Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

7E Class - **Explorer Curriculum** - *English/Lessons weekly*

Kerboodle Ignite book 1

Year	2026– 2027 Autumn 1	2025-2026 Autumn 2	2025-2026 Spring 1	2025-2026 Spring 2	2025-2026 Summer 1	2025-2026 Summer 2	20 A
2025-2026	**Topic:** In Search of Adventure **Suggested Key Questions:** **What drives people to seek out adventure?** **What is the most adventurous thing you have ever done?** **Key Skills and Knowledge:** **Introducing the unit** **1 The Hero's Journey** • Introduce the adventure genre through students' own experiences. • Respond to the Ignite interview featuring Mick Conefrey. • Explore the typical structure of adventure stories and relate this to students' own reading. • Compare the plot of the *Epic of*	**Topic:** The identity Kit **Suggested Key Questions:** **What is your identity?** **Key Skills and Knowledge:** **Introducing the unit** **1 What's in a Name?** • Construct a brief, simple poem based on individuals within a group. • Respond to the Ignite interview featuring Dreadlock Alien. • Discuss the importance and impact of names. • Explore the use of imagery and rhetorical questions in a poem. Establish a viewpoint in writing a letter. **2 Childhood Revisited**	**Topic:** Out of this World **Suggested Key Questions:** **What will the future look like?** **Will our lives be better or worse in the future?** **Key Skills and Knowledge:** **Introducing the unit** **1 What is Science Fiction?** • Share existing knowledge of science fiction in different media. • Respond to the Ignite Interview, featuring Jaine Fenn. • Recognize the typical features of science fiction. • Explore the effect of using the present tense to engage the reader.	**Topic:** Travellers' Tales **Suggested Key Questions:** **How does the power of language allow us to travel the world?** **Key Skills and Knowledge:** **Introducing the unit** **1 First Impressions** • Describe your own and then listen to a partner's account of a travel experience and evaluate its descriptive qualities. • Respond to the Ignite Interview, featuring Hugh Thomson. • Identify and explore how a writer uses punctuation and vocabulary to create a sense of place. • Respond to a humorous description of traffic	**Topic:** Making the News **Suggested Key Questions:** **How does the news make it to the big screen?** **Key Skills and Knowledge:** **Introducing the unit** **1 Who Makes the News?** • Consider and evaluate different jobs in TV. • Respond to the Ignite interview featuring Will Gompertz. • Understand the roles involved in TV news production and the skills required for these. Role-play an interview for the job of a TV news reporter. **2 Choosing the News**	**Topic:** Your Language **Suggested Key Questions:** **What does your language reveal about you?** **Key Skills and Knowledge:** **Introducing the unit** **1 It's a What?** • Introduce the topic of language variation. • Respond to the Ignite Interview, featuring Maeve Diamond. Understand differences between dialect, slang and Standard English. **2 It's My Accent** • Explore attitudes to different accents. Create an accent map. **3 Spoken Language in Literature**	

