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

Class **-8N Navigator Curriculum** - *English/Lessons weekly*

Kerboodle Quest book 2

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. Power and influence **Key questions, Key skills and knowledge** **1.1 How do speakers use language to influence?** Source text: Extract from President Obama's victory speech, 4 November 2008 **LO:** • Learn what is meant by rhetoric • Explore some key rhetorical devices • Use these devices to write and deliver a persuasive speech **What I'm learning: I know that …** • Rhetoric is a persuasive type of language used in	**Topic: 1. Power and influence** **Key questions, Key skills and knowledge** **1.5 How is humour used in poetry?** Source text: 'Make Poetry Not War' by Brian Bilston **LO:** • Learn how humour can influence readers' responses • Explore how sound patterns and structures convey the message of a poem • Write your own poem using a modelled structure **What I'm learning: I know that …** • Writers make deliberate word choices and use literary devices to	**Topic: : 2. Terror and wonder** **Key questions, Key skills and knowledge** **2.1 What is gothic fiction?** Source texts: 'The Red Room' by H. G. Wells Dracula by Bram Stoker **LO:** • Learn about the genre of gothic fiction • Explore how writers use the conventions of gothic fiction • Comment on the use of gothic conventions in a text **What I'm learning: I know that …** • A genre, such as gothic fiction, has key conventions that define it	**Topic: 2. Terror and wonder** **Key questions, Key skills and knowledge** **2.5 How do writers guide their readers?** Source text: 'An astronomer's guide to stargazing with the naked eye' by Mary McIntyre **LO:** • Learn how a guide can combine instructions and advice • Explore how the structure and language features of a guide help to fulfil its purpose • Write a guide of your own, including instructions and advice	**Topic: 3. Wild places and urban landscapes** **Key questions, Key skills and knowledge** **3.1 How are attitudes towards place conveyed?** Source texts: Letter from Charles Lamb to William Wordsworth, 1801 A Book of Silence by Sara Maitland **LO:** • Learn how writers reveal attitudes towards place • Explore what is meant by a writer's tone • Compare how two writers convey attitudes towards place	**Topic: 3. Wild places and urban landscapes** **Key questions, Key skills and knowledge** **3.5 How do writers make ordinary places interesting?** Source text: The Unofficial Countryside by Richard Mabey **LO:** • Learr's attitude towards place • Explore how juxtaposition, descriptive detail and language choices build up a sense of place • Comment how writers actively influence the reader on how a writer influences your attitude towards a place **What I'm learning: I know that …**

