparents play with an Xbox?**

Topic: Changes within living memory: Toys

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

Key Concepts: chronology, change and continuity, similarities and differences, evidence/historical enquiry

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.

Significant individuals and events:

- Remembrance Day – 11th November 2026
- Black History Month: 12th - 16th October 2026 – Celebrating different cultures and experiences - ***Text: Coming to England.***

Coherence

<u>Links to previous history knowledge:</u>

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

<u>Links to future history knowledge:</u>

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

<u>Links to other subjects:</u>

- 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:

- **Adding Rhythm and Pitch**: How does music tell stories about the past?
- **Singing and Performance:** Christmas Nativity

RE:

- Living: What does it mean to belong to a faith community?

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 quarryand 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).

Key Vocabulary:

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

Significant individuals and events:

- Remembrance Day – 11th November 2026
- Black History Month – 12th October – 16th October – Celebrating black people in sports. ***Text: Sisters and Champions***

Topic: Local History

Enquiry Question: How has Grays changed since Victorian times?

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

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

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

Overall Outcome:

- Children will create a mini museum exhibit. Children will use photos, drawings, and captions to design a 'Then and Now' exhibition board about Grays. They will include artefacts or replicas (real or drawn) and add labels or speech bubbles to explain each object. **Or** Children can record a video or audio presentation. In small groups or independently, children can record a short presentation as a 'local history expert.' They can act as a then-and –now tour guide around Grays.

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

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

Music:

- **Focus on Dynamics and Tempo**: How does music teach us about the past?
- **Singing and Performance:** Christmas Play

RE:

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

PSHE:

- Being Me in My World
- Celebrating Differences

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 work in groups to prepare and present a **short persuasive speech** as part of a class debate. Each group will take the side of one time period: The **Stone Age**, **Bronze Age**, or **Iron Age**. Their goal is to convince the rest of the class that *their* chosen era was the best time to live.
Children will gather evidence from across the unit referring to: types of homes, artefacts and key discoveries and advancements in materials. They will use historical vocabulary, key dates, and cause-effect reasoning.

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: change and continuity, cause and consequence, evidence/historical enquiry

Significant individuals and events:

- Remembrance Day: 11th November
- Black History Month – 12th October – 16th October – **Celebrating the achievements of Black Britons.**

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

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:

- Various reading texts

Computing:

- Online - Internet Safety
- Data handling (branching database)

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

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

Music:

- **Singing and performance:** Harvest Assembly
- **Playing in a band:** What stories does music tell us about the past?

RE:

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

PSHE:

- Being Me in My World
- Celebrating Difference

Art:

- Making and Painting: Sculpture

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 become historical journalists and create a child-friendly resource answering the enquiry question: ***How and why did people from other places invade and settle in Britain?*** This could be:

- A **webpage or slideshow**
- A **mini-documentary video**
- A **poster and podcast**
- An **interactive timeline** or digital comic strip

Topic: Roman Britain, Anglo-Saxons and Vikings

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

Key Concepts: cause and consequence, chronology, change and continuity, evidence and historical enquiry.

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 2026
- Black History Month – 12th - 16th 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:

- Various reading texts

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:

- Games

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 Ogiso 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.

Outcome:

- Children will write a formal report addressed to the board of a major museum, presenting a balanced argument about the future of the Benin Bronzes. In this piece, they will outline the key arguments both in favour of and against returning the bronzes to Nigeria, where they are intended to be displayed in the planned Edo Museum of West African Art in Benin City. The report will describe the historical and cultural context in which the bronzes were originally created, highlighting their significance to the Kingdom of Benin and the Edo people. Pupils will explain how these artefacts came to be in British possession, including the events of the Benin Expedition of 1897, when British forces looted Benin City during a violent invasion.

Topic: Benin, c.AD 900 – 1300

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

Key Concepts: cause and consequence, chronology, evidence and historical enquiry, interpretation, significance

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, abolition, 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: 12th – 16th 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:
- Various reading texts

Art:
- Making and Painting

PE:
- Gym 2, Games 2, Dance 2

Computing:
- Online - Internet Safety and Online Identity.
- Multimedia – GarageBand

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
- **Singing and Performance:** Christmas Play

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

Science: Properties and change of materials:
- 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 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)

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:
- 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