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

Class **-7V Venture Curriculum** - *English/Lessons weekly*

Kerboodle – Catapult book 1

Year	2026 – 2027 Autumn 1	2026– 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026– 2027 Summer 2
	Topic: 1 Characters and setting **Key questions, Key skills and knowledge** **1 First impressions** • Identify key details about setting and characters from a fiction text. • Explore how a writer's language choices help to create a sense of place. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** *Skellig* by David Almond **Activities:** • Discuss vocabulary focused on	**Topic: 2 Action and atmosphere** **Key questions, Key skills and knowledge** **1 A dramatic opening** • Explore how a writer creates an effective story opening. • Practise building suspense and creating a tense atmosphere in your own writing. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** *A Monster Calls* by Patrick Ness **Activities:** • Discuss the power of dreams and the	Topic: **3 Explanations and insights** **Key questions, Key skills and knowledge** **1 Understanding robots** • Identify key information in a text. • Use subheadings and paragraphs to organise information and ideas. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** Robotics: Facts **Activities:** • Discuss the changing image and role of robots in our lives. (Teacher Book 1)	**Topic: 4 Opinion and persuasion** **Key questions, Key skills and knowledge** **1 A call for change** • Explore how text structure and sentence structure can be used to persuade an audience. • Use these features to make your own writing more effective. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** Extract 1 from Severn Suzuki's speech **Activities:**	**Topic: 5 Experience and advise** **Key questions, Key skills and knowledge** **1 Adrenaline rush** • Explore how verb tenses and structure can be used effectively to describe an experience. • Use these features to make your own writing more effective. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** Adventure Living website **Activities:**	**Topic: 6 Arguments and essays** **Key questions, Key skills and knowledge** **1 Freedom and captivity** • Show that you understand arguments from different writers. • Explore how vocabulary and sentence structure can be used to express ideas and arguments. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** 'Tiger' by Leslie Norris; 'Zoos do a good job' **Activities:**

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	impression about a person and/or place. • Analyse a description of place. • Write a description of a deserted school. • Discuss how ideas are drawn from details in the text. • Write an analysis of how the writer creates an impression of character. **2 Flashback** • Develop the inferences you make about characters from the evidence you find. • Explore how writers use flashbacks to develop characters. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** *White Dolphin* by Gill Lewis **Activities:** • Discuss happy memories of shared experiences with someone close. (Teacher Book 1)	idea that they are caused by anxiety. (Teacher Book 1) • Analyse language use in the extract. • Track levels of suspense on a graph. • Explore the effect of imagery in conveying a character's tension. • Write an effective next paragraph for the narrative, maintaining the atmosphere. **2 An unusual companion** • Explore how sentence structures contribute to mood and atmosphere. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** *Dracula* by Bram Stoker **Activities:** • Explore what is known about vampires. (Teacher Book 1) • Analyse closely archaic and more complex vocabulary.	• Explore the ways that words work in context. • Write an explanation of the suitability of robots for specific jobs. • Write an entry for an encyclopaedia using appropriate subheadings and paragraphing. **2 Learning about the past** • Find relevant information from different parts of a text. • Combine information to develop and demonstrate overall understanding. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** Mary Anning, discoverer of prehistoric fossils **Activities:** • Discuss the meanings of biography and autobiography. (Teacher Book 1) • Find specific information drawn from the whole text to answer questions.	• Discuss the issue of damage to the environment by human activity. (Teacher Book 1) • Analyse why the opening of the speech is effective and explore the grouping of information. • Write an additional paragraph for the speech. **2 Encouraging action** • Explore how a writer uses language and structure to communicate strong emotions in a persuasive text. • Explore how a writer uses contrast to persuade an audience. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** Extract 2 from Severn Suzuki's speech **Activities:** • Discuss which environmental issues are the most	• Discuss vicarious emotions and/or experiences students have felt from reading or watching films. (Teacher Book 1) • Analyse the use of words that describe the visceral effect of skydiving and how the reader is led to share this. • Analyse how the writer uses the passage of time to effectively convey the speed of the fall from the aircraft. • Use the same skills to write the imagined account of an astronaut on board a rocket being launched into space. **2 When the soldiers came** • Make inferences and predictions using evidence from the text. • Explore figurative language choices made by the writer. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills	• Discuss a confrontation with a wild animal and/or a visit to a zoo or safari park. (Teacher Book 1) • Analyse the use of language in the texts, which describe the tiger's state of mind (poem) and the arguments for zoos (extract). • Practise using specific vocabulary from or related to the texts. • Understand some techniques for writing an expository/argument essay. • Develop an argument against zoos in opposition to the points made in the source extract. **2 Reptile alert** • Explore how information in a non-fiction text is presented and organised to support the text's purpose. • Explore how writers use noun phrases, verbs, adjectives and punctuation to present arguments.

