

Year 5 **Spring 2** Project overview— **The Boy at the Back of the Class!**

Big Idea: Identity

Year 5 explore the themes of **identity, belonging** and **stereotypes** through the text 'The Boy at the Back of the Class' by Onjali Q Rauf. As geographers, we will explore the role of **migrants** and how they have *impacted* our **communities**. Children will learn to question, develop and apply learning to their own role as *global citizens*.

HOOK: Who am I? - exploring our communities and heritage.

OUTCOME: Exhibition

Applied Literacy:

Reading - retrieval, inference, compare skills
Newspaper—David Attenborough
Non-Chronological diary
Geographical conclusions

Applied Mathematics:

Statistics—interpreting graphs and data about migration patterns.

Pupil Premium Curriculum Enhancement:

Visitors from different communities to allow children to experience different cultures and identities different from their own.

Key Concept

PSHE: Emotional Well-being and Relationships

Children will be able to

- describe what living in a **community** means and the groups that make up their community.
- identify the the benefits of **belonging** to a **diverse community**.
- value **diversity**.
- describe why it is important to **respect** differences and similarities in people.
- recognise what they have in **common** with others.

Geography:

Children will be able to

- recognise that **migration** is something that occurs across the world.
- identify the different types of migration and the reasons people might migrate.
- describe how some migrations are **voluntary** and others are **forced**.
- describe what a **refugee** is and the **push/pull factors** for them.
- identify how the role of **migrants** shapes our **communities**.

Art: Colour - children develop their use of **colour** to show emotion and create a thought provoking in piece of artwork.

Music: Children will compose a piece of music using leitmotifs to represent key characters.

SMSC and Learning Values:

Culture – Reflect on their identity and their role in the wider world as a global citizen. Recognise how different people contribute to and shape our global communities.

Social - recognise the characteristics of positive friendships and how I can be a good friend.

Community links/ Enterprise/ Experiences:

Lesson in Somali —children will experience a lesson in Somali to support them in beginning to understand how it may be for a migrant child moving to a new country and school.

Exhibition - exhibition which takes the audience on a visual and auditory journey of a refugee character from the book.

Big Idea: Identity

What I already know...

How to recognise and use **respectful** behaviour—how to be **polite** (Year 3)

What makes a **family**—features of family life (Year 3)

Ways to resolve different confrontations—how to be **assertive**, **passive** and **aggressive** conversations (Year 4)

What makes a friend—creating **positive friendships** (Year 4)

Key Vocabulary:

community

identity

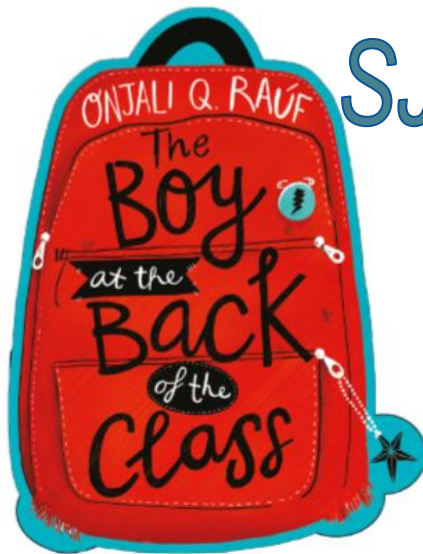
stereotype

differences

diversity

common

belonging



SJS PSHE

Key concepts:
Emotional wellbeing
Relationships

In this **PSHE** focused project, explore the themes of **identity**, **belonging** and **stereotypes**. Children will learn to question, develop and apply learning to their own role as *global citizens*.

I will learn...

- ❑ what living in a **community** means and the groups that make up my community.
- ❑ about the benefits of **belonging** to a **diverse community** and how to value **diversity**.
- ❑ the importance of **respecting** differences and similarities in people and recognizing what they have in **common** with others.
- ❑ what a **stereotype** is and how they can negatively influence behaviours.

Our Personal Skills:

