



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

## English

### CURRICULUM INTENT:

In English, we nurture students' spiritual development by encouraging them to explore what it means to be human through reading, writing and discussion. Our curriculum provides opportunities for students to reflect on faith, values, identity and purpose, helping them to make sense of their own beliefs and the world around them. Guided by our ethos "Do unto others", we promote empathy, compassion and respect for others through engagement with diverse voices, experiences and cultures in literature.

We celebrate the importance of family and fellowship, recognising how stories and language connect people across time and place. Through creative and analytical expression, students are encouraged to find and share their voice, to appreciate the power of language to build understanding, and to foster a sense of belonging and shared humanity.

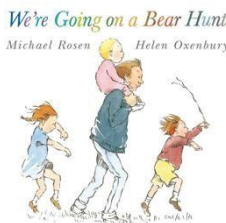
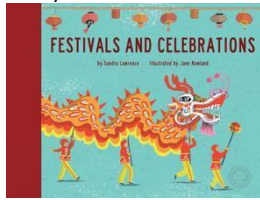
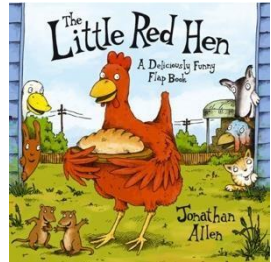