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	• Analyse homographs in the text. • Explore how the reader gains an impression of character. • Discuss the technique of flashback and the use of past and present tenses. • Write about a childhood memory triggered by a discovery. **3 Under the surface** • Explore the layers of meaning in a poem. • Identify how the poet has used imagery to reinforce a poem's theme. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** 'Cold Knap Lake' by Gillian Clarke **Activities:** • Discuss the unreliability of memory over time. (Teacher Book 1) • Closely analyse language choice.	• Focus closely on understanding the detail in the extract. • Analyse grammatically a multi-clause sentence. • Write a continuation of the first-person narrative of the source text. **3 An awesome stranger** • Explore how a writer describes a dramatic event through description. • Use alliteration and other techniques to create an effective description of a character. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** *Sir Gawain and the Green Knight* re-told by Michael Morpurgo **Activities:** • Discuss Arthurian legend and the concept of knighthood – collect ideas and vocabulary. (Teacher Book 1)	• Use information from the text to explore Mary Anning's personality. • Write about aspects of 19th-century life based on what has been learned from the text. **3 Reporting the future** • Find relevant information from different parts of a text. • Combine information to develop and demonstrate overall understanding. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** Mary Anning, discoverer of prehistoric fossils **Activities:** • Discuss the meanings of biography and autobiography. (Teacher Book 1) • Find specific information drawn from the whole text to answer questions. • Use information from the text to explore	critical and invite ideas for action. (Teacher Book 1) • Reflect on the development of the speech and its impact. • Explore the effect of rhythm, emotive language and rhetorical questions. • Write an explanation of why the speech can evoke anger. **3 Speaking from experience** • Explore how a writer varies verb tenses to create specific effects. • Create an effective opening and ending to a letter, using paragraphs to structure your ideas. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** 'Please stop treating wheelchair users as if they are invisible' **Activities:** • Consider the school's	**Source text:** *Bitter Herbs* by Marga Minco **Activities:** • Discuss the subject of the Holocaust and remind students that, in World War II, millions of people were taken by soldiers to concentration camps and detention centres. (Teacher Book 1) • Analyse the use of language in the extract that describes the effect of the soldiers and Marga's strong character. • Create some imagined dialogue between a soldier and an officer. Perform the scenes. • Explain how the reader can infer aspects of Marga's character from evidence in the text. 3 Confrontation • Find key details from a text and present them in a different context to demonstrate understanding.	• Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** '5 Reasons NEVER to Buy a Snake' **Activities:** • Discuss the general image of the snake and whether or not snakes should ever be kept as pets. (Teacher Book 1) • Analyse the use of language that makes an emotive case for not keeping snakes as pets in a domestic environment. • Summarise a portion of the text to focus on the key points and ideas. • Explain how the writer has used information and deployed language to make a powerful argument against keeping snakes as pets. **3 Animal superstar** • Make inferences from a 19th-century text, using evidence from the text to support your ideas. • Explore how a writer selects words,

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	• Analyse possible suggested ideas in the text. • Closely focus on understanding the detail in the poem. • Write a personal response to an opinion expressed about the poem. **4 Imprisoned in the past** • Identify key details and quotations to show understanding of character. • Begin to develop inferences, drawing on evidence from the text. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** *Great Expectations* by Charles Dickens (meeting Miss Havisham) **Activities:** • Respond to images of Miss Havisham – discuss reactions and gather vocabulary. (Teacher Book 1) • Write a paragraph about being alone in	• Analyse language use in the extract. • Explore the effects of alliteration. • Write a paragraph that continues the narrative using specific criteria. **4 Hidden** • Identify how the sequencing of events can build suspense. • Explore how an extended metaphor and other techniques can be used to build suspense. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** *Moonfleet* by J. Meade Falkner **Activities:** • Discuss experiences of feeling trapped in a situation or obliged to keep a promise. (Teacher Book 1) • Analyse closely the use of language to create tension and suspense.	Mary Anning's personality. • Write about aspects of 19th-century life based on what has been learned from the text. **4 A modern marvel** • Gather information from a 19th-century text. • Understand how sentence forms, punctuation and language choices are used to communicate meaning and tone in a 19th-century text. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** *All About the Telephone and Phonograph* **Activities:** • Discuss 19th-century technological advances and how they changed people's lives. (Teacher Book 1) • Explore how the language style expresses the writer's attitude and tone.	accessibility for wheelchair users. (Teacher Book 1) • Explore the structural features of the letter. • Write a letter to persuade an audience of shopkeepers that they are discriminating against children. **4 Support our campaign** • Make inferences, using evidence from the text to support your ideas. • Read closely to analyse how a writer uses language, and selects and contrasts information, to persuade. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** Playing Out website **Activities:** • Discuss students' experiences of play as children and compare with	• Explore how a writer uses sentence structure, paragraph structure and punctuation to build tension. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** 'The day I survived a very grizzly bear attack' **Activities:** • Discuss a time when students felt that their life, or the life of a friend or family member, was in danger. (Teacher Book 1) • Write a short account using the target words from the text. • Analyse the writer's use of language and the way tension is created. • Write a text describing an encounter with an escaped cheetah from the local zoo. **4 Advice for Victorian women** • Identify information from a 19th-century	phrases and sentence structures for effect, and use this skill in your own writing. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** *Autobiography of Matthew Scott, Jumbo's Keeper* by Matthew Scott **Activities:** • Discuss the treatment of elephants and how much charities are working to help them survive. (Teacher Book 1) • Analyse the use of some unfamiliar language, then use it in writing to demonstrate understanding of meaning. • Collaborate on answering questions about language using evidence in support of ideas. • Write a letter to London Zoo in the style of a Victorian. **4 An old warrior** • Identify the form and features of narrative essays.

