



YEAR 5 LEARNING MAP

Banished, Beheaded or Boiled in Oil

Welcome to the world of crime and punishment! Take a trip through history to find out the grim, gruesome and downright gut-churning methods of punishment societies employed in the past - from being boiled alive in ancient Greece to being split in two in the Middle Ages.

Want to know: who was sentenced to death - by coffee? Where you could be whipped for flying a kite? Why was a cockerel was burnt at the stake? Find out the truth about brutal school beatings, test your local policeman, and see if you can escape beheading in the Tower of London as we explore crime and punishment through the ages!

TERM 2 - 2019-2020
WATERFIELD PRIMARY SCHOOL

Year 5 Term 2

Banished, Beheaded or Boiled in Oil

English

As creative writers, we will be using our key text, *Holes*, to explore and write diary entries from the perspective of the main character, ensuring that we make use of ambitious vocabulary and sentence structures.

We will also apply our knowledge of the plot and key features to create letters written by certain characters, emphasising their current thoughts and feelings.

Key Texts

Holes – Louis Sachar

Crime and Punishment through the ages – Ben Hubbard

The Highwayman – Alfred Noyes

Cruel Crime and Painful Punishment – Terry Deary
(*Horrible Histories*)

Maths

As confident mathematicians, we will be using our knowledge of the times tables and applying this to formal methods of multiplication and division, including solving number problems.

We will be expanding our knowledge of fractions by finding common denominators and solving calculations involving all four operations. We will then develop this skill by exploring the links between fractions, decimals and percentages.

PSHCE

We will be exploring our viewpoints on important global issues, including climate change, punishments and sanctions, and our rights and responsibilities. Our debating skills will also be a focus, ensuring that we listen to and understand different points of view.

The Arts

As experienced artists, the children will be using learnt skills, such as different lines, tones and textures, to create portraits based on our crime and punishment topic. Children will study work from the National Portrait Gallery and explore the meaning behind the artists' chosen colour, form and space in some iconic pieces of artwork.

Work with our music specialist teacher will teach the children the basics of playing the Keyboard.

Computing

We will be using logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.

We will also be focusing on using technology safely, responsibly and respectfully.

Science

Materials

- As crime-scene detectives, we will be applying our scientific knowledge of solubility, transparency and conductivity to enable us to investigate unsolved crimes.

Living things and their habitats

- As experienced biologists, we will be developing our knowledge of Living things and the environment they live in, including investigating different life cycles and how certain species have adapted to live in extreme conditions. This will link to our English text, *holes*.

Humanities

History

- Children will be rewinding back to previous eras to study the trends of crime and punishment from the Romans to the 21st century, including aspects of life for criminals during the Vikings, Victorians and Tudor times.
- They will be investigating the grim, gruesome and gut-churning methods used and comparing these to more modern forms of punishment.
- They will explore the types of investigative methods used and take part in their exploratory study.
- The children will form their very own 'Pupil Parliament' within which they will begin to explore and debate big ethical questions.

RE

- Through our learning around Hinduism, we will be focusing on the key enquiry, "How can Brahman be everywhere and everything?"
- In our studies on Christianity, we will be discussing the enquiry question, "How significant if it for Christians to believe God intended Jesus to die?"