

ENGLISH Curriculum Outline 2025-26:

[This document summarises the content to be delivered over the course of the year. There will be some rotation of topics due to resourcing implications]

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="font-size: 2em; color: purple; font-weight: bold;">Year 5</p> <p style="color: purple; font-weight: bold;">Baseline: NGRT HAST YARC Narrative</p>	<p>Core Text: Danny the Champion of The world (baseline text)↔</p> <p>Satellite texts:</p> <p>Purpose and links: -read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types including: Explanation, Non-chronological report Newspaper, Instruction, Character study, Formal letter writing review, dialogue, narrative</p> <p>Grammar: Progression in Grammar MBMS</p>	<p>Core Text: Stormbreaker Alma ↔</p> <p>Satellite texts: Dr No/James Bond Sherlock Holmes Artemis Fowl</p> <p>Purpose and links: Extended written narrative</p>	<p>Core Texts: The Lion, the witch and the wardrobe</p> <p>Satellite texts: Kwame Alexander 'Where I'm From...'</p> <p>Purpose and links: Building on range of reading and writing skills</p> <p>Grammar: Progression in Grammar MBMS</p>	<p>Core Text: Ballads and poetry The Highwayman</p> <p>Satellite texts: e.g. The Ballad of New Hartley</p> <p>Purpose and links: Performance Narrative poetry devices, figurative techniques</p>	<p>Core Text: The Night Bus Hero</p> <p>Satellite texts: Greek myths Percy Jackson and the Lightning Thief</p> <p>Purpose and links: Diverse identity -read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p> <p>Grammar: Progression in Grammar MBMS</p>	<p>Core Text: Teacher novel choice: Kensuke's Kingdom The Arrival</p> <p>Satellite texts: - Windrush Child - On the Move</p> <p>Purpose and links: -read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p>
<p style="color: red; font-weight: bold;">NUMERACY:</p>	<p>Use simple emotion graphs to chart plot and character throughout a novel</p> <p>Syllable counting in relation to poetry</p> <p>Chronology of time</p> <p>Complete, read and interpret information in tables relating to a text</p>					

<p>SMSC/Creativity / Careers Focus</p>	<p>Drama linked to narrative</p> <p>Careers Link: Danny Champion- Career Link</p> <p>SMSC: Discussion- exploring gypsy/traveller lifestyles in the past, poaching and legalities.</p> <p>ENGLISH MBMS SMSC</p>	<p>Drama linked to narrative</p> <p>Careers Links: Stormbreaker Careers Links</p> <p>SMSC: Moral - Looking at good and evil regarding the central protagonists. Moral decisions of the central characters. Alex Rider reflecting on his life.</p>	<p>Drama linked to narrative</p> <p>Career Links: Lion Witch Wardrobe- Careers Links</p> <p>SMSC: Spiritual - Focussing on the spiritual connections between the characters, the power of Aslan. Forgiveness. Moral - Looking at good and evil regarding the central protagonists. Moral decisions of the central characters.</p> <p>ENGLISH MBMS SMSC</p>	<p>Drama linked to narrative</p> <p>Career Links: Highwayman Career Link 1</p> <p>SMSC: Moral - Discussion around morals and criminal acts that the RedCoats and The Highwaymen.</p>	<p>Drama linked to narrative</p> <p>Career Links: Night Bus Hero Career Link</p> <p>SMSC: Moral - Reflecting on a character's actions e.g. Hector. Moral behaviour, encouraging pupils to act with integrity. Cultural - Respecting ideas from other cultures.</p> <p>ENGLISH MBMS SMSC</p>	<p>Drama linked to narrative</p> <p>SMSC: Cultural - Respecting ideas from other cultures.</p>
<p>Curriculum reasoning (why here? Why now?)</p>	<p>Danny the Champion of the World is used as a transition text. Work from this unit provides a baseline of pupils' writing and allows them to build on skills and concepts taught in Year 4. Pupils begin to look at characterisation and use evidence from the text to support their judgements. As part of this, the concept of 'right vs wrong' is introduced alongside the plot of the novel.</p>	<p>Stormbreaker engages pupils and continues to develop the reading skills introduced at the start of the year. Pupils begin to pick up key terminology such as protagonist and antagonist. From this, pupils gain a greater understanding of good versus evil in terms of character development but also wider actions such as within politics. Bullying is also a recurrent theme within the text. Pupils explore different non-fiction writing genres with a focus on recounts and non chronological reports.</p>	<p>The Lion, The Witch and the Wardrobe has a strong moral message which links to our MBMS values: ready, respectful, safe. The novel links to WW2 in terms of historical and social context and acts as a precursor to other novels in Y7 such as BISP which are also set in WW2. It also links to Christian values such as forgiveness studied in Year 6. Pupils will also begin to consider their role in the world</p>	<p>The Highwayman is a ballad with a memorable rhyming structure and rhythm. Pupils experience a different narrative structure through poetry; they look at the features of this genre. It provides an opportunity to understand poetic and figurative devices which build upon those studied in Year 4. It also introduces broader themes of relationships and moral discussions which develop further throughout the curriculum.</p>	<p>The Night Bus Hero builds on the concept of 'right v wrong' by linking with themes from 'The Lion, The Witch and The Wardrobe'. Pupils look at the themes of friendship, kindness and empathy and how everyone has the power to change. (linking back to Edmund's change in Narnia). It offers pupils a chance to consolidate the reading skills covered over the year by focusing on inference and retrieval skills.</p>	<p>The Arrival and Kensuke's Kingdom deal with migration (a key geographical theme). These texts celebrate diversity and difference which are at the centre of our school ethos.</p>

