Class -7N Navigator Curriculum - English/Lessons weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	Topic: 1. Texts all around us	Topic: 1. Texts all around us	Topic: 2. Crime and consequences	Topic: 2. Crime and consequences	Topic: 3. Journeys and discoveries	Topic: 3. Journeys and discoveries
	<u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u>	<u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u>	<u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u>	<u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u>	<u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u>	<u>Key questions,</u> <u>Key skills and</u> <u>knowledge</u>
	 1.1 When is a text a text? Source texts: Captain Scott letter 'How not to care what other people think of you' blog by Tavi Gevinson. LO: Learn to recognise different sorts of text Understand how to identify the purpose, audience and form of a text Write about a text, commenting on its key features 	 1.5 What is a classic text? Source text: The Lion, the Witch and the Wardrobe by C. S. Lewis LO: Learn what qualities make a text a classic Explore how language and structural features are used to help to build character Write about a classic text, showing your understanding of its appeal 	 2.1 Why do we love crime fiction? Source texts: 'Four Reasons We Love Binging Crime Shows' article Crime fiction blurbs LO: Learn about the genre of crime fiction Identify genre conventions and explore how they impact on the reader Write a plan for your own crime story What I'm learning: I know that 	 2.5 What's the news? Source text: Model railway destroyed news article LO: Learn about the structure and features of a news report Identify the writer's perspective and how it is presented Write your own crime report What I'm learning: I know that Writers and 	 3.1 How do journeys create jeopardy? Source text: The Body by Stephen King LO: Learn how writers make deliberate word choices to create a sense of danger • Explore the features of a coming-of-age story Analyse how a writer creates a sense of jeopardy in a text 	 3.5 What is travel writing? Source text: Blog post by Alastair Humphreys LO: Learn about the key conventions of travel writing Identify the effects of grammatical features in travel writing Write about a journey around your neighbourhood What I'm learning: I know that Texts can take narrative forms and
	What I'm learning: I know that • Text type is linked to purpose and	<u>What I'm learning: I</u> <u>know that</u>	Genre is a way of categorising texts in terms of ways of	speakers change the way they structure texts and the language they use to	<u>What I'm learning: I</u> <u>know that</u>	there are key conventions associated with these forms

Curricu	Ilum intent (overview		ents' skills and kno epares students fo		proad and balanced	I curriculum which
	audience and texts	 Writers and 	writing (form), content	suit the purpose they	 Writers make 	 Writers and speakers
	are constructed to	speakers change the	or purpose	are writing for	deliberate word	change the way they
	meet the needs of a	way they structure	 A genre has key 	Writers use	choices and use	structure texts and the
	specific purpose and	texts and the	conventions that	structural devices	literary devices to	language they use to
	audience	language they use to	define it	within a text for	create setting,	suit their purpose
	 Texts can take 	suit their audience	 Crime fiction is a 	particular effects and	character,	 Writers and speakers
	narrative or non-	 Writers use 	genre with key	, purposes	atmosphere and	make grammatical
	narrative forms	structural devices to	conventions	Writers make	mood	choices to shape
	• Texts can be	achieve particular		decisions about tone	 Textual reference 	meaning and impact
	categorised into	effects and for	How I'll	in relation to their	and quotations can	the reader or listener
	fiction and non-fiction	specific reasons	demonstrate l've	purpose, audience,	be used to support a	
		 Writers make 	learnt it: I will	form and context	point of view	How I'll demonstrate
	<u>How I'll</u>	deliberate word	 Identify the impact 		 Words can have 	<u>l've learnt it: I will</u>
	demonstrate l've	choices and use	of the crime fiction	<u>How I'll</u>	implicit and explicit	 Identify the features
	learnt it: I will	literary devices to	genre on the	demonstrate l've	meanings	of narrative texts and
	 Recognise different 	create character,	audience	learnt it: I will		comment on their
	text types and show	mood and setting	 Identify genre 	 Analyse the 	How I'll	impact on the reader
	understanding of their	 Identify key qualities 	conventions in the	structure of a news	demonstrate l've	 Write a non-fiction,
	purpose and	that make a text a	blurbs of crime fiction	report	<u>learnt it: I will</u>	narrative account of a
	audience	classic	 Write a plan for a 	 Explore the effect of 	 Make inferences 	journey
	 Comment on the 		crime story using the	different language	about texts	 Use paragraphs,
	impact of purpose	<u>How I'll</u>	conventions of the	choices	Comment on a	structural devices and
	and audience on a	demonstrate l've	genre	• Write a crime report,	writer's choice of	grammatical features
	text	learnt it: I will		checking and editing	vocabulary and its	to organise my writing
	 Recognise narrative 	Write a response to	2.2 What makes a	a first draft before	effects	
	and non-narrative	a classic text to show	character?	producing a final	Use textual	3.6 Why travel
	and fiction and non-	my understanding of	Source text: 'The	version	references to support	sustainably?
