



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Pupils' are expected to live all six of the core values every day at Hugh Sexey Church of England Middle School. Each term however, there is a focus through collective worship as indicated below.					
	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Key Stage Two						
Year 5						
Year 5 – Topic IC = Inquiry Curriculum	Ourselves and Humankind (IC) A two-unit term with a short mini-unit to check in with Year 4 objectives progressing to a longer unit with a narrative focus.	Community and Citizenship (IC) Victorians (Hums) A two-unit term with a longer non-fiction unit based on Cogheart followed by a short mini-unit prior to Christmas to revisit narrative tools from Term 1.	Exploration and Discovery (IC) A two-unit term with a narrative unit based upon The Wanderer moving onto performance poetry.	Ourselves and Humankind (IC) A term focusing on one text (The Lorax) combined with visit from local company to inspire two pieces of non-fiction writing.	Culture and Diversity (IC) A 4 week unit focusing on the non-fiction writing style of biographies deliberately linking to the RE topic of Ancient Islamic Civilisations by looking at Islamic figures from now and history. An additional week long unit will explore picture books including those by Ibtihaj Muhammad	Expression and Creativity (IC) A term focusing on the concept of fairytales and their relation to culture and society in the past and today.
Texts	The Truth about my Unbelievable Summer by David Cali Kensuke's Kingdom by Michael Morpurgo	Cogheart by Peter Bunzl	The Wanderer by Peter Van Den Ende	The Lorax by Dr Seuss	Little People Big Dreams series. Extracts (online) The Proudest Blue, The Kindest Red, The Boldest White by Ibtihaj Muhammad	Grimms Fairytales Charles Perrault extracts Grimms's Fairytales for Young and Old by Philip Pullman
Key Concepts	This unit will help pupils to gain an understanding of a narrative told by a character of a similar age to them who goes on a fantastical journey. The text links to our	This unit has been planned to engage pupils in a fictional tale set within the Victorian period (History focus this term) that is grounded in historical accuracy. Again, the main character is of a similar age to them but is	<i>The Wanderer has been chosen for Year 5 as it is an ideal springboard for age-expected narrative writing because it nurtures imagination, descriptive detail, and narrative structure. As a</i>	For this unit, the texts to inspire are from the Little People, Big Dreams – focusing particularly on individuals from the Islamic faith – Mohammed Ali for example. This style of books have been chosen as	The <i>Lorax</i> is an effective Year 5 text for teaching balanced argument and persuasive writing because it presents clear, opposing viewpoints. These contrasting perspectives allow pupils to identify	Grimms' fairy tales are strong texts for a final narrative piece because they provide clear story structures, memorable characters and rich, imaginative settings. Their use of conflict,



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	<p>inquiry focus on 'Understanding our place in the world' and allows pupils to compare both physical places and perceptions of different characters through both re-tell and diary entry. With the first week of lessons being focused on sentence structure (simple, compound and complex) the unit revisits and highlights the basics of sentence structure whilst combining this with the introduction of Year 5 objectives.</p>	<p>part of a very different societal context where class, gender and status are a barrier to the way you lived. The text links to our inquiry focus on 'How does the past influence today?'. Moving to a non-fiction focus this term, this unit will build on non-fictional tools specifically that of advanced instructional writing. The debate focus of this unit has been chosen to meet the statutory Spoken Language objectives (NC).</p>	<p>wordless picture book, it bridges visual literacy and narrative writing giving pupils freedom to imagine whilst honing structured writing skills. It fosters independence and creativity, as there is no "right answer" to what the story is — aligning with the curriculum aim of pupils writing for different purposes and audiences. There is mystery within the ever-revealing illustrations that will appeal to upper key stage 2 particularly the boys who may enjoy the darker twist on the journey of a paper boat.</p>	<p>each book follows a biographical arc which mirrors the expectations for Year 5 biographical writing. The books combine factual accuracy with engaging storytelling. The decision to focus on Islamic figures allows children to see role models from diverse backgrounds, promoting inclusivity and broadening their cultural awareness. This fosters empathy, respect, and curiosity about different lives and contexts. Alongside these texts, we have deliberately focused on impressive sporting figures from both genders.</p>	<p>arguments, counterarguments and evidence within an engaging narrative. The text uses emotive language, repetition and memorable slogans to influence the reader, making persuasive techniques easy to spot and imitate. Its accessible language, strong moral message and relevance to real-world environmental issues encourage discussion, critical thinking and structured written responses across the wider curriculum.</p>	<p>repetition and cause-and-effect helps pupils understand how narratives are built and sustained. The tales encourage creativity through magical elements while still grounding stories in clear morals and resolutions. Pupils can adapt traditional plots, explore character motivation and develop tension, supporting ambitious independent writing. The vivid language and dramatic events inspire descriptive detail and purposeful vocabulary.</p>
Outcomes	<ol style="list-style-type: none"> 1) Retell 2) Diary Entry 	<ol style="list-style-type: none"> 1) Instructional Writing 2) Debate 	<ol style="list-style-type: none"> 1) Character & setting description 2) Narrative 	<ol style="list-style-type: none"> 1) Persuasive Letter 2) Balanced Argument 	<ol style="list-style-type: none"> 1) Biographical Writing 	<ol style="list-style-type: none"> 1) Narrative
Vocabulary / Conventions	<p>Historical – Nagasaki, Hiroshima, WWII</p> <p>Indigenous wildlife and vegetation of the island</p>	<p>Mechanical vocab – cogs, sprockets, chains</p> <p>Industrial revolution</p> <p>Invention</p> <p>Adverbials</p> <p>Bullet points</p> <p>Persuasive language</p> <p>View of the majority</p>	<p>Figurative language</p> <p>Expanded noun phrase</p> <p>Relative class</p> <p>Possession</p> <p>Poetic language</p> <p>Plot/structure</p> <p>Poetic style – free verse, haiku, rhyming</p>	<p>Persuasive language and phrases that acknowledge differing opinions.</p> <p>Layout of a letter – format of address, sign off etc</p>	<p>Chronological Order</p> <p>Biography</p> <p>Factual</p> <p>Summary</p> <p>Conclusion</p> <p>Bullet Points</p> <p>Third Person</p> <p>Islamic faith vocab – mosque, hijab, Koran</p>	<p>Fairytale</p> <p>Hierarchy</p> <p>Society</p> <p>Themes</p> <p>Plot</p> <p>Structure</p> <p>Villain</p> <p>Hero</p> <p>Gender representation</p> <p>Figurative language</p>



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

Cross Curricular Thematics	Links to: Include some contextual understanding of Hiroshima's place in history.	Links to: Constant linking to the Victorians topics. -Treatment of girls in Victorian times, deportment lessons etc -Industrial revolution and what that would've been like to live through Where Snow Angels Go -To link to incarnation study in RE and nativity	Links to: Link to mapping the journey of the Ancient Greeks in the theme of exploration.	Links to: In DT, using materials to create a useable produce (chalk board). In Hums (biomes) exploring climate change and the impact on our Earth.	Links to: History Unit – Ancient Islamic Civilisation RE Unit – Exploring Islam as a major world faith	Links to: Art/DT – for a futuristic castle to be designed that would be a good community space today
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School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 6						
Year 6 - Topic	Holes A termly unit including multiple writing opportunities with 2 summative assessment pieces.	Holes into Alma A termly unit based open a short-feature film: 'Alma' from The Literacy Shed.	Just So A termly unit developing skills to write for a specific audience (young children)	Arthurian Legends A termly unit in which Arthurian legends are used to develop understanding of how to shape fictional narratives.	Harry Potter A termly unit in which Harry Potter and the Philosopher's Stone is used to create four pieces of assessed writing.	Harry Potter into Tuesday A picture book which encourages pupils to use skills of inference, deduction and imagination to explore the ending to the story.
Texts	Holes by Louis Sachar	Alma (Literacy Shed resource)	Just So Stories by Rudyard Kipling	Extracts from King Arthur, Excalibur, Robin Hood, Gawain & The Green Knight	Harry Potter and the Philosopher's Stone by JK Rowling	Tuesday by David Wiesner
Key Concepts	A gripping text chosen to interest all pupils - particularly boys. The unit will support students in exploring a wide range of writing styles and genres and	To use a different media to relay a creative narrative – will appeal to pupils in its short, feature-film style. A real focus on author's choice of language and how differing perspectives	To use timeless tales (of which many will recognise) to show how simple stories can be structured to appeal to a younger audience.	To use legendary and exciting tales that have long entertained audiences to inspire rich narratives. A real focus on period-based vocabulary and terminology and how this	To use a popular and modern text to explore the structure, tone and language choice that the author has chosen. Formality of writing will be discussed through analysis of dialogue of characters	This picture book leaves a lot of unanswered questions which the pupils are going to answer using their imagination. This unit is a real opportunity to



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

	<p>the need to write for purpose.</p> <p>The variety of text types will ensure that teachers are able to assess the Year 5 skills that should now be embedded in pupil writing.</p>	<p>chosen will require different considerations.</p> <p>Planning will be a focus with children looking at the structure of a story through boxing up a plan.</p> <p>To encourage pupils to identify and infer emotions from character’s speech and how to use this to advance action.</p>	<p>Visual planning used for pupils to map out their own ideas.</p> <p>Focus on rich narratives and imaginative characters chosen to draw readers in. Imagery and rhythmic prose used to beguile the reader and draw them into the story-tellers world.</p>	<p>gives context to these stories.</p> <p>Many of these stories are accompanied with illustrations that can aid the development of rich imagery within writing. These to be looked at whilst reading extracts.</p>	<p>and scene setting (archaic, fantasy etc) and a shift in this will be visible in their final, independent write.</p>	<p>showcase how writing must be structured for a particular audience and adapting style of writing to show this.</p>
Outcomes	<p>1)Diary Entry 2)Non-chronological report 3) Setting description 4)Character description 5) Survival Guide</p> <p>Will be completed in Term 2</p>	<p>1)Extended narrative</p>	<p>1)A 3-part narrative write</p>	<p>1)Character and atmosphere descriptions 2)Arthurian Legend (narrative)</p>	<p>1) Formal letter 2)Playscript 3) Fictional Instructions 4) Poetry (written and performed)</p>	<p>1) Fictional Police Report</p>
Vocabulary / Conventions.	<p>Diary Features First person Adverb Adverbial Conjunction Emotions Show not Tell Descriptive Language Figurate language Chronological</p>	<p>Comprehend Infer Character Setting Evidence Prediction Similes Metaphors Alliteration Narrative</p>	<p>Descriptive language Rhythmic passage Rhythmic proses Moral themes Storytelling Traditional</p>	<p>Descriptive language Narrative Backstory Narrative Structure Legend Knight Squire</p>		
Cross Curricular Thematics	<p>Links to: Geography - Rivers and mountains</p>		<p>Links to: Geography - The Maya (creation</p>	<p>Links to: Geography – Local Geography referenced as</p>	<p>Links to: History - 20th Century unit (How Britain has changed</p>	<p>Links to: Science – Evolution and Inheritance</p>



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

	RPE - Judaism (Jewish population around the world, including America) Music - American composers singing unit Science - Living Things (Non-Chronological report writing)		story/storytelling with Clive Pig) RPE - Sikhism Music - Musical stories (telling stories through music) Science - Animals including Humans	places of significance including Glastonbury Tor, Chalice Well History – Kings and Queens of England during the time of Arthur	since WW2). We also explore entertainment and film to link to the Harry Potter trip. RPE - Life and Teachings of Jesus Music - Musicals (creating our own musicals- discussing set, props, costume etc to link to the film theme)	
Key Stage Three						
Year 7						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 7 – Topic/Texts	Villains: Creative Writing Unit	‘Strong Voices’ Poetry	Bone Talk	Bone Talk	Power of Persuasion	Shakespeare: A Mid-Summer Nights Dream
Key Concepts	Create a convincing villainous character that encapsulates key qualities of well-known fictional villains from both stories and film. Consolidate writing skills learnt at Key Stage 2 and how vocabulary, punctuation and sentence structure can be used to create tension and suspense. Study the key features of an effective narrative	Exploration of a range of poets specialising in performance poetry (Michael Rosen, Benjamin Zephaniah, Harry Baker) and how they engage the interest of the reader/audience. Analysing poetic techniques used for effect in a range of poems and reading for meaning. Introduction of WWHW analytical writing skills.	Explore a culture different from our own through reading of ‘Bone Talk’, a novel set in the Philippines. Explore the context of the novel: culture and tradition, colonisation and how this context affects and enhances our understanding of the text Explore the writing style of author Candy Gourlay	Understand the concept of colonisation and its effects on a culture Explore a key character and how they are presented throughout the novel. Explore the change in character and reasons for this development. Consolidate and develop analytical writing skills with a focus on authorial intent	Explore how persuasion is used to influence a reader/audience and the different aspects of life where persuasion is common (advertising, politics, social media influencers etc.) Explore a range of persuasive texts, identifying effective features and how writers’ present their viewpoints to influence their reader	An introduction to Shakespeare – brief history of his life and work Life in Elizabethan England: pupils to have an understanding of Elizabethan society, family dynamics, power, gender expectations Elizabethan Theatre and its importance in society



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

	opening and how it engages the interest of an audience.		and identify stylistic and linguistic features used Emulate Candy Gourlay’s writing style using own stimulus – a place special or important to them		Revisit persuasive writing techniques taught at KS2 Explore features of effective speeches with a focus on oracy and audience engagement Pupils to write the text of a speech persuading their audience to agree with their particular viewpoint.	AMSND as a Shakespearian comedy – exploring the play in performance Close analysis of a key scene – Helena and Demetrius and the theme of unrequited love.
Outcomes						
Vocabulary / Conventions	Hero/Villain Protagonist/Antagonist Characterisation Monologue Backstory Motivation Stage directions Lair	Rhyme Rhythm Form Structure Types of Poetry: Narrative, Rap, Haiku, Free Verse, Sonnet Simile, Metaphor, Onomatopoeia, Alliteration, Personification, Sibilance Context Analysis	Coming-of-age story Gender roles/ stereotypes – masculinity, femininity Emulate Atmosphere Colonisation Exploitation	Colonisation Characterisation Development Representation	Persuasion Bias Engagement Influence/Influencer	Performance Elizabethan Hierarchy Playwright Tragedy/Comedy Unrequited love
Cross Curricular Thematics	Links to: RPE topics of morality: Good vs Evil	Links to: Cultural identity, Careers Curriculum – idea of self-growth	Links to: Other Cultures History – Colonisation of the Philippines by America		Links to: Geography – developing countries, exploitation Science and Geography – sustainability Link to Year 7 Values in Action Reading text ‘Kick’ by Mitch Johnson	Links to: History – life in Elizabethan England Drama – conventions of theatre ‘Then and Now’
Year 8						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	<i>Thankfulness</i>	<i>Justice</i>	<i>Endurance</i>	<i>Compassion</i>	<i>Koinonia</i>	<i>Trust</i>
Year 8 – Topic/Texts	Conflict	Stone Cold	Gothic Horror	Poems from other places	Shakespeare: Romeo and Juliet	Trash



Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

<p>Key Concepts</p>	<p>Understand the historical context of WW1 – History department to take lead in teaching this</p> <p>Understand the idea of Propaganda, why it was used and its effects on WW1</p> <p>Explore life in the trenches during WW1 as documented by a selection of WW1 poets – Siegfried Sassoon, Wilfred Owen</p> <p>Explore the idea of censorship – both by the British Army and by soldiers themselves and the reasons for this</p> <p>Consolidate writing skills previously taught (sentence structures and punctuation used for effect)</p> <p>Writing from the perspective of a WW1 soldier and conveying atmosphere within our writing using vocabulary and figurative language</p>	<p>Understand the structure of a Dual Narrative and its effects on the reader</p> <p>Explore reasons behind homelessness and stereotypical views held of homeless people</p> <p>Explore the support available for people living on the streets</p> <p>Analyse a narrative voice and its effects on the reader</p>	<p>Explore the conventions of Gothic Literature and its effects on the reader</p> <p>Understand the links between Gothic Literature and the time period in which it was popular</p> <p>Explore a range of popular Gothic short stories and extracts from longer novels with a focus on settings, character or theme. Explore how the writers create tension and suspense.</p> <p>Create a suitably Gothic setting which encapsulates the features of the genre</p> <p>Writing skills suited to Gothic Literature: use of sentence structures, punctuation and figurative language to create tension and suspense</p> <p>Respond to a picture stimulus with a Gothic setting description</p>	<p>Revisit poetic techniques previously studied in Year 7.</p> <p>Understand the importance of social and historical context of a poem and its impact on a reader’s response.</p> <p>Explore a range of poetry set in cultures different from pupils’ own. Be able to identify how poetic techniques are used for effect in these poems.</p> <p>Explore how language and structure are used for effect within a poem.</p> <p>Build on analytical writing skills and develop them to include focus on the ‘Why’ – the poet’s intentions, message and how they are trying to make the reader feel.</p> <p>Compare how themes and ideas are presented within two poems.</p>	<p>Revisit prior knowledge about the life of William Shakespeare and the role of theatre within Elizabethan society.</p> <p>Consolidate understanding of Elizabethan life and key contextual details relevant to Romeo and Juliet (power, fate, courtship, gender expectations)</p> <p>Explore key themes within Romeo and Juliet</p> <p>Analyse key scenes and how they might be performed on stage</p> <p>Explore how characters are conveyed using language and structure</p>	<p>Revisit prior understanding of a dual narrative (‘Stone Cold, Term 2)</p> <p>Understand how structure can be used to both engage the reader and create tension and suspense</p> <p>Understand the idea of a multi-vocal narrative and the effect this creates</p> <p>Explore characterisation and how each narrator is presented</p> <p>Create their own additional chapter written from the perspective of one of the central characters</p>
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Building Cognitive Architecture – Coherent and Connected – Knowledge and Skill Based

Outcomes						
Vocabulary / Conventions.	Propaganda Allied forces Trenches Trench foot Autobiographical Empathy Censorship	Dual Narrative Empathy Characterisation Stereotype Assumption	Gothic Horror Genre Conventions Macabre Eerie/sinister Foreboding Pathetic fallacy	Water scarcity Inequality Poverty Limbo Enjambment Assonance Rhythm /Rhyme Form/Structure	Power/hierarchy Unrequited love Romantic love Staging Feud Brawls	Multi-vocal narration Confidant Slum Juxtaposition Reliable/unreliable narrator
	Links to: Year 8 History - WW1 Conflict Year 8 Values in Action Reading - 'War Horse' by Michael Morpurgo	Links to: RPE - attitudes towards homelessness,		Links to: History – Slave Trade Geography – water scarcity, poverty	Links to: Drama – exploration of the prologue, stage fighting, characterisation.	Links to: Year 7 English – Fast Fashion Year 7 Values in Action Reading – 'Kick'