Year 6
Baseline:
NGRT
HAST
YARC

	<p>Core Text: Skysong</p> <p>Satellite texts: The Eagle Northern Lights His Dark Materials</p> <p>Purpose and links: Read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p> <p>Grammar: Progression in Grammar MBMS</p>	<p>Core Text: Skysong</p> <p>Satellite texts: The Beauty Clockwork</p> <p>Purpose and links: -write a range of text types</p>	<p>Core Texts: The Explorer</p> <p>Satellite texts: Percy Fawcett bio Shackleton's Journey</p> <p>Purpose and links: Read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p> <p>Reading and writing skills revision</p> <p>Grammar: Progression in Grammar MBMS Revision</p>	<p>Core Text: The Explorer</p> <p>Satellite texts: Percy Fawcett bio Shackleton's Journey</p> <p>Purpose and links: Read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p> <p>Reading and writing skills revision</p>	<p>Core Text: The Dam</p> <p>Satellite texts:</p> <p>Purpose and links: Read and discuss using inference: picture book with tightly controlled narrative structure, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p> <p>Reading and writing skills revision</p> <p>Grammar: Progression in Grammar MBMS</p>	<p>Core Text: Teacher choice: Holes Floodland War Horse</p> <p>Satellite texts:</p> <p>Purpose and links: Read and discuss the novel, developing inference and deduction when exploring the text. -explore the structure and look at characterisation -write a range of text types</p>
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NUMERACY:	<p>In non-fiction texts use a range of statistics presented in a variety of forms; pie charts, bar charts, statistics to answer questions relating to a text.</p> <p>Chronology of time</p>
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SMSC/Creativity / Careers Focus	<p>Drama linked to narrative</p> <p>Career Links: Sky Song Careers Links</p> <p>SMSC: Spiritual - Exploring themes of belonging, identity. Cultural- Acceptance of those different from us,</p>	<p>Drama linked to narrative</p> <p>Career Links:</p> <p>SMSC: Moral - Debating character actions, peer pressure and moral actions.</p>	<p>Drama linked to narrative</p> <p>Career Links:</p> <p>SMSC: Moral - Debating character actions, peer pressure and moral actions.</p>	<p>Drama linked to narrative</p> <p>Career Links: The Dam - Careers Link</p> <p>SMSC: Cultural - Exploring place and how it connects to culture and identity. Discussing folklore.</p>	<p>Drama linked to narrative</p> <p>Career Links: The Dam - Careers Link</p> <p>SMSC: Cultural - Exploring place and how it connects to culture and identity. Discussing folklore.</p>	<p>Drama linked to narrative</p> <p>SMSC: Cultural - Discussions around the issue of racism.</p>
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	<p>exploring a different culture that inspired the author, diversity and disability Social - Character or Blu.</p> <p>ENGLISH MBMS SMSC</p>		<p>Cultural - Discussing different cultures and financial backgrounds to better understand character experiences, inform predictions and character writing.</p> <p>ENGLISH MBMS SMSC</p>		<p>ENGLISH MBMS SMSC</p>	<p>ENGLISH MBMS SMSC</p>
<p>Curriculum reasoning (why here? Why now?)</p>	<p>Skysong builds on developing key reading strategies in a fantasy realm further to an introduction to this genre in Y5 with The lion, the witch and the wardrobe. The novel seeks to address issues of morality, choice and friendship in a more complex society. The novel provides an exciting springboard for a variety of writing and text types.</p>		<p>The Explorer has a strong narrative and is a precursor text to The Lord of the Flies which is studied at high school. Many of the themes: friendship, despair, control, survival are revisited from Y9 onwards. The novel allows for a range of writing opportunities to build towards writing assessment opportunities at the end of Y6.</p>		<p>The Dam allows pupils to explore a narrative presented in a different medium. Pupils will draw on their writing skills from across the year to develop their retelling of the story. It also allows pupils to explore a text that links to local history and to appreciate the beauty of the northeast. Cross-curricular links are developed through the music of Kathryn Tickell and geographical links are created through the development of Kielder water. Pupils develop their spoken language through debate in a formal context.</p>	

