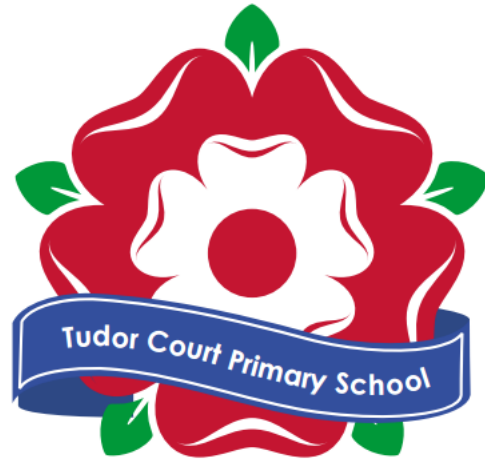


Tudor Court Primary

Curriculum Map – Cycle 1

3rd September – 21st November 2025



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).

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 2025
- Black History Month – 13th October – 17th 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, 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

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.

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

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