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| I Coriander – Sally Gardner - Year 4/5 |
| Possibilities – Strong resilient female heroine – set in the midst of the English Civil War – child overcomes physical and mental abuse and the loss of her parents. Set in London (1649) shortly after the death of Charles I – How to deal with bullies |
| Spirituality – Two strong beliefs clash Royalists and Puritans – many opportunities to discuss fundamental beliefs – links well to British values of tolerance – democracy – individual liberty – mutual respect -  |
| Diversity – the story unfolds to include a range of people from different societies, backgrounds and a strange magical world. The book is set in a world where anyone who dares to be different is punished usually by torture or death. |

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| The Lion, The Witch and The Wardrobe – C S Lewis - Year 4/5 |
| Possibilities – Strong resilient brothers and sisters evacuated in WWII - fighting good against evil in a strange land – enables discussion of female role in this period and change |
| Spirituality – Persecution from a tyrant enables good topical discussion and much opportunity for text to world. Christian links to explore with the death of Aslan and resurrection |
| Diversity – massive diversity in the form of many different beings from many different backgrounds working together for the greater good – children experience and empathise with persecution. Strong in reflection when younger sibling strays to the wrong side. |

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| The Thieves of Ostia – Caroline Lawrence - Year 4/5 |
| Possibilities – Life in Ancient Roman times – tells the tale of four children in the Roman port of Ostia as they work together (reciprocity) with excellent resourcefulness to solve the crime of the dog decapitator – the book opens up the whole resourcefulness and cruelty of this ancient world – it also introduces Latin and the classical world to the children. |
| Spirituality – Persecution for belief – the birth of the Christian faith – persecution of Jews and linked to global events – Paganism and Roman gods/goddesses |
| Diversity – Super diversity as one child is the daughter of a Roman citizen and sea captain, one is a Jew who has become a practicing Christian (punishable by death), one is a vagrant boy who has had his tongue cut out and lastly a girl stolen from her own land in Africa and brought by Venalicius, the slave dealer, to be sold as a slave. The children also explore and learn some latin. The children demonstrate huge resilience. |

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| Harry Potter and The Philosopher’s Stone - Year 4/5 |
| Possibilities – Resilient and resourceful children – two boys and a girl working together (reciprocity) Getting on and falling out – building healthy relationships – unearthing the secrets surrounding the Philosopher’s Stone – Dealing with bullies |
| Spirituality – explored through the death of Harry’s parents and him seeing them through the mirror of Arised –  |
| Diversity – Persecution and diversity explored through the muggles (half-bloods) and attitudes from pure blood wizard families – excellent links to British Values tolerance, mutual respect etc. |

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| Percy Jackson and The Lightning Thief - Year 4/5 |
| Possibilities – Three unlikely heroes one boy, one girl, one goat/boy, set off to solve a quest – resilience and reciprocity are prevalent as the children fight the furies sent by the gods to kill them – Deals with bullying and childhood jealousy, self- reflection  |
| Spirituality – All of the pagan Greek gods and goddesses explored and brought into a modern world – Percy’s mother is killed by the Minotaur and held in the underworld by Hades – Hope keeps Percy focused on his quest. |
| Diversity – one of the children has ADHD a hidden disability which is explained in ‘child speak’ and refers to many misunderstanding and well-meaning and not so well-meaning adults – tolerance of differences is hugely woven in – reveals the true skills of this child and promotes self- belief and fulfilment despite the challenges and traumas of his life and being misunderstood. |

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| The House with The Chicken Legs - Year 4/5 |
| Possibilities – A girl and her grandmother live in a house that can move itself from place to place – The girl has to battle her own demons in whether she wants to stay with the chicken house or whether she wants to become a normal child – Great resilience, reflectiveness, resourcefulness and learning reciprocity and working with others. |
| Spirituality – Their job is to welcome the dead and give them their final meal and good time before they pass on their journey to the afterlife, which in this case is the stars – The girl loses her grandmother who makes the journey to the afterlife, she then tries to follow her and goes part way along the journey herself before returning to the house – Finding and believing in your true self and accepting yourself for who you are. |
| Diversity – The story has been developed from old Russian fairy tales and beliefs. The girl has to understand whether she is actually dead or alive and come to terms with the fact that she will lose her elderly grandmother – The house is a living being with feelings and has to live on the margins of society – Meets other people from her own culture and realises she is not alone. |