

Year 5 Curriculum

2018/2019

Ipsley CE RSA Academy, Redditch

Worcestershire

In Key Stage Two, our curriculum is a 'plaited curriculum', entwining inquiry questions from different subject areas that spark awe and wonder within our pupils, and enable them to investigate an overarching 'Big Question'. Each topic is driven by its own Big Question, and is revisited at the end as a form of assessment, allowing the children to draw upon the knowledge and understanding acquired in their learning sequences in order to form a justified and reasoned response.

English is taught through both driving novels that underpin the learning behind each unit, and non-fiction, poetry and visual embellishment texts. Writing outcomes are linked with both the novels and key learning across the curriculum opportunities throughout the units.

Links to SMSC are threaded throughout our sequences.

Autumn term 1

The Big Question: Can man be made monstrous by a monstrous society?

The driving text for this intriguing topic is *Stitch Head*, by Guy Bass. In this novel, the main character is created by his master and then forgotten about until the local 'Freak Show' comes along, looking for new recruits. Through this novel, we study characterisation, atmospheric writing and explore feelings of key characters. We also consider the term 'freak' and what it might mean historically and geographically, through the investigation of the questions:

Have we always been monstrous societies or simply uneducated? Here, we explore the journey of medicine over time and how it has led to breakthroughs in not only science and technology, but also in how we perceive and treat people who might be seen as 'different'.

How could 'freak' here be 'normal' there? Here, we explore some of the cultural differences that led to the creation of freak shows in years gone by, and how a lack of geographical knowledge led to a very big lack of cultural respect.

In PSHE, we explore 'Does difference really exist?' and in Art, 'How well do we hide our inner monsters?' through study and recreation of Edward Munch's *The Scream*.

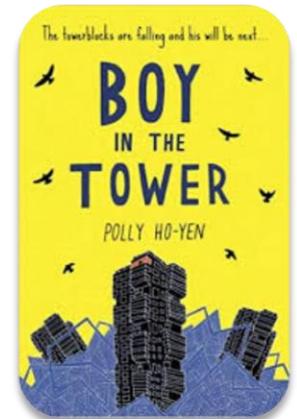
Science investigates whether all materials are the same in our Materials study.



Autumn term 2

The Big Question: Would you be ready for the End of the World?

The driving text for this unit is *Boy in the Tower*, by Polly Ho Yen. In this novel, the main character watches in awe and confusion from his tower block home in London as the world slowly starts changing around him: decisions have to be made and fast. Through this text, we develop and refine our inference skills, and explore authorial vocabulary choices through investigation of character and morals. We also explore what we might do in similar situations when towns and cities may come under threat through the questions:



How many times have our cities seen the end of the world? Here, we look at the ways in which cities and towns may have been destroyed in the past, both physically and as community systems, and how they made changes to prevent similar events happening again in future.

What are our cities' biggest threats? Here, we explore how towns and cities are set out, why settlements may have been made, and how different cities in the world may prepare for different types of geographical threats.

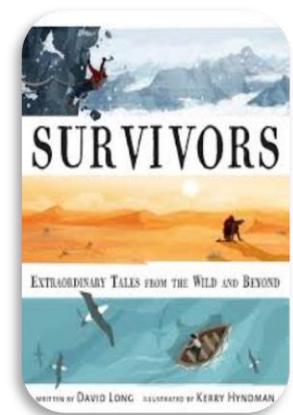
In PSHE, we explore how different types of decisions can affect our lives, both physically and mentally, and in Art, we explore Polly Ho Yen style drawings, creating one of our own.

Science investigates how the human body is designed for survival.

Spring Term

The Big Question: Can man survive anything?

This unit is an extended one, led by the key text *Survivors*, by David Long and Kerry Hyndman. This non-fiction text holds many real life survival recounts, from surviving on shark's blood, to falling inside a volcano. Through this text, we refine our retrieval of key information, and infer unsaid things from the information we are given. We question the moral situations of the survivors and those who were also involved. We also explore whether life and the technology around us might have led us to become weaker or stronger and whether where you are in the world would make a difference to your survival rate through the questions:



Have we become weaker over time? Here, we explore how our ancestors may have coped with different situations, with a particular focus on survival in the Stone Age.

Can we survive anything and anywhere? Here, we dive deep into the different vegetation belts and environmental zones of the world, exploring each in depth and deciding upon which might be the most dangerous place in the world to live.

In PSHE, we explore whether comfort zones are real or a state of mind, and in D&T, we create survival style meals using raw ingredients.

Science investigates Living Things and their Habitats: what is essential for survival for different animals?

Summer Term 1

The Big Question: Can you be rich in a poor society?

This topic is led by extracts of the legendary Charles Dickens, exploring what life was like for children in his era. We dig deeper through the questions:

Did parents care about their children in Victorian times? Here, we delve into the treatment of children in industry in Victorian times, and the culture of the day which made such conditions so.

How can we pave the way for a rich world in the future? Here, we explore sustainability and how we can look out for our world to ensure errors from the past don't happen in future.

In PSHE, we ask: Does money create order? and in D&T, we design and make a sustainable city.

Science takes us on a journey into Forces: what are the key forces at play in the world?



Summer Term 2

The Big Question: Can you create order from a world of disorder?

This unit is driven by the key text *A Midsummer Night's Dream*, by William Shakespeare. Within this comedy, the key themes of chaos and disorder reign and lead us to investigate the questions:

Which Queen Elizabeth created more order? Here, we explore the hierarchy and class systems of the day and how this impacted on daily life, including that of the world of theatre and entertainment.

What did Queen Elizabeth I know about the world? Here, we look at the other countries ruled by the UK and influences of the UK over other countries.

In PSHE, we ask: Have we really got the whole world in our hands? and in Art, we create clay characters for the play.

Science takes us through an additional chemistry unit, where we explore how the Shakespearean theatres would have created their special effects.

