Hodgson Academy

Reg and Read

Curriculum Overview

Reg and Read Curriculum Overview

	Text One: You Are Awesome	Text Two: Twilight	Text Three: Across the Barricades
Year 7 **Belonging** **Big question: Where do I belong?** **Year-end curriculum end point:** Follow sustained narratives and retrieve key information; explain characters' motives and themes; make supported inferences; begin to explore how first-person perspective and writers' choices shape readers' impressions; use taught Tier 2 vocabulary.	**Curriculum focus** Students establish a shared language for learning, perseverance and self-belief during transition to secondary school. **Foundational knowledge and concepts** Students establish a shared language for learning, perseverance and self-belief during transition to secondary school. KS2 reading comprehension, following non-fiction explanations and reflecting on personal experiences. **Reading knowledge and skills** Explain how deliberate practice, perseverance, feedback and reflection support learning; retrieve and apply examples from non-fiction; distinguish a claim from the example used to support it. **Vocabulary and concepts** Resilience, perseverance, confidence, potential, challenge, deliberate, progress, strategy, reflect, capability, evaluate, achievement, motivation. **End point: students can…** Explain how deliberate practice, perseverance, feedback and reflection support learning; retrieve and apply examples from non-fiction; distinguish a claim from the example used to support it.	**Curriculum focus** Relationships, trust, difference and acceptance extend belonging from self to friendship and unfamiliar communities. **Foundational knowledge and concepts** Relationships, trust, difference and acceptance extend belonging from self to friendship and unfamiliar communities. Y7 resilience and self-identity; tracking motivations and distinguishing narration from interpretation. **Reading knowledge and skills** Infer Bella's feelings and motivations; distinguish what her first-person narration reports from what she assumes; evaluate the reliability of her judgements; explore how Meyer uses setting, selective detail and unanswered questions to create suspense. **Vocabulary and concepts** Belonging, acceptance, loyalty, identity, difference, trust, perspective. **End point: students can…** Infer Bella's feelings and motivations; distinguish what her first-person narration reports from what she assumes; evaluate the reliability of her judgements; explore how Meyer uses setting, selective detail and unanswered questions to create suspense.	**Curriculum focus** Conflict, family and prejudice broaden belonging to culture and divided communities. **Foundational knowledge and concepts** Conflict, family and prejudice broaden belonging to culture and divided communities. Personal and interpersonal belonging from earlier Y7 texts; basic inference and respectful discussion. **Reading knowledge and skills** Explain how conflict, prejudice and competing loyalties influence belonging; compare characters' perspectives and consider how the writer positions readers towards divided communities. **Vocabulary and concepts** Community, prejudice, conflict, reconciliation, loyalty, courage, empathy. **End point: students can…** Explain how conflict, prejudice and competing loyalties influence belonging; compare characters' perspectives and consider how the writer positions readers towards divided communities.

Reg and Read Curriculum Overview

	Text One: The Curious Incident of the Dog in the Night-Time	Text Two: The Hunger Games	Text Three: Noughts and Crosses
Year 8 Identity and Society **Big question: Who am I, and how does society shape me?** **Year-end curriculum end point:** Infer and compare viewpoints; distinguish observation from assumption; explain how society and power shape identity; examine how narrative perspective influences understanding; support and question interpretations with evidence.	**Curriculum focus** A distinctive narrative viewpoint challenges assumptions about communication, identity and difference. **Foundational knowledge and concepts** A distinctive narrative viewpoint challenges assumptions about communication, identity and difference. Y7 perspectives, empathy and evidence-based interpretation. **Reading knowledge and skills** Explain how Christopher's distinctive narration shapes what readers know; distinguish observation from inference, challenge assumptions and explore the effect of limited viewpoint. **Vocabulary and concepts** Perspective, observe, interpret, infer, assumption, evidence, logical, investigate. **End point: students can…** Explain how Christopher's distinctive narration shapes what readers know; distinguish observation from inference, challenge assumptions and explore the effect of limited viewpoint.	**Curriculum focus** Students examine power, inequality, resistance and the tension between survival and moral choice. **Foundational knowledge and concepts** Students examine power, inequality, resistance and the tension between survival and moral choice. Interpretation and viewpoint from Curious Incident; ideas of community, fairness and courage from Y7. **Reading knowledge and skills** Discuss how power, propaganda and inequality constrain choices; examine Katniss's perspective and the presentation of the Capitol; weigh individual agency against social structures, using specific textual evidence. **Vocabulary and concepts** Reliable, communicate, misunderstand, anxiety, isolated; power, oppression, sacrifice, resistance. **End point: students can…** Discuss how power, propaganda and inequality constrain choices; examine Katniss's perspective and the presentation of the Capitol; weigh individual agency against social structures, using specific textual evidence.	**Curriculum focus** A fictional divided society makes prejudice, privilege and structural inequality visible. **Foundational knowledge and concepts** A fictional divided society makes prejudice, privilege and structural inequality visible. Y8 power and inequality in The Hunger Games; earlier work on prejudice in Across the Barricades. **Reading knowledge and skills** Compare perspectives and explain how institutions and social norms produce inequality; examine how contrasting experiences and narrative choices shape readers' understanding of discrimination. **Vocabulary and concepts** Discrimination, privilege, equality, injustice, segregation, prejudice, perspective. **End point: students can…** Compare perspectives and explain how institutions and social norms produce inequality; examine how contrasting experiences and narrative choices shape readers' understanding of discrimination.

Reg and Read Curriculum Overview

	Text One: One of Us is Lying	Text Two: Looking for JJ	Text Three: Simon Vs the Homo Sapiens Agenda
Year 9 Choices **Big question: How do our choices shape our lives?** **Year-end curriculum end point:** Evaluate decisions and consequences; question narrators' reliability and selective disclosure; analyse how writers shape readers' judgements; weigh alternative interpretations and justify conclusions with precise evidence.	**Curriculum focus** Reputation, truth, assumptions and responsibility introduce increasingly ambiguous moral choices. **Foundational knowledge and concepts** Reputation, truth, assumptions and responsibility introduce increasingly ambiguous moral choices. Y8 viewpoint, assumptions, social pressure and evidence; Y7 personal responsibility. **Reading knowledge and skills** Question multiple narrators' reliability and selective disclosure; distinguish evidence, rumour and inference; analyse how shifting perspectives and stereotypes shape suspicion and readers' judgements. **Vocabulary and concepts** Judgement, reputation, suspicion, motive, manipulate, integrity, accountability, prejudice, justice, circumstantial, scapegoat, stereotype, vulnerable. **End point: students can…** Question multiple narrators' reliability and selective disclosure; distinguish evidence, rumour and inference; analyse how shifting perspectives and stereotypes shape suspicion and readers' judgements.	**Curriculum focus** Guilt, identity, redemption and second chances complicate judgements about individuals. **Foundational knowledge and concepts** Guilt, identity, redemption and second chances complicate judgements about individuals. Y9 reputation, accountability and unreliable assumptions; considering different viewpoints. **Reading knowledge and skills** Evaluate competing moral judgements, guilt and rehabilitation; consider how disclosure of past events changes readers' understanding of a character and their choices. **Vocabulary and concepts** Redemption, remorse, culpability, forgiveness, rehabilitation, accountability. **End point: students can…** Evaluate competing moral judgements, guilt and rehabilitation; consider how disclosure of past events changes readers' understanding of a character and their choices.	**Curriculum focus** Authenticity, friendship, identity and acceptance bring the year's choices back to personal integrity. **Foundational knowledge and concepts** Authenticity, friendship, identity and acceptance bring the year's choices back to personal integrity. Y9 choices and consequences; Y8 identity shaped by peers and society. **Reading knowledge and skills** Explain how private and public identities interact; evaluate ethical choices and how narrative viewpoint, dialogue and withheld information influence readers' sympathies. **Vocabulary and concepts** Authenticity, acceptance, disclosure, integrity, vulnerability, empathy. **End point: students can…** Explain how private and public identities interact; evaluate ethical choices and how narrative viewpoint, dialogue and withheld information influence readers' sympathies.

Reg and Read Curriculum Overview

	Text One: The Tattooist of Auschwitz	Text Two: To Kill a Mockingbird	Text Three: Orangeboy
Year 10 Justice and Humanity **Big question: What responsibilities do we have to others?** **Year-end curriculum end point:** Synthesise complex ideas across texts; consider historical context and the limitations of fictional representation; evaluate constrained choices, moral complexity and writers' methods; make thoughtful evidence-based connections.	**Curriculum focus** Historical persecution provides a challenging context for exploring hope, dignity, compassion and survival. **Foundational knowledge and concepts** Historical persecution provides a challenging context for exploring hope, dignity, compassion and survival. Y9 responsibility and moral dilemmas; Y8 oppression, inequality and prejudice. **Reading knowledge and skills** Explain historical context and distinguish survival, resistance and compassion; consider the interplay of agency, help and chance; evaluate the limitations of a simple heroic-survival narrative and distinguish historical fiction from historical evidence. **Vocabulary and concepts** Humanity, hope, courage, compassion, dignity, sacrifice, oppression, persecution, confinement, resistance, survival, liberation, resilience. **End point: students can…** Explain historical context and distinguish survival, resistance and compassion; consider the interplay of agency, help and chance; evaluate the limitations of a simple heroic-survival narrative and distinguish historical fiction from historical evidence.	**Curriculum focus** Students examine institutional prejudice, fairness and moral courage in a historically situated society. **Foundational knowledge and concepts** Students examine institutional prejudice, fairness and moral courage in a historically situated society. Y10 persecution, dignity and justice; prior analysis of power and discrimination. **Reading knowledge and skills** Compare viewpoints and analyse how context, institutions and individual choices shape justice; examine narrative perspective and the portrayal of prejudice and moral courage. **Vocabulary and concepts** Justice, prejudice, integrity, testimony, conscience, discrimination, equality. **End point: students can…** Compare viewpoints and analyse how context, institutions and individual choices shape justice; examine narrative perspective and the portrayal of prejudice and moral courage.	**Curriculum focus** Contemporary British experiences of violence, family, inequality and responsibility connect justice to students' wider world. **Foundational knowledge and concepts** Contemporary British experiences of violence, family, inequality and responsibility connect justice to students' wider world. Y10 justice, prejudice and moral courage; earlier discussions of social pressure and choice. **Reading knowledge and skills** Synthesise ideas about coercion, loyalty and responsibility across Year 10 texts; analyse how characterisation, context and narrative choices complicate easy moral judgements. **Vocabulary and concepts** Responsibility, coercion, loyalty, inequality, community, consequence, resilience. **End point: students can…** Synthesise ideas about coercion, loyalty and responsibility across Year 10 texts; analyse how characterisation, context and narrative choices complicate easy moral judgements.

Programme-wide approach - Daily 20-minute tutor-led shared reading: Do Now • Power Word • Reading • Let's Think Together • Reflection. Reading remains central; discussion and reflection check understanding and develop evidence-based interpretation.

Vocabulary notes - The vocabulary listed is indicative of text-specific concepts. The published weekly Power Word Spine determines the explicitly taught Tier 2 sequence.