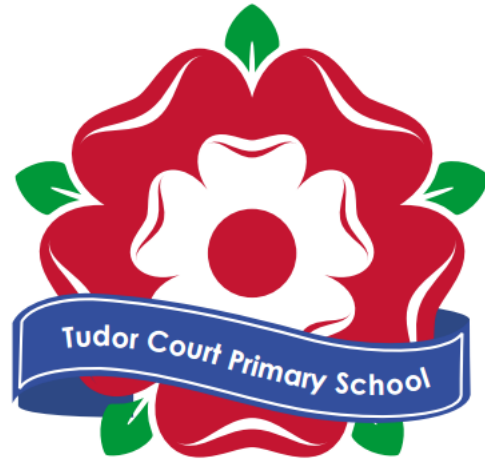


Tudor Court Primary

Curriculum Map – Cycle 1

4th September – 23rd November 2024



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 explaining the impact World War Two had on family life in Britain. In their work, children should: use a range of language related to the time period and relevant dates; explore in depth the beliefs, behaviour and characteristics of people from the time period, recognising that not everyone shares the same views and feelings and making comparisons with another time period studied; use a range of primary and secondary sources, linking this as relevant and showing an awareness of how conclusions were arrived at and how to check their accuracy; show an awareness that different evidence will lead to different conclusions; demonstrate an understanding of the difference between fact, fiction and opinion; suggest omissions from a particular source and draw on other sources to create a more complete account.

Significant individuals and events:

- Remembrance Day: 11th November 2024
- Black History Month: 14 – 18 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**

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)

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

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

Key Vocabulary:

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

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:

- Resilience
- World War Two
- Electricity
- Suspense

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

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.

RE:

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

PSHE:

- Being Me in My World
- Celebrating Difference

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