

Class -7N Navigator Curriculum - English/Lessons weekly

Kerboodle Quest book 1

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-26	<p>Topic: 1. Texts all around us</p> <p>Key questions, Key skills and knowledge</p> <p>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.</p> <p>LO:</p> <ul style="list-style-type: none"> • 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 <p>What I'm learning: I know that ...</p> <ul style="list-style-type: none"> • Text type is linked to purpose and 	<p>Topic: 1. Texts all around us</p> <p>Key questions, Key skills and knowledge</p> <p>1.5 What is a classic text? Source text: The Lion, the Witch and the Wardrobe by C. S. Lewis</p> <p>LO:</p> <ul style="list-style-type: none"> • 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 <p>What I'm learning: I know that ...</p>	<p>Topic: 2. Crime and consequences</p> <p>Key questions, Key skills and knowledge</p> <p>2.1 Why do we love crime fiction? Source texts: 'Four Reasons We Love Binging Crime Shows' article Crime fiction blurbs</p> <p>LO:</p> <ul style="list-style-type: none"> • 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 <p>What I'm learning: I know that ...</p> <ul style="list-style-type: none"> • Genre is a way of categorising texts in terms of ways of 	<p>Topic: 2. Crime and consequences</p> <p>Key questions, Key skills and knowledge</p> <p>2.5 What's the news? Source text: Model railway destroyed news article</p> <p>LO:</p> <ul style="list-style-type: none"> • 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 <p>What I'm learning: I know that ...</p> <ul style="list-style-type: none"> • Writers and speakers change the way they structure texts and the language they use to 	<p>Topic: 3. Journeys and discoveries</p> <p>Key questions, Key skills and knowledge</p> <p>3.1 How do journeys create jeopardy? Source text: The Body by Stephen King</p> <p>LO:</p> <ul style="list-style-type: none"> • 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 <p>What I'm learning: I know that ...</p>	<p>Topic: 3. Journeys and discoveries</p> <p>Key questions, Key skills and knowledge</p> <p>3.5 What is travel writing? Source text: Blog post by Alastair Humphreys</p> <p>LO:</p> <ul style="list-style-type: none"> • Learn about the key conventions of travel writing • Identify the effects of grammatical features in travel writing • Write about a journey around your neighbourhood <p>What I'm learning: I know that ...</p> <ul style="list-style-type: none"> • Texts can take narrative forms and there are key conventions associated with these forms

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<p>audience and texts are constructed to meet the needs of a specific purpose and audience</p> <ul style="list-style-type: none"> • Texts can take narrative or non-narrative forms • Texts can be categorised into fiction and non-fiction <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Recognise different text types and show understanding of their purpose and audience • Comment on the impact of purpose and audience on a text • Recognise narrative and non-narrative and fiction and non-fiction texts <p>1.2 What is a poem? Source texts: 'I Want a Poem' by Shukria Rezaei 'The Factory' by Letitia Elizabeth Landon.</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn about some of the key features of poetry • Discover patterns of language and imagery in poems 	<ul style="list-style-type: none"> • Writers and speakers change the way they structure texts and the language they use to suit their audience • Writers use structural devices to achieve particular effects and for specific reasons • Writers make deliberate word choices and use literary devices to create character, mood and setting • Identify key qualities that make a text a classic <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Write a response to a classic text to show my understanding of its appeal to readers • Develop my own point of view about a spoken or written text and use quotations to support this <p>1.6 How is your voice heard? Source text: 'The Danger of a Single Story' by Chimamanda Ngozi Adichie</p> <p><u>LO:</u></p>	<p>writing (form), content or purpose</p> <ul style="list-style-type: none"> • A genre has key conventions that define it • Crime fiction is a genre with key conventions <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify the impact of the crime fiction genre on the audience • Identify genre conventions in the blurbs of crime fiction • Write a plan for a crime story using the conventions of the genre <p>2.2 What makes a character? Source text: 'The Murders in the Rue Morgue' by Edgar Allan Poe</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn about the techniques writers use to present characters • Explore explicit and implicit information • Analyse how a character is presented 	<p>suit the purpose they are writing for</p> <ul style="list-style-type: none"> • Writers use structural devices within a text for particular effects and purposes • Writers make decisions about tone in relation to their purpose, audience, form and context <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Analyse the structure of a news report • Explore the effect of different language choices • Write a crime report, checking and editing a first draft before producing a final version <p>2.6 What is figurative language? Source texts: 'Stealing' by Carol Ann Duffy 'Guilty Conscience' by Sagar Garg</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn to identify and consider the effects of figurative language • Explore how figurative language 	<ul style="list-style-type: none"> • Writers make deliberate word choices and use literary devices to create