

Year 5 Curriculum

In Key Stage Two, our curriculum is a 'plaited curriculum', entwining learning from different areas of the curriculum and enabling them to come together for a more cohesive journey into learning.

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

Monstrous Societies

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 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'.

In PSHE, we explore identity and equality and in Art, we study and recreate Edward Munch's *The Scream*.

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

Autumn term 2

Wonders

This topic is led by the novel, *Wonder*, by R.J. Palacio. The themes of friendship, differences and kindness drive the story, which takes us on a journey with the main character- a boy with facial deformities- as he overcomes big changes in his life. We also explore the term 'wonder' through the questions:

Where are the modern wonders of the world located? Here, we delve into the new wonders of the world, and what defines them as wonders, in a hope that our children will aim to see some of them in their lifetimes.

In PSHE, look at dealing with feelings and in Art, we create Auggie style self portraits that celebrate our differences.

In Science, we explore how the human body is designed for survival.

Spring term 1

Survival

This unit is 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.

This unit allows for an in-depth Geography study exploring whether we can 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 physical health and wellbeing, 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?

Spring Term 2

Humanity

This topic is driven by the thought-provoking novel, *The Boy at the Back of the Class*, by Onjali Q. Raúf. The very current issue of immigration and the refugee crisis is explored from a very real and very unique perspective. The themes of prejudice, friendship, bullying and injustice are explored in detail whilst reading to develop retrieval, inference and author's use of vocabulary for effect.

An in-depth Geography study of conflict zones and tracing refugee journeys allows us to explore the world from a different angle.

In PSHE we explore keeping safe and managing risks, and in Science, we study forces.

Summer Term

Influencers

This topic is led by the Charles Dickens classic, *Oliver*, as we explore what life was like for children in this era. We dig deeper through delving into the treatment of children in industry in Victorian times, and the culture of the day which made such conditions so.

In PSHE, we look at borrowing and earning money, and in Art, we study and emulate some of the famous artists of the Victorian era, researching William Morris and creating repeat patterns to recreate his famous wallpaper.