Year 7

Baseline:
NGRT
HAST
YARC

Core Text:
The Boy in the Striped Pyjamas

Satellite texts:
Maus
Charlotte Delbo
Rose Blanche
Anne Frank
The Vultures
Once
Matt Lucas video
Hamburg Firestorm

Purpose and links:
Writing linked to WW2
Research the social and historical context of the novel and look at character and theme throughout the reading.
Discuss authorial intent, use of language and how structure and form is used

Grammar:
[Progression in Grammar](#)
[MBMS](#)

Core Text:
Travel Writing

Satellite texts:
Extracts from a variety of texts:
How to Speak Brochurese - Keith Waterhouse
Extract Bill Bryson
Sequins for a ragged hem - Amryl Johnson
Hunting Mr Heartbreak - Jonathan Raban
In the Jungle - Annie Dillard
Between two cultures, Smita Patel
Wainwright

Purpose and links:
Discuss authorial intent, use of language and how structure and form is used
Pupils create a travel writing article
Pupils read and engage critically with a selection of travel writing

Core Texts:
Poetry: Identity

Satellite texts:
John Agard

Purpose and links:
Students read and analyse a selection of poems. Completion of a comparative piece of writing analysing how the poets use language, form and structure for effect.

Grammar:
[Progression in Grammar](#)
[MBMS](#)

Core Text:
A Midsummer Night's Dream

Satellite texts:
Russell T Davies
Rupi Kaur

Purpose and links:
Seminal world literature:
Shakespeare

Core Text:
Detective Fiction

Satellite texts:
Seminal world literature

Purpose and links:
Seminal world literature
Discuss authorial intent, use of language and how structure and form is used

Grammar:
[Progression in Grammar](#)
[MBMS](#)

Core Text:
Teacher choice:
Red Necklace
Private Peaceful
The Pardoner's Tale
Wonder

Satellite texts:
Seminal world literature
Research the social and historical context of the novel and look at character and theme throughout the reading.
Discuss authorial intent, use of language and how structure and form is used

Purpose and links:
Research the social and historical context of the novel and look at character and theme throughout the reading.
Discuss authorial intent, use of language and how structure and form is used

NUMERACY:

Iambic Pentameter

Use venn diagrams to show the inter- relationships of characters e.g. Bruno and Shmuel BISP

<p>SMSC/Creativity / Careers Focus</p>	<p>Drama linked to narrative</p> <p>Career Links: Boy in Striped - Careers Link</p> <p>SMSC: Moral - Moral responsibility: who was to blame for the Holocaust? For the death of the boys? Challenging the racist viewpoints within the novel's contexts. Discussing the impact of propaganda and the demonisation of Jews. Develops their awareness. Spiritual - Discussion around oppression, freedom of thought, religion and race. Examining author intentions and views through the text. Cultural - Differences in culture in Judaism. Gretel and the influence of parental views and Hitler Youth.</p> <p>ENGLISH MBMS SMSC</p>	<p>Drama linked to narrative</p> <p>Career Links: Detective Writing- Careers Link</p> <p>SMSC: Exploration of texts that involve crime and show that immoral actions have consequences.</p>	<p>Drama linked to narrative</p> <p>Career Links: Detective Writing- Careers Link</p> <p>SMSC: Cultural - Poets from different cultural or religious backgrounds explored, including their experiences, to aid deeper understanding of poetry. Spiritual - The theme of identity explored to generate discussion around pupil identity and self-expression through poems. 'Blessing' - pupils consider beliefs and values from other cultures. Social - Pupils can explore their own identity and experience. Collaborative working in class and for homework.</p> <p>ENGLISH MBMS SMSC</p>	<p>Drama linked to narrative</p> <p>Career Links: Detective Writing- Careers Link</p> <p>SMSC: Cultural - Analysing a Shakespearean text through a modern eye. Character exploration and analysis of behaviour, interpretations of the text and discussion around the importance, and impact, of representation of diverse groups within literature. Moral - Patriarchy consent</p>	<p>Drama linked to narrative</p> <p>Career Links:</p> <p>SMSC: discussion around the moral viewpoint of the Pardoner and the three main characters.</p> <p>ENGLISH MBMS SMSC</p>	<p>Drama linked to narrative</p> <p>ENGLISH MBMS SMSC</p>
<p>Curriculum reasoning (why here? Why now?)</p>	<p>Boy in Striped Pyjamas - Introducing social, historical context - Springboard text for symbolism, themes, characterisation (more challenging themes but text is accessible e.g.Maus) - Transition text - Introduces real life examples Links to History in Year 9 - Holocaust/ WWII</p>	<p>Detective Fiction - introduces more complex genre, builds on a real historical time period - Variety of texts from genre (Arthur Conan Doyle 'The Speckled Band', Roald Dahl 'Lamb to the Slaughter' - introduces more complex vocabulary- well placed for poetry and Shakespeare</p>	<p>The poetry anthology focuses on the theme of identity. Pupils explore the theme in relation to different cultural backgrounds and perspectives. As well as developing empathy through, pupils will consider self expression in relation to growing up, belonging and race.</p> <p>Pupils will develop their analysis of poetry and</p>	<p>This unit acts as an introduction to studying Shakespeare. Pupils apply skills they have developed from their poetry unit of work and build on their understanding of themes, symbolism and language. In exploring a different historical context, pupils develop an awareness of different social structures</p>	<p>The study of 'The Pardoner's Tale' acts as a precursor to the development of English Language and builds on analytical skills. It also links with content taught in history.</p>	<p>.</p>

		Links to History Y8-Victorian society	consider layers of meaning. This prepares them well for their poetry unit in Year 8.	This unit prepares pupils for the study of Romeo and Juliet in Year 8.		
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Year 8 Baseline: NGRT HAST YARC	Core Text: Gothic	Core Text: Conflict	Core Texts: Animal Farm	Core Text: Animal Farm → political and dystopian literature	Core Text: Romeo and Juliet	Core Text: Romeo and Juliet
	Satellite texts: Red Room The Raven The Monkey's Paw Frankenstein Jekyll and Hyde	Satellite texts: Charge of the Light Brigade Dulce et Decorum est Manhunt Ballad of a hero The Soldier Malala Letter to Daniel orphan Monster Spy	Satellite texts: Research the social and historical context of the novel and look at character and theme throughout the reading. Discuss authorial intent, use of language and how structure and form is used	Satellite texts: Hunger Games Harry Potter The Lottery 1984 Dystopian extracts	Satellite texts: West Side Story Sylvia Plath The Lottery Petrarch	Satellite texts: West Side Story Sylvia Plath Petrarch
	Purpose and links: Discuss authorial intent, use of language and how structure and form is used	Purpose and links: Unseen poem	Purpose and links:	Purpose and links: Research the social and historical context of the novel and look at character and theme throughout the reading. Discuss authorial intent, use of language and how structure and form is used	Purpose and links: Seminal world literature: Shakespeare	Purpose and links:
	Grammar: Progression in Grammar MBMS		Grammar: Progression in Grammar MBMS		Grammar: Progression in Grammar MBMS	

NUMERACY:	Use venn diagrams to show the inter- relationships of characters e.g. Paris and Romeo R&J					
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SMSC/Creativity / Careers Focus	Drama linked to narrative Career Links: Gothic- Careers Link	Drama linked to narrative Career Links: War Poetry - Careers Link	Drama linked to narrative Career Links: Animal Farm Career Link 1	Drama linked to narrative Career Links:	Drama linked to narrative Career Links: Romeo and Juliet - Careers Link	Drama linked to narrative
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	<p>SMSC: Spiritual - Discussion around the shift in society from dependence on religion to scientific reason and how this impacted literature.</p>	<p>SMSC: Spiritual - Reflect on the poet's attitude to religion through the war. Discuss the meaning of life 'Dulce et Decorum est'. Social - Exploration of soldier experience and how this is shown through poetry. The view of war in society through modern time is examined through poetry analysis. Moral - The morality of propaganda and the use of young people in front line scenarios is debated.</p>	<p>SMSC: Moral - Political spectrum explored and discussed in order to analyse the political and moral actions of characters. Cultural - Human rights - links to British Values.</p>	<p>SMSC: Moral - Human rights discussed and personal beliefs of pupils explored with opportunities to express and debate opinions in order to produce writing and aid deeper understanding of setting and character motives</p>	<p>SMSC: Social - Discussion around gangs, social groups and identity. The role of women in society through Juliet: how is she treated by her father/mother? How does Shakespeare present women in his writing? The role of the family and their responsibilities towards Romeo and Juliet. Moral - Moral treatment of Romeo and Juliet. Who was to blame for the death of Romeo and Juliet? Modern day comparisons in fiction and nonfiction Gang culture, treatment of women. How attitudes have changed. Cultural - Discussion around historical and cultural beliefs at the time the text was produced to build a deeper understanding of characters.</p>	<p>SMSC: Cultural - Analyse interpretations of the text exploring directorial decisions and how the original story is adapted using cultural division. Moral - Exploration of the moral actions of characters.</p>
<p>Curriculum reasoning (why here? Why now?)</p>	<p>Gothic - used at start of year to build, stretch and challenge symbolic understanding, themes - builds analytical skills - introduces text types</p>	<p>War Poetry - builds on interpretation skills and approach to poetry- understanding, structure and author choice. Building independence in this - Looking at historical and social context of writing - History covers WW1 later in the year - Rhetorical skills introduced</p>	<p>Through this unit, pupils develop their awareness of wider political and cultural concepts. It continues to build their analytical skills, looking at structural choice, characterisation, themes and symbolism. Pupils have the opportunity to explore and apply rhetoric to their own writing and express points of view to empower their voice.</p>	<p>Pupils continue to explore political concepts and develop awareness. In the later part of the unit, pupils study the wider dystopian genre. Pupils apply the knowledge and skills gained to develop their own dystopian narrative. This allows them to draw on political and cultural concepts taught in the previous term and apply them to their own writing.</p>	<p>Romeo and Juliet - Using previous symbolic knowledge, characterisation, themes through the yr - continues to build independence - social, historical context skills - Building on "experience" of Shakespeare from year 7 (language, themes, characterisation, symbolism)</p>	<p>Romeo and Juliet - Using previous symbolic knowledge, characterisation, themes through the yr - continues to build independence - social, historical context skills - Building on "experience" of Shakespeare from year 7 (language, themes, characterisation, symbolism)</p>
	<p>ENGLISH MBMS SMSC</p>		<p>ENGLISH MBMS SMSC</p>		<p>ENGLISH MBMS SMSC</p>	<p>ENGLISH MBMS SMSC</p>