	fiction texts	its appeal to readers	Murders in the Rue		my point of view	Source text:
		Develop my own	Morgue' by Edgar	2.6 What is	0.014/1-01/1-01/01/01	Sustainable holidays
	1.2 What is a poem?	point of view about a	Allan Poe	figurative	3.2 What is a quest?	article
	Source texts: 'I Want	spoken or written text	10.	language?	Source text: Medusa	
	a Poem' by Shukria	and use quotations to	LO: • Learn about the	Source texts:	by Jessie Burton	LO: • Learn about features
	Rezaei 'The Factory'	support this		'Stealing' by Carol	1.0.	
	by Letitia Elizabeth Landon.		techniques writers	Ann Duffy 'Guilty Conscience' by	LO: • Learn to identify the	of persuasive texts Explore the effects of
1		1.6 How is your voice heard?	use to present	Sagar Garg	 Learn to identify the main features of a 	
	LO:	Source text: 'The	charactersExplore explicit and	Sayal Galy	quest and some other	persuasive techniques on the reader
1	• Learn about some	Danger of a Single	implicit information	LO:	story types	Write and present a
	of the key features of	Story' by	Analyse how a	 Learn to identify and 	Explore first-person	speech confidently in
1	poetry	Chimamanda Ngozi	character is	consider the effects	narrative and	front of an audience
	Discover patterns of	Adichie	presented	of figurative language	inference	
	language and		produttod	Explore how	Write a scene for	What I'm learning: I
	imagery in poems	<u>LO:</u>		figurative language	your own quest story,	know that

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	• Write a poem,	Learn how to share	What I'm learning: I	can be used to	using key	 Writers and speakers 		
	building on a	your views effectively	know that	express a	conventions	make structural and		
	modelled structure	• Explore the context,	Writers make	perspective		language choices		
		style and features of	deliberate word	 Evaluate the effects 	What I'm learning: I	when creating texts for		
	What I'm learning: I	a powerful speech	choices and use	of figurative language	know that	different purposes		
	know that	 Write and present a 	literary devices to	in a poem	 Writers use key plot 	 Writers and speakers 		
	Words can be	short speech to	create character		conventions for	use facts and opinions		
	ordered within a text	express your point of	 Characterisation is 	<u>What I'm learning: I</u>	particular reasons	selectively to fulfil		
	to create effects	view	the way in which a	know that	within a text	specific purposes and		
	 Writers make 		writer creates and	 Writers make 	Narrative	engage specific		
	deliberate choices	What I'm learning: I	uses characters	deliberate word	perspective is the	audiences		
	about vocabulary,	know that	 Words can have 	choices and use	point of view from			
	literary devices and	 Writers and 	both implicit and	literary devices to	which a story is told	How I'll demonstrate		
	poetic devices to	speakers make	explicit meanings	communicate attitude	 Writers make 	l've learnt it: I will		
	achieve specific	decisions about style	 Inference is a 	and viewpoint	deliberate word	 Identify the structural 		
	effects	when writing a text	conclusion or opinion	Writers make	choices and use	and language choices		
		and delivering a	that is formed based	deliberate choices	literary devices to	writers use and why		
	How I'll	speech in order to	on evidence, usually	about vocabulary,	create setting,	they use them • Use		
	demonstrate l've	control the reactions	involving implicit	literary devices and	character,	facts to support an		
	learnt it: I will	of the reader	information	poetic devices to	atmosphere and	argument		
	Comment on the	Tone is the attitude		achieve specific	mood	 Write and deliver a 		
	effects of word choice	expressed in a text	How I'll	effects	 Inference is a 	persuasive speech		
	and literary devices,	through language	demonstrate l've	Words can have	conclusion or opinion	using appropriate		
	making inferences	choices, grammar or	learnt it: I will	implicit and explicit	that is formed based	literary and structural		
	and interpretations	structure	Write an analysis of	meanings	on evidence, usually	devices		
	Comment on the	Writers and	a character		involving implicit	27 Why take a riak?		
	way a writer has	speakers use tone to	Make inferences	How I'll domonotrate I've	information	3.7 Why take a risk?		
	structured their	convey attitudes	and interpretations,	<u>demonstrate l've</u> learnt it: I will		Source text: 'Bungee at Victoria Falls: The Day		
	poem, including the effects of sound	 Synthesis is the combination of 	identifying implicit and explicit meaning	• Analyse the	<u>How I'll</u> demonstrate I've	the Void Came for Me		
	patterns and word	separate ideas or	in a text	figurative language	learnt it: I will	by Deborah		
	order	texts into a new,	Use textual	used in a poem and	Identify key plot	O'Donoghue		
	Write poetry in the	single text	reference to support	its effects	conventions	O Donogride		
	style of another	Single text	my point of view	Comment on literary	Write a first-person	LO:		
	writer, drawing on my	How I'll	my point of view	devices that shape	quest narrative using	 Learn to recognise 		
	own background,	demonstrate l've	2.3 Who's telling the	the reader's attitude	key plot conventions	the effect of a writer's		
	selecting vocabulary,	learnt it: I will	story?	towards the narrator	Make deliberate	choice of techniques in		
	and using imagery	Identify and use a	Source text: Smart by	Respond to a	word choices for	a piece of travel writing		
	and doing indgory	range of words to	Kim Slater	statement about the	effect in my own	• Explore how the		
	1.3 What's the	describe the tone of a		impact of literary	written texts when	structure of a piece of		
	story?	text	<u>LO:</u>	techniques used in a	creating character,	travel writing creates		
	Source texts: 'Nine	Comment on how	<u> </u>	poem	setting, atmosphere	excitement		
	and seven-year-old	writers and speakers		F - •	and mood			

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brothers are	use vocabulary,	Learn to identify and	2.7 What's the		Write an article about		
discovered alive afte		analyse narrative	difference?	3.3 Why start with a	a travel adventure		
going missing in the	and tone to create	voices	Source texts: A Day	journey?			
Amazon rainforest'	their own style	Explore the effect of	in the Life of a	Source text: Jamaica	What I'm learning: I		
news article Pigeon	Plan and write a	different narrative	Prisoner by Michael	Inn by Daphne du	know that		
English by Stephen	speech with a clear	voices on the reader	Romero My Fifteen	Maurier	Writers change the		
Kelman	structure and present	 Create your own 	Lost Years by		way they structure		
	it effectively	narrative voice	Florence Maybrick	LO:	texts and the language		
<u>LO:</u>	-		2	 Learn to recognise 	they use to suit their		
Learn to recognise	1.7 Which English	What I'm learning: I	<u>LO:</u>	key plot conventions	audience		
prose and	do you speak?	know that	 Learn to compare 	 Identify word 	 Words can be 		
understand its	Source texts:	Narrative	texts	choices and literary	ordered within a text to		
different forms	'Running' by	perspective is the	 Summarise and 	devices and	create effects		
 Explore some of the 		point of view from	synthesise the main	comment on their	 Writers and speakers 		
language and	Article by Benjamin	which a story is told	points of two texts	effects	make choices about		
features used in	Zephaniah	 Writers make 	 Compare how 	 Analyse the 	how to structure a text		
prose		deliberate word	writers present their	presentation of a			
Compare different	<u>LO:</u>	choices and use	perspectives	journey, using close	How I'll demonstrate		
types of stories	Learn how texts are	language devices		textual reference	l've learnt it: I will		
written in prose	influenced by a	when creating	What I'm learning: I		Comment on how a		
	writer's background	character	know that	What I'm learning: I	writer has chosen to		
What I'm learning:		 Writers and 	Writers make	know that	structure a text, and		
know that	they use	speakers make	deliberate word	Writers and	words within a text,		
Texts can take	Explore differences	decisions about	choices and use	speakers make	and the effect that this		
narrative forms and	between Standard	register to suit their	literary devices to	choices about how to	has on the reader		
there are key conventions	and non-standard	purpose, audience, form and context	communicate attitude	structure a textWriters use key plot	Write an article		
associated with thes	English • Write a drama	Writers and	and viewpointTexts can be	conventions for	describing a travel adventure		
forms	script, including	speakers make	compared and	particular reasons	Use structural and		
Writers make	characters who are	decisions about tone	connected in different	within a text	language devices in		
deliberate word	code-switching	in relation to their	Ways	Writers make	my own writing		
choices and use	code switching	purpose and	Synthesis is the	deliberate word	ing own whiling		
literary devices to	What I'm learning: I	audience	combination of	choices including the	3.8 Can journeys tell		
create character and			separate ideas or	use of literary devices	stories?		
setting	Context is the	How I'll	texts into a new,	when creating	Source text: Brown Girl		
Inference is a	setting or	demonstrate l've	single text	atmosphere and	Dreaming by		
conclusion or opinior		learnt it: I will	Summary is a brief	mood	Jacqueline Woodson		
that is formed based		 Identify how a writer 	statement of the main	 Textual reference 			
on evidence, usually	5	uses narrative voice	facts or points of	and quotations can	<u>LO:</u>		
involving implicit	and the way in which	to reveal information	something	be used to support a	 Learn about the 		
information	it is written	about a character	-	point of view	conventions of		
	Texts can be written	 Comment on how 			autobiographical		
	in Standard and non-	changing the			writing		

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	How I'll	standard English	narrative perspective	How I'll	How I'll	Learn how to		
	demonstrate l've	depending on their	of a text can change	demonstrate l've	demonstrate l've	structure an analytical		
	learnt it: I will	audience, purpose,	the impact on the	learnt it: I will	learnt it: I will	response		
	 Comparisons can 	form and context	reader	 Summarise and 	Comment on how	 Write about a literary 		
	be made between	 Writers and 	 Write a paragraph 	synthesise two texts	and why a writer has	text using a formal,		
	texts	speakers adapt and	of a detective story	on a similar theme	used an inciting	analytical style		
	 Recognise and 	change register for	thinking about	 Use appropriate 	incident, vocabulary			
	understand the	different forms,	narrative perspective,	adverbials and	and literary devices	<u>What I'm learning: I</u>		
	conventions of	purposes, audiences	voice, tone and	conjunctions in	to create atmosphere	know that		
	different forms	and contexts (code-	register	comparison of text	and mood	 Texts can take 		
	 Comment on the 	switching)		Compare how	 Use cohesive and 	narrative forms and		
	effects of word choice	 Texts can be 	2.4 Why all the	writers present their	structural devices to	there are key		
	and literary devices	compared and	tension?	perspectives	organise my writing	conventions associated		
	 Make connections 	connected in different	Source text: Murder		 Make inferences 	with these forms		
	and comparisons	ways	in Midwinter by Fleur	2.8 Can a text	and use textual	 Writers make 		
	between two texts,		Hitchcock	change your mind?	references to support	structural and		
	using appropriate	How I'll		Source text: 'Who	my point of view	language choices		
	techniques	demonstrate l've	<u>LO:</u>	should get credit for		when creating texts for		
		learnt it: I will	 Learn about the 	declining youth	3.4 How can poetry	different audiences		
	1.4 Why all the	 Identify the 	techniques used to	crime?' by Ally Fog	explore journeys?	 Textual reference and 		
	drama?	differences between	create tension and		Source text: 'Things	quotations can be used		
	Source texts: Romeo	Standard English and	suspense	<u>LO:</u>	We Carry on the Sea'	to support a point of		
	and Juliet by William	non-standard English	 Explore structural 	 Learn to identify 	by Wang Ping	view		
	Shakespeare 'Here	and explain why	and narrative devices	methods used to				
	Be Dragons' by	writers and speakers	and their effect on the	communicate	<u>LO:</u>	How I'll demonstrate		
	Jordan Cobb	might choose to use	reader	attitudes and	 Learn how texts are 	<u>l've learnt it: I will</u>		
		Standard English or	 Comment on how a 	perspectives	influenced by the	 Comment on the 		
	<u>LO:</u>	non-standard English	writer creates tension	 Explore techniques 	contexts in which	structural choices a		
	 Learn to identify the 	 Make connections 	and suspense	to make your	they are written	writer has made in a		
	key features of drama	and comparisons		perspective	 Rehearse and 	piece of		
	texts	between texts	What I'm learning: I	persuasive	perform a poetry	autobiographical		
	 Explore and 	 Use Standard 	know that	 Write and present a 	reading	writing		
	compare two forms of	English and non-	 Writers and 	contribution to a	 Recognise poetic 	 Write an analysis of a 		
	drama	standard English to	speakers use	debate	features and	text using a formal		
	 Create, perform and 	write a short script for	structural devices to		comment on their	register and including		
	record your own	a drama	achieve particular	<u>What I'm learning: I</u>	effect	textual references and		
	piece of drama		effects and for	know that		correct literary		
		1.8 What's the right	specific reasons	 Writers make 	<u>What I'm learning: I</u>	terminology		
	<u>What I'm learning: I</u>	tone?	 Writers use 	structural and	know that			
	know that	Source texts: Malala	narrative devices in	language choices	 Texts are influenced 	Assessment		
	 Texts can take 	Yousafzai's speech	order to create	when creating texts	by context of	Chapter 3 Checkpoint		
	narrative forms and	to the UN, 2013	specific effects	for different purposes	production and	2 speaking and		
	there are key	Extract from Air		 In speech, tone can 	reception	listening assessment;		

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conventions associated with these forms • Writers use key plot conventions for particular reasons within a text • Writers use literary devices to create character and setting <u>How I'll</u> <u>demonstrate I've</u>	Ambulance charity website <u>LO:</u> • Learn how writers craft texts to persuade others to their viewpoint • Explore how writers use language and tone to influence their audience • Comment on the	 epares students fo Writers use key plot conventions for particular reasons within a text How I'll demonstrate I've learnt it: I will Identify structure and plot devices that a writer has used Analyse the structural and plot 	r adulthood. be conveyed through the pace, rhythm, intonation and volume of a person's voice <u>How I'll</u> <u>demonstrate I've</u> <u>learnt it: I will</u> • Identify persuasive language techniques and explain their impact	 Texts are influenced by the reader's background Poetic structure is how a poem is ordered and shaped Writers make deliberate choices about vocabulary, literary devices and poetic devices to achieve specific effects 	Chapter 3 Checkpoint 2 writing assessment		
learnt it: 1 will • Recognise key plot conventions and comment on their effects • Comment on word choice and literary devices and their effects • Write a script or screenplay for a drama thinking about word choice Assessment Chapter 1 Checkpoint 1 reading assessment; Chapter 1 writing assessment	effect of language choices and tone in a speech <u>What I'm learning: I</u> <u>know that</u> • Tone is the attitude expressed in a text through language choices, grammar or structure • Writers use tone to communicate attitudes • Writers and speakers make decisions about tone in relation to their purpose and audience <u>How I'll</u> <u>demonstrate I've</u> <u>learnt it: I will</u> • Identify the purpose, audience and tone of a text • Use a range of words to describe the tone of a text	choices a writer has made in a text to create tension and suspense and comment on the effects of these • Use textual references to support my point of view Assessment Chapter 2 Checkpoint 1 reading assessment; Chapter 2 Checkpoint 1 writing assessment	 Rank presentation skills in order of importance Write and contribute to a debate. Listen and respond to others, then review own performance Assessment Chapter 2 Checkpoint 2 writing assessment; Chapter 2 Checkpoint 2 reading assessment 	How I'll demonstrate I've learnt it: I will • Reflect on the context of the poem and use my own background knowledge to help infer meaning • Experiment with different ways of reading a poem aloud to convey meaning • Comment on the choices that the poet has made: structural, vocabulary, literary and poetic devices Assessment Chapter 3 Checkpoint 1 reading assessment; Chapter 3 Checkpoint 1 writing assessment			

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		Comment on the tone of a text, referring to its purpose and audience Assessment Chapter 1 Checkpoint 2 speaking and listening assessment; Chapter 1 Checkpoint 2 reading assessment						
Links to Gatsby Benchmarks:	Writing / summarizing skills in most careers	Being able to read with information for most careers.	Working in creative industries	Working in creative industries.	- What is journalism?	- Marketing		