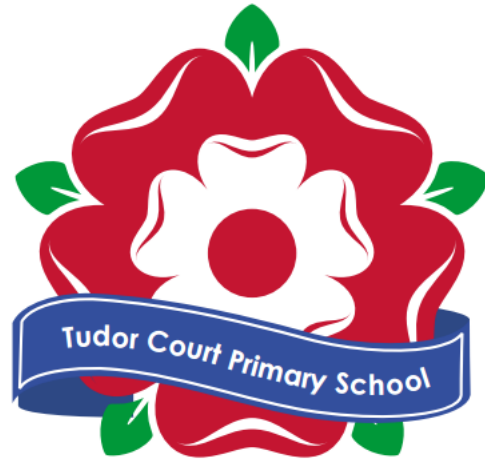


Tudor Court Primary

Curriculum Map – Cycle 3

10th February 2025 – 9th May 2025



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