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	argument and to influence others to support a particular perspective • Rhetorical devices are features of speaking or writing that are used to persuade people to feel or to do something **<u>How I'll demonstrate I've learnt it: I will ...</u>** • Identify a range of rhetorical devices and their impact • Write and deliver a persuasive speech using rhetorical devices and thinking carefully about the audience **1.2 How do speakers use structure to influence?** Source text: Extract from Greta Thunberg's speech to the UK Parliament, 23 April 2019 **<u>LO:</u>** • Learn how to provoke your audience into action • Explore structural techniques in a persuasive speech	communicate attitude and perspective • Writers make deliberate choices about structure, vocabulary, literary devices and poetic devices to achieve specific effects • Words can be ordered within a text to create effects **<u>How I'll demonstrate I've learnt it: I will ...</u>** • Comment on the structure of a poem and the effect that this has • Comment on the effects of word choice and literary devices and their impact on the reader • Write a quatrain, using humour to influence the reader and thinking carefully about wordplay and vocabulary choices **1.6 What is the power of the press?** Source texts: 'Video games can improve mental health. Let's stop seeing them as a guilty pleasure' by Keza MacDonald 'The Dartmoor wild camping ban further limits our right to	• Characterisation is the way in which a writer creates and uses characters. There are key character types and devices that writers use for characterization • Literary movements are not just defined by chronology but can be defined by literary characteristics, typical attitudes, content and subject matter **<u>How I'll demonstrate I've learnt it: I will ...</u>** • Identify how a writer has used the key conventions of gothic fiction and explain the effects of these • Explain how a writer has used characterisation in a piece of gothic fiction • Comment on how a writer has used the key conventions of gothic fiction, including characterisation, to create a sense of mystery and fear in a piece of writing **2.2 How can a setting create fear?**	**<u>What I'm learning: I know that …</u>** • Different text types use key conventions depending on their purpose and audience • Texts can draw on the conventions of more than one text type • Writers make structural and language choices when creating texts for different purposes **<u>How I'll demonstrate I've learnt it: I will ...</u>** • Identify the ways in which a text uses conventions from more than one text type to meet specific purposes or audiences • Identify the structural and language choices writers use and make when writing to advise or to instruct • Write my own guide, making careful structural and language choices in order to advise and instruct **2.6 How do writers provide explanation?** Source	**<u>What I'm learning: I know that …</u>** • Tone is the attitude expressed in a text through language choices, grammar or structure • Writers use tone to convey attitudes • Texts can be compared and connected in different ways **<u>How I'll demonstrate I've learnt it: I will ...</u>** • Identify and use a range of words to describe the tone of a text • Write a comparison of two texts, exploring the similarities and differences in tone that the writers have used • Use comparative vocabulary to link ideas and highlight similarities and differences between texts **3.2 How are new places presented in literature?** Source text: The Lonely Londoners by Sam Selvon **<u>LO:</u>**	• Connotation is an idea or feeling suggested by a word or phrase • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information • Juxtaposition is when contrasting words, images or ideas are placed close together to highlight the contrast or relationship between them **<u>How I'll demonstrate I've learnt it: I will ...</u>** • Writers make language choices to communicate attitude • Make inferences and interpretations, identifying implicit and explicit meaning in a text • Make connotations about a writer's choice of words • Write an analysis of a piece of non-fiction commenting on how the writer has used structure and language to communicate attitude and influence the reader **3.6 How are shifting landscapes presented?**

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	• Analyse the impact of a persuasive speech **What I'm learning: I know that …** • Writers and speakers make decisions about tone in relation to their purpose and audience • Writers and speakers use structural devices within a text for particular effects and purposes • Writers and speakers make decisions about style when writing a text and delivering a speech in order to control the reactions of the reader **How I'll demonstrate I've learnt it: I will ...** • Identify the tone of a text, giving reasons for my decision • Identify the structural features of a speech and the impact that it has • Write a paragraph analysing the impact of a persuasive speech, commenting particularly on the use of vocabulary,	roam. It must be fought.' By Sophie Pavelle **LO:** • Learn about the form and purpose of editorials • Explore techniques writers use to engage and persuade the reader • Comment on the effectiveness of a newspaper editorial **What I'm learning: I know that …** • Writers and speakers carefully select the text type and form that will best suit the purpose they are writing for • Writers make language and structural choices when creating texts for different purposes • Writers and speakers use facts and opinions to fulfil specific purposes and engage specific audiences **How I'll demonstrate I've learnt it: I will ...** • Understand the different ways in which a text can be	Source texts: Fog Island by Mariette Lindstein **LO:** • Learn how writers create sinister settings • Explore the use of language and structural techniques to build fear and tension • Write the opening of a story describing a sinister setting **What I'm learning: I know that …** • Writers use structural devices to achieve particular effects and for specific reasons • Writers make deliberate word choices and use literary devices to create setting **How I'll demonstrate I've learnt it: I will ...** • Identify the ways in which writers use literary and structural devices to create fear and tension • Write the opening to a story, using literary and structural devices and carefully choosing vocabulary	text: 'The Environmental Benefits of Driverless Cars' by Ashleigh Rose-Harman **LO:** • Learn about explanation texts and their conventions • Explore the effects of structure and language features in an explanation text • Comment on how a writer uses the features of an explanation text in an article **What I'm learning: I know that …** • Different text types use key conventions depending on their purpose and audience • Writers make structural and language choices when creating texts for different purposes • Writers and speakers make decisions about register and tone to suit their purpose, audience, form and context **How I'll demonstrate I've learnt it: I will ...**	• Learn how writers create a use narrative voice to describe unfamiliar places • Consider how language choices and narrative voice create character and place • Write a short description of an unfamiliar place using a distinctive narrative voice **What I'm learning: I know that …** • Narrative voice is the perspective or point of view from which a story is told • Texts can be written in Standard or non-standard English depending on their audience, purpose, form and context • Writers make deliberate word choices and use language devices when creating character and setting • Writers make structural and grammatical choices within texts to shape meaning and impact the reader **How I'll demonstrate I've learnt it: I will ...**	Source text: The Easternmost House by Juliet Blaxland **LO:** • Learn how a writer uses shifting landscapes to create contrasting moods • Explore how writers borrow styles from other genres • Write about a place, creating contrasting moods **What I'm learning: I know that …** • Genre is a way of categorising texts in terms of ways of writing (form), content or purpose. A genre has key conventions that define it • Genres can be crossed over to combine effects for the reader • Writers make deliberate word choices, including the use of literary devices, when creating atmosphere and mood **How I'll demonstrate I've learnt it: I will ...** • Identify the key conventions of genres, the ways in which writers use conventions from