setting, character, atmosphere and mood • Textual reference and quotations can be used to support a point of view • Words can have implicit and explicit meanings <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Make inferences about texts • Comment on a writer's choice of vocabulary and its effects • Use textual references to support my point of view <p>3.2 What is a quest? Source text: Medusa by Jessie Burton</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn to identify the main features of a quest and some other story types • Explore first-person narrative and inference • Write a scene for your own quest story, 	<ul style="list-style-type: none"> • Writers and speakers change the way they structure texts and the language they use to suit their purpose • Writers and speakers make grammatical choices to shape meaning and impact the reader or listener <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify the features of narrative texts and comment on their impact on the reader • Write a non-fiction, narrative account of a journey • Use paragraphs, structural devices and grammatical features to organise my writing <p>3.6 Why travel sustainably? Source text: Sustainable holidays article</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn about features of persuasive texts • Explore the effects of persuasive techniques on the reader • Write and present a speech confidently in front of an audience <p><u>What I'm learning: I know that ...</u></p>
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<p>• Write a poem, building on a modelled structure</p> <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Words can be ordered within a text to create effects • Writers make deliberate choices about vocabulary, literary devices and poetic devices to achieve specific effects <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Comment on the effects of word choice and literary devices, making inferences and interpretations • Comment on the way a writer has structured their poem, including the effects of sound patterns and word order • Write poetry in the style of another writer, drawing on my own background, selecting vocabulary, and using imagery <p>1.3 What's the story? Source texts: 'Nine and seven-year-old</p>	<p>• Learn how to share your views effectively</p> <ul style="list-style-type: none"> • Explore the context, style and features of a powerful speech • Write and present a short speech to express your point of view <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers and speakers make decisions about style when writing a text and delivering a speech in order to control the reactions of the reader • Tone is the attitude expressed in a text through language choices, grammar or structure • Writers and speakers use tone to convey attitudes • Synthesis is the combination of separate ideas or texts into a new, single text <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify and use a range of words to describe the tone of a text • Comment on how writers and speakers 	<p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers make deliberate word choices and use literary devices to create character • Characterisation is the way in which a writer creates and uses characters • Words can have both implicit and explicit meanings • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Write an analysis of a character • Make inferences and interpretations, identifying implicit and explicit meaning in a text • Use textual reference to support my point of view <p>2.3 Who's telling the story? Source text: Smart by Kim Slater</p> <p><u>LO:</u></p>	<p>can be used to express a perspective</p> <ul style="list-style-type: none"> • Evaluate the effects of figurative language in a poem <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers make deliberate word choices and use literary devices to communicate attitude and viewpoint • Writers make deliberate choices about vocabulary, literary devices and poetic devices to achieve specific effects • Words can have implicit and explicit meanings <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Analyse the figurative language used in a poem and its effects • Comment on literary devices that shape the reader's attitude towards the narrator • Respond to a statement about the impact of literary techniques used in a poem 	<p>using key conventions</p> <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers use key plot conventions for particular reasons within a text • Narrative perspective is the point of view from which a story is told • Writers make deliberate word choices and use literary devices to create setting, character, atmosphere and mood • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify key plot conventions • Write a first-person quest narrative using key plot conventions • Make deliberate word choices for effect in my own written texts when creating character, setting, atmosphere and mood 	<ul style="list-style-type: none"> • Writers and speakers make structural and language choices when creating texts for different purposes • Writers and speakers use facts and opinions selectively to fulfil specific purposes and engage specific audiences <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify the structural and language choices writers use and why they use them • Use facts to support an argument • Write and deliver a persuasive speech using appropriate literary and structural devices <p>3.7 Why take a risk? Source text: 'Bungee at Victoria Falls: The Day the Void Came for Me' by Deborah O'Donoghue</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn to recognise the effect of a writer's choice of techniques in a piece of travel writing • Explore how the structure of a piece of travel writing creates excitement