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	a strange old house. • Examine the way that the failed wedding affected Miss Havisham, using evidence from the text to support ideas. **5 A test of character** • Read between the lines to find out more about characters. • Explore the words writers choose to describe characters and places. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** *Where the World Ends* by Geraldine McCaughrean **Activities:** • Discuss appropriate vocabulary to describe vulnerability. (Teacher Book 1) • Write a description based on a photograph. • Discuss the writer's use of language in portraying character.	• Write a paragraph that explores a dilemma. • Explore the use of extended metaphor. • Analyse the way the writer builds tension and suspense in the text. **5 Haunted by the past** • Identify key details and show awareness of implied meaning. • Explore how narrative perspective, similes and personification can be used to create a mysterious atmosphere in your own writing. • Learn, understand and practise using new vocabulary. **Focus:** Writing skills **Source text:** *Moondial* by Helen Cresswell **Activities:** • Discuss and recount experiences that could not be explained at the time. (Teacher Book 1) • Link the style of oral storytelling to the	• Write a letter in the role of a 19th-century enthusiast of new technology. • Explore the lexical density of 19th-century text, in particular multi-clause sentences. • Write an analysis of the way the writer explains their feelings about the new technology. **Assessment** **Focus:** Reading skills **Source text:** Text 1: The world's first computer programmer (1815–1852); Text 2: Ada Lovelace fact file **Activities:** • Identify key information. • Analyse how language is used to convey meaning and tone. Combine information to develop and demonstrate overall understanding.	different generations. (Teacher Book 1) • Analyse the use of language designed to persuade the reader, the selection of memories to appeal to the reader, and the contrasts drawn out between different generations. • Write an analysis of how the writer has used particular effects to persuade a reader of the argument for more unstructured play. **Assessment** **Focus:** Writing skills **Task:** Select one of three writing tasks about promoting more outdoor facilities for children's play. **Support:** • Advice about planning, writing and editing a first draft. • Criteria for the literary techniques expected to be	text and work out implied meanings. • Explore how language features are used to communicate advice. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** *Hints to Lady Travellers* by Lillias Campbell Davidson **Activities:** • Discuss when women were allowed to vote. Develop this into a discussion about the limitations of Victorian women's lives. (Teacher Book 1) • Practise using the target words from the text in a new context. • Analyse the grammar in multi-clause sentences and rewrite them in a simpler style. • Comment on the validity of the advice in today's context.	• Explore a writer's techniques, such as the use of descriptive noun phrases, to produce an emotional response. • Learn, understand and practise using new vocabulary. **Focus:** Reading skills **Source text:** 'A picture of loneliness: you are looking at the last male northern white rhino' **Activities:** • Discuss what students would do if they knew a specific animal was about to become extinct. (Teacher Book 1) • Explore the use of target words and look at how different word classes affect sentence structure. • Analyse a reference chain of negativity used to emphasise the pessimism of the article. • Explain how the writer uses specific stylistic features to make the reader feel sad for the last northern white rhino.

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	• Discuss the use of metaphor in a description of place. • Write an analysis with support. **Assessment** **Focus:** Reading skills **Source text:** *Ghost Knight* by Cornelia Funke **Objectives:** • Identify key details from the extract. • Use textual evidence to support an analysis of the way a writer has presented a character. Use textual evidence to support an analysis of the way a writer has described a place.	text. (Teacher Book 1) • Focus on second-person narrative and descriptions that appeal to the senses. • Write a continuation of the source text using features explored above. **Assessment** **Focus:** Writing skills **Task:** Select one of three creative writing options, all of which demonstrate skills learned throughout the units. **Support:** • Advice about planning and writing a first draft. • Suggestions about tone, style and the intended effect on a reader. Criteria for the literary techniques to be demonstrated in the writing.		demonstrated in the writing.	**Assessment** **Focus:** Reading skills **Source text:** Two extracts from *I Am, I Am, I Am: Seventeen Brushes with Death* by Maggie O'Farrell **Activities:** • Identify 'true or false' details from the text. • Explain what makes language effective in the description of thoughts and feelings. • Explain how the writer creates tension, with given criteria for language and text structure.	**Assessment** **Focus:** Writing skills **Task:** Select one of two writing tasks, either a narrative or expository essay, to demonstrate the skills learned throughout the units. **Support:** • Students are encouraged to include stylistic and structural features such as imagery, rhetorical questions, anecdotes and advice in the narrative essay. • Support is given to support students writing the expository essay with a series of facts, statistics and opinions.
Links to Gatsby Benchmarks:	**4- Writing / summarizing skills in most careers -**	**4- Being able to read with information for most careers.**	**4-Working in creative industries.**	**4-Working in creative industries.**	**4- What is journalism?**	**4- Marketing**

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