Tudor Court Primary

Curriculum Map – Cycle 1

2nd September – 20th November 2026

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