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	<p>brothers are discovered alive after going missing in the Amazon rainforest' news article Pigeon English by Stephen Kelman</p> <p>LO:</p> <ul style="list-style-type: none"> • Learn to recognise prose and understand its different forms • Explore some of the language and features used in prose • Compare different types of stories written in prose <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Texts can take narrative forms and there are key conventions associated with these forms • Writers make deliberate word choices and use literary devices to create character and setting • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information 	<p>use vocabulary, structural devices and tone to create their own style</p> <ul style="list-style-type: none"> • Plan and write a speech with a clear structure and present it effectively <p>1.7 Which English do you speak?</p> <p>Source texts: 'Running' by Benjamin Zephaniah Article by Benjamin Zephaniah</p> <p>LO:</p> <ul style="list-style-type: none"> • Learn how texts are influenced by a writer's background and the language they use • Explore differences between Standard and non-standard English • Write a drama script, including characters who are code-switching <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Context is the setting or circumstances in which something is produced or received and the way in which it is written • Texts can be written in Standard and non- 	<ul style="list-style-type: none"> • Learn to identify and analyse narrative voices • Explore the effect of different narrative voices on the reader • Create your own narrative voice <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Narrative perspective is the point of view from which a story is told • Writers make deliberate word choices and use language devices when creating character • Writers and speakers make decisions about register to suit their purpose, audience, form and context • Writers and speakers make decisions about tone in relation to their purpose and audience <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify how a writer uses narrative voice to reveal information about a character • Comment on how changing the 	<p>2.7 What's the difference?</p> <p>Source texts: A Day in the Life of a Prisoner by Michael Romero My Fifteen Lost Years by Florence Maybrick</p> <p>LO:</p> <ul style="list-style-type: none"> • Learn to compare texts • Summarise and synthesise the main points of two texts • Compare how writers present their perspectives <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers make deliberate word choices and use literary devices to communicate attitude and viewpoint • Texts can be compared and connected in different ways • Synthesis is the combination of separate ideas or texts into a new, single text • Summary is a brief statement of the main facts or points of something 	<p>3.3 Why start with a journey?</p> <p>Source text: Jamaica Inn by Daphne du Maurier</p> <p>LO:</p> <ul style="list-style-type: none"> • Learn to recognise key plot conventions • Identify word choices and literary devices and comment on their effects • Analyse the presentation of a journey, using close textual reference <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers and speakers make choices about how to structure a text • Writers use key plot conventions for particular reasons within a text • Writers make deliberate word choices including the use of literary devices when creating atmosphere and mood • Textual reference and quotations can be used to support a point of view 	<ul style="list-style-type: none"> • Write an article about a travel adventure <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers change the way they structure texts and the language they use to suit their audience • Words can be ordered within a text to create effects • Writers and speakers make choices about how to structure a text <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Comment on how a writer has chosen to structure a text, and words within a text, and the effect that this has on the reader • Write an article describing a travel adventure • Use structural and language devices in my own writing <p>3.8 Can journeys tell stories?</p> <p>Source text: Brown Girl Dreaming by Jacqueline Woodson</p> <p>LO:</p> <ul style="list-style-type: none"> • Learn about the conventions of autobiographical writing
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<p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Comparisons can be made between texts • Recognise and understand the conventions of different forms • Comment on the effects of word choice and literary devices • Make connections and comparisons between two texts, using appropriate techniques <p>1.4 Why all the drama? Source texts: Romeo and Juliet by William Shakespeare 'Here Be Dragons' by Jordan Cobb</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn to identify the key features of drama texts • Explore and compare two forms of drama • Create, perform and record your own piece of drama <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Texts can take narrative forms and there are key 	<p>standard English depending on their audience, purpose, form and context</p> <ul style="list-style-type: none"> • Writers and speakers adapt and change register for different forms, purposes, audiences and contexts (code-switching) • Texts can be compared and connected in different ways <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify the differences between Standard English and non-standard English and explain why writers and speakers might choose to use Standard English or non-standard English • Make connections and comparisons between texts • Use Standard English and non-standard English to write a short script for a drama <p>1.8 What's the right tone? Source texts: Malala Yousafzai's speech to the UN, 2013 Extract from Air</p>	<p>narrative perspective of a text can change the impact on the reader</p> <ul style="list-style-type: none"> • Write a paragraph of a detective story thinking about narrative perspective, voice, tone and register <p>2.4 Why all the tension? Source text: Murder in Midwinter by Fleur Hitchcock</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn about the techniques used to create tension and suspense • Explore structural and narrative devices and their effect on the reader • Comment on how a writer creates tension and suspense <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers and speakers use structural devices to achieve particular effects and for specific reasons • Writers use narrative devices in order to create specific effects 	<p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Summarise and synthesise two texts on a similar theme • Use appropriate adverbials and conjunctions in comparison of text • Compare how writers present their perspectives <p>2.8 Can a text change your mind? Source text: 'Who should get credit for declining youth crime?' by Ally Fog</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn to identify methods used to communicate attitudes and perspectives • Explore techniques to make your perspective persuasive • Write and present a contribution to a debate <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Writers make structural and language choices when creating texts for different purposes • In speech, tone can 	<p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Comment on how and why a writer has used an inciting incident, vocabulary and literary devices to create atmosphere and mood • Use cohesive and structural devices to organise my writing • Make inferences and use textual references to support my point of view <p>3.4 How can poetry explore journeys? Source text: 'Things We Carry on the Sea' by Wang Ping</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • Learn how texts are influenced by the contexts in which they are written • Rehearse and perform a poetry reading • Recognise poetic features and comment on their effect <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Texts are influenced by context of production and reception 	<ul style="list-style-type: none"> • Learn how to structure an analytical response • Write about a literary text using a formal, analytical style <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • Texts can take narrative forms and there are key conventions associated with these forms • Writers make structural and language choices when creating texts for different audiences • Textual reference and quotations can be used to support a point of view <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Comment on the structural choices a writer has made in a piece of autobiographical writing • Write an analysis of a text using a formal register and including textual references and correct literary terminology <p><u>Assessment</u> Chapter 3 Checkpoint 2 speaking and listening assessment;</p>
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	<p>conventions associated with these forms</p> <ul style="list-style-type: none"> • Writers use key plot conventions for particular reasons within a text • Writers use literary devices to create character and setting <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • 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 <p><u>Assessment</u> Chapter 1 Checkpoint 1 reading assessment; Chapter 1 Checkpoint 1 writing assessment</p>	<p>Ambulance charity website</p> <p><u>LO:</u></p> <ul style="list-style-type: none"> • 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 effect of language choices and tone in a speech <p><u>What I'm learning: I know that ...</u></p> <ul style="list-style-type: none"> • 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 <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify the purpose, audience and tone of a text • Use a range of words to describe the tone of a text 	<ul style="list-style-type: none"> • Writers use key plot conventions for particular reasons within a text <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify structure and plot devices that a writer has used • Analyse the structural and plot 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 <p><u>Assessment</u> Chapter 2 Checkpoint 1 reading assessment; Chapter 2 Checkpoint 1 writing assessment</p>	<p>be conveyed through the pace, rhythm, intonation and volume of a person's voice</p> <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • Identify persuasive language techniques and explain their impact • Rank presentation skills in order of importance • Write and contribute to a debate. Listen and respond to others, then review own performance <p><u>Assessment</u> Chapter 2 Checkpoint 2 writing assessment; Chapter 2 Checkpoint 2 reading assessment</p>	<ul style="list-style-type: none"> • 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 <p><u>How I'll demonstrate I've learnt it: I will ...</u></p> <ul style="list-style-type: none"> • 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 <p><u>Assessment</u> Chapter 3 Checkpoint 1 reading assessment; Chapter 3 Checkpoint 1 writing assessment</p>	<p>Chapter 3 Checkpoint 2 writing assessment</p>
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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