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	Gilgamesh with other adventure plots. Compare the structure of two different adventure stories in writing. **2 The Call to Adventure** • Investigate how a writer builds up expectations of an adventure story through character and setting. • Study an extract from *The Hobbit* to examine how dialogue and description are used to establish setting and characterization. Discuss the character of Bilbo Baggins as a reluctant hero. **3 Comic-book Heroes** • Explore how dialogue, action and images are used to develop characterization in a graphic novel text. • Study an extract from *Bone*, a graphic novel by Jeff Smith. • Continue the graphic novel script, using dialogue, action and images. **4 Polar Explorers** • Understand how Elizabeth Bradfield	• Revisit childhood stories and poems, exploring the effects of rhyme and rhythm. • Identify features in *The Gruffalo* that appeal to younger readers. Compare poetry and prose written about the same story. **3 Who We Would Like to Be** • Investigate how patterns of language can help to convey a theme. • Evaluate the effect of repetition in a poem. • Write own poem, using Kipling's 'If ...' as a model. **4 How Other People See Us** • Understand how a narrative viewpoint contributes to a text. • Use adjectives effectively to describe self and others. • Write from a different narrative viewpoint. **5 How Other People Judge Us** • Use inference to recognize the deeper meaning of a text. • Analyse the use of personification to	Identify different categories of science fiction through blurbs. **2 Frankenstein's Monster** • Explore the build-up of atmosphere and tension. • Read an extract from *Frankenstein*, looking at how language choice in description conveys powerful images. Understand the effect of punctuation **3 Science and Humour in Science Fiction** • Understand how vocabulary and language are used in science fiction. • Identify science-fiction elements in *Doctor Who* screenscripts. • Write a short, humorous scene, featuring a futuristic gadget and an alien. **4 Robot: Friend or Foe?** • Investigate different ideas and points of view. • Read about and discuss possible consequences of 'killer robots'. Write an email to a fellow robot about breaking one of Asimov's laws.	in India by Geoff Dyer. Prepare and deliver an expressive voiceover for a film of the text extract. **2 Expect the Unexpected** • Identify the ways in which a writer creates a tone that is appropriate for audience and purpose. • Explore how travel writers use language to share their experiences. Write a balanced, informative paragraph about altitude sickness. **3 Home Comforts** • Explore how noun phrases and other techniques are used to add descriptive detail. • Analyse a web brochure for an unusual hotel to develop an understanding of persuasive sentence structure. Create an online brochure using effective descriptive techniques. **4 Exotic Tastes** • Explore how a writer presents information appropriately for audience and purpose. • Present information persuasively for	• Understand the structure and features of a TV news bulletin. • Evaluate the importance of different news stories to a specific audience, making clear and relevant contributions to a discussion. Plan the running order for a news bulletin **3 Explaining the Issues** • Understand some of the language and grammatical features used to convey information clearly and concisely in a TV news bulletin. • Revise how clauses are used to present clarifying information. Draft an introduction to a news story **4 Picture Power** • Explore how choices of image can indicate viewpoint and communicate information in a TV news report. • Select, evaluate and brief images.	• Investigate how spoken language is represented in literary texts. • Identify eye dialect in texts and assess the advantages and disadvantages of using this technique. Reinforce understanding of the different uses of the apostrophe. **4 Join Our Club** • Explore the language of specific social groups. • Read and understand a text that makes extensive use of sociolect. Consider the advantages and disadvantages of using sociolect terms. **5 It's Just Idiolect!** • Explain the features that make up your own idiolect. • Compare own idiolect with that of another student. Consider aspects of personal language and the influences on them. **6 Proper Posh** • Discover the differences between formal and informal language. • Adapt writing to a suitable level of formality. Track different levels of formality in language used throughout a day.