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	grammar, tone and structure **1.3 What is a debate?** No source text **LO:** • Learn how to take part in a formal debate effectively • Practise the writing, speaking and listening skills needed for a debate • Speeches in a debate need to be constructed to meet a specific purpose and audience **What I'm learning: I know that …** • During a debate I need to be able to express a point of view and respond to others' points of view • Express my own point of view and respond to others' points of view • Speak confidently and present ideas that are informed by knowledge and understanding **How I'll demonstrate I've learnt it: I will ...** • Use key conventions of oral	categorised by its purpose • Identify the structural and language choices writers make when writing for purpose and their effects • Comment on an editorial, showing an understanding of how a writer has used facts and opinions, rhetorical devices and language to influence the reader **1.7 How do adverts persuade people?** Source texts: Campaign posters: - NHS campaign poster - Merseyside Police information poster - WWF poster **LO:** • Learn how visual advertisements attract attention and influence people • Explore how symbols, slogans and rhetorical devices can convey powerful messages simply • Write an advertisement to influence people's behavior **What I'm learning: I know that …**	to create a sinister setting • Plan and draft a story opening to ensure it creates specific effects for the readers **2.3 How do writers subvert a genre?** Source texts: Twilight by Stephanie Meyer A Monster Calls by Patrick Ness **LO:** • Learn how writers subvert and adapt genres over time • Explore the use of gothic conventions in contemporary stories • Comment on how a writer subverts gothic conventions to create fear and tension **What I'm learning: I know that …** • Genre is a way of categorising texts in terms of ways of writing (form), content or purpose. A genre, such as gothic fiction, has key conventions that define it • Writers make deliberate word choices, including the use of iterary devices when creating	• Identify how explanation texts use structural devices and language features to suit their purpose and audience • Comment on the effects of structural and language features in an explanation text • Write an analysis of how a writer has used structural and language features in an explanation text, thinking about the purpose and audience for the text **2.7 How do we compare texts?** Source texts: 'Meet the one-eyed robot – it's fantastic' by Nicholas Lloyd 'Helping companies deploy AI models more responsibly' by Zach Winn **LO:** • Learn how to structure a comparison of two texts • Explore how a writers' choice of language and register is shaped by purpose, audience and context	• Explain why writers choose to use Standard English or non-standard English and the effect that this has on the reader • Comment on the grammatical, structural and language choices that a writer has made in a piece of fiction • Write a piece of descriptive writing with a clear narrative voice and choosing my language carefully to achieve different effects **3.3 How do poets present the power of nature?** Source text: 'Written near a port on a dark evening' by Charlotte Smith **LO:** • Learn how a poet conveys the power of a natural landscape • Explore how poetic structure and imagery are used to create mood • Analyse a poem for what it reveals about the poet's attitude to nature	different genres in their writing, and the effect this has on the reader • Know that writers make deliberate word choices, including the use of literary devices when creating atmosphere and mood • Comment on a writer's choice of words to create mood, using quotations to support interpretations • Write my own piece of descriptive writing that uses conventions from different genres to create contrasting moods **3.7 How can we write about environmental issues?** Source texts: Taking our future into our own hands' by Dr Mya-Rose Craig **LO:** • Learn more about rhetorical skills • Explore how to structure and present an argument • Write and present your point of view about an environmental issue **What I'm learning: I know that …**

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	communication in my own debate speech • Participate in a formal debate in the classroom • There are key conventions associated with oral communication **1.4 How do dramatists convey power?** Source text: Noughts & Crosses by Malorie Blackman, dramatised by Dominic Cooke **LO:** • Learn how dramatists present power through dialogue • Explore how vocabulary and sentence structure can reveal power and status • Write a dramatic scene, showing shifts of power between characters **What I'm learning: I know that …** • Texts can take narrative forms and there are key conventions associated with these forms	• Connotation is an idea or feeling suggested by a word or phrase • Texts can use a combination of visual images and symbols as well as words and rhetorical devices to present meaning • Words can be ordered within a text to create effects **How I'll demonstrate I've learnt it: I will ...** • Make connotations based on a text • Identify some of the ways in which images, words and rhetorical devices are used to present meaning and persuade the reader • Recognise the choices that writers make when ordering words and their effect • Create an advert that includes a slogan, making careful vocabulary choices and using rhetorical devices **1.8 How does informal language influence others?** Source text: 'Teen Influencers Showing Us How It's Done'	atmosphere and mood **How I'll demonstrate I've learnt it: I will ...** • Identify how a writer has used the key conventions of gothic fiction and explain the effects of these • Identify how a writer has subverted and adapted the key conventions of gothic fiction and think about the effect of this • Write a paragraph commenting on a writer's use and adaptation of gothic conventions **2.4 How is figurative language used to create fear?** Source text: Hamlet by William Shakespeare **LO:** • Learn how dramatists make language choices to control the reaction of their audience • Explore how figurative language, including imagery, can create fear and tension	• Compare two texts written on a similar topic **What I'm learning: I know that …** • Texts can be compared and connected in different ways, such as topic, context, purpose, audience and language • Context is the setting or circumstances in which something is produced or received and the way in which it is written • Writers make decisions about register in relation to their purpose, audience and form and context **How I'll demonstrate I've learnt it: I will ...** • Make comments about the topic, context, purpose, audience, language and register of two texts • Write a comparison of two texts considering topic, purpose, audience, language and context • Use comparative vocabulary to link	**What I'm learning: I know that …** • Literary movements can be used to help classify texts; Romanticism is a literary movement • Writers make deliberate word choices and use language devices when creating mood and atmosphere • Poetic structure is how a piece of poetry works internally: how the choices of language, punctuation and form affect the message being conveyed, and how contrasting images or chronological events are presented **How I'll demonstrate I've learnt it: I will ...** • Understand how writers have influenced and been influenced by literary movements • Identify and comment on the way a poet has chosen to structure a poem, and the words and literary devices they have used • Write an analysis of a poem in response	• Writers and speakers make structural choices when putting forward an argument • Writers and speakers make decisions about style when writing a text and delivering a speech to control the reactions of the reader **How I'll demonstrate I've learnt it: I will ...** • Comment on how an argument has been structured using evidence from the text • Plan and write a speech with a clear structure that puts forward an argument and present it effectively • Express my own point of view and respond to others' perspectives **3.8 How do writers describe future spaces?** Source text: Exodus by Julie Bertagna **LO:** • Learn about the sub-genre of climate fiction • Understand what is meant by exposition in a narrative • Consider the ways in which a writer presents future worlds

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	• Dialogue in a play is speech between two or more characters; dramatists use dialogue for particular effects • Dramatists make language and structural choices when creating texts for different audiences and purposes **How I'll demonstrate I've learnt it: I will ...** • Understand how dramatists use dialogue in a play to create character and to convey meaning • Identify the structural and language choices dramatists make to achieve particular purposes • Write my own dramatic scene using the key conventions of drama and making appropriate structural and language choices **Assessment** Chapter 1 Checkpoint 1 reading assessment; Chapter 1 Checkpoint 1 speaking and listening assessment	webpage by Nicole P Dunford **LO:** • Learn how informal language can influence some audiences • Explore the use of non-standard English, including abbreviations and colloquial expressions • Comment on the language used in an article about teenage influencers **What I'm learning: I know that …** • Texts can be written in Standard and non-standard English depending on their audience, purpose, form and context • A writer's style encompasses their choice of vocabulary, use of grammar, tone and structure of the text **How I'll demonstrate I've learnt it: I will ...** • Identify the differences between Standard English and non-standard English and explain why writers and speakers	• Write and present a dramatic speech for a ghostly character **What I'm learning: I know that …** • Writers make deliberate word choices including the use of literary devices when creating tension • Writers make deliberate word choices including the use of literary devices when creating character • Rhetorical devices are features of speaking or writing that are used to persuade people to feel or to do something **How I'll demonstrate I've learnt it: I will ...** • Identify ways in which Shakespeare chooses words carefully and uses literary devices and rhetorical devices and the effects of these • Take part in a discussion about how a speech might be delivered, thinking about how to create impact	ideas and highlight similarities and differences between texts **2.8 How do writers present themselves?** Source text: My Remarkable Journey: A Memoir by Katherine Johnson **LO:** • Learn how an autobiography can inform and entertain a reader • Explore the conventions of autobiographies, such as the use of chronological order, the past tense, facts, opinions and description • Write an extract from your own autobiography about something you have done **What I'm learning: I know that …** • Different text types use key conventions depending on their purpose and audience • Writers and speakers use facts and opinions selectively to fulfil specific purposes and	to a given statement, commenting on the poet's use of structure and language **3.4 How is setting used to create tension?** Source text: An Emotion of Great Delight by Tahereh Mafi **LO:** • Learn how writers use setting to create narrative tension • Explore how narrative perspective, foreshadowing and sensory description help to build tension • Write the opening of a story, using descriptions of the setting to build tension **What I'm learning: I know that …** • Texts are influenced by context of production and reception • Writers make deliberate word choices and use language devices when creating tension • Foreshadowing is when a writer hints at	**What I'm learning: I know that …** • Sub-genre is a particular type of text within a genre: climate fiction is a sub-genre of science fiction • Exposition is used in a narrative to provide important background information • Inference is a conclusion or opinion that is formed based on evidence, usually involving implicit information **How I'll demonstrate I've learnt it: I will ...** • Identify how a writer has used the conventions of climate fiction • Comment on how writers use exposition and the impact of this on the reader • Draw conclusions and make inferences from what a writer includes in a piece of exposition • Make comments on how successful a writer has been at creating a convincing future world, thinking about the use of the conventions of climate fiction and exposition **Assessment**

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		might choose to use one or the other • Identify how and why writers create their own style • Comment on how a writer has used Standard and non-standard English in an article, considering the purpose of the article and the impact the language choices might have on the audience **Assessment** Chapter 1 Checkpoint 2 reading assessment; Chapter 1 Checkpoint 2 writing assessment	• Write and present my own speech, using literary devices and rhetorical devices to create a sense of fear and horror in my audience **Assessment** Chapter 2 Checkpoint 1 reading assessment; Chapter 2 Checkpoint 1 writing assessment	engage specific audiences • Writers make structural and language choices when creating texts for different purposes **How I'll demonstrate I've learnt it: I will ...** • Identify the conventions of an autobiographical text and think about the effects that these have on the reader • Write my own autobiographical text using the key conventions of the text, including use of chronology, first-person narrative, past tense and figurative language texts for different purposes **Assessment** Chapter 2 Checkpoint 2 reading assessment; Chapter 2 Checkpoint 2 writing assessment	what might happen later in a narrative • Narrative perspective is the point of view from which a story is told. In a first-person narrative, the narrator is a character from the story and uses the personal pronouns 'I' and 'We' **How I'll demonstrate I've learnt it: I will ...** • Reflect on the context of a piece of fiction and infer meaning based on this understanding • Identify ways in which a writer has made deliberate structural and language choices to create tension in a piece of fiction • Write the opening to a story, making decisions about narrative perspective, structure and language in order to build tension **Assessment** Chapter 3 Checkpoint 1 reading assessment; Chapter 3 Checkpoint 1 writing assessment	Chapter 3 Checkpoint 2 writing assessment; Chapter 3 Checkpoint 2 speaking and listening assessment

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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