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	explores the danger of exploration in her poem 'In the Polar Regions'. • Examine the poem 'In the Polar Regions'. Perform a dramatic reading of the poem. **5 Unexpected Encounters** • Examine how features of writing can be used to create suspense and tension in an adventure story. • Read and compare extracts from Daniel Defoe's *Robinson Crusoe* and Terry Pratchett's *Nation*. Continue the extract from *Robinson Crusoe*. **6 Survival Skills** • Explore the effects of writing in the first person. • Read an extract from the autobiography of the endurance athlete, Heather Dawe. Write a first-person account of a dangerous experience. **7 At the Extremes** • Compare diaries and blogs from different time periods.	convey deeper meaning. Investigate the use of brackets and dashes. **6 Collective Identity** • Explore how language features associated with one text type can be used creatively in another. • Consider inclusive language and word associations. Understand the effect of an extended metaphor. **7 Describing Other People** • Analyse the effects of imagery in characterization (describing characters). • Experiment with simile and metaphor. Explain personal preferences about prose extracts, showing awareness of the effect of language choices. **8 Family and Identity** • Explore how poets use layout and form to present their viewpoint. • Consider the flexibility of free verse. Distinguish between poet and narrator. **9 Respect and Influence**	**5 Cloning: Cool or Cruel?** • Prepare and present a viewpoint for debate. • Read an extract from *Unique* that explains the commercialization of cloning. Weigh up the pros and cons of cloning using two non-fiction news reports. **6 Aliens!** • Recognize the techniques used to create effective description. • Explore effective descriptive techniques in an extract from *The War of the Worlds.* Write a description about the arrival of an alien spaceship at school. **7 The End of the World?** • Explore the features of a good story opening and use them effectively. • Analyse how the story openings of *Exodus* and *Mortal Engines* grip the reader. Write a story opening, using techniques to intrigue and hook the reader.	listeners in a speech. Write and present a speech for a school assembly persuading students to take part in an insect-eating challenge. **5 A Remote Meeting** • Retell a story from a different perspective, using voice and action to add impact. • Read and respond to a text extract about a meeting with Maasai villagers. Retell the story in the text extract, orally, from the Maasai perspective. **6 A Scary Moment** • Explore how writers shape and craft sentences to create mood and meaning and use these techniques in your own writing. • Analyse an extract from a travel article, with particular reference to changing mood. Write a piece of fiction or literary non-fiction, in the present tense, in which the mood changes **7 Tall Tales** • Explore how writers create convincing descriptions.	Inferential reading of images. **5 The Language of News** • Identify how language choices can indicate bias. • Explore the impact of emotive language. Rewrite the opening of a TV news script. **6 News in Vision** • Use role-play to explore different techniques for communicating information in a TV news scenario. Make effective presentational choices to accompany a news script. **7 Reading the News** • Read a news script aloud, speaking clearly and fluently with appropriate pace, volume and action. • Consider the techniques used to present information orally. Rehearse and present a script. **8 Writing the News**	**7 An Idiot's Guide to Spoken Language** • Analyse the key features of an information text. • Write 'An Idiot's Guide to Spoken Language'. Planning, drafting and checking written work. **8 Attitudes to Language Change** • Identify different views about language change. • Understand some of the historical events that have influenced language change. Express a personal view about language change. **9 Stand Up for Language!** • Form a personal view about language varieties. • Respond to a viewpoint about the use of Standard and non-standard English in schools. Use discussion to clarify views. **10 Assessment** • Student Book: Plan, draft and edit a presentation about language. Kerboodle: Give a speech in a balloon debate.

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	• Study extracts from Captain Scott's Antarctic journal and an astronaut's blog. **8 Worth the Risk?** • Discuss whether dangerous pursuits have any place in the modern world. • Analyse an extract from a newspaper article by Simon Jenkins. Discuss the proposed inclusion of adventure sports in the P.E. curriculum. **9 Assessment** • Student Book: Analyse extracts from *The Lost City of Z* by David Grann and *Four Corners: A Journey into the Heart of Papua New Guinea* by Kira Salak. Kerboodle: Write the opening of an adventure story.	• Explore how poetic devices and wordplay are used in a performance poem. • Consider empathy, audience and purpose. Recognize the features of performance poetry. **10 Assessment** • Student Book: Read, analyse and select a poem for public display for the project 'Who We Are'. Kerboodle: Write a formal letter to parents informing them of a forthcoming school visit by a poet.	**8 Superheroes** • Use inference and deduction. • Explore how the reader uses inference and deduction when reading comic strips. Compose a dialogue that has more than one layer of meaning. **9 New Worlds** • Recognize the impact of settings. • Consider the impact of setting in *Avatar* and *The Tempest.* Plan possible setting for a new science-fiction story. **10 Assessment** • Student Book: Plan, draft, edit and proofread a science-fiction story opening. Kerboodle: Read and analyse an extract from *The Time Machine* by H. G. Wells.	• Participate in a discussion, presenting own views and building on others. Write a description of an invented place. **8 Assessment** • Student Book: Write the script for a segment of a podcast or radio programme designed for young people. Kerboodle: Write the text for a tourist website.	• Revise the techniques used to summarize information clearly and concisely. • Read and evaluate a news article to identify key information. Draft a news story script, including the visual imagery required. **9 Breaking News** • Plan, draft and edit the script for a new lead story. Read and discuss a press release. **10 Assessment** • Student Book: Present a news story, communicating ideas clearly and speaking fluently with appropriate pace, volume and eye contact. Kerboodle: Read and analyse a television news script.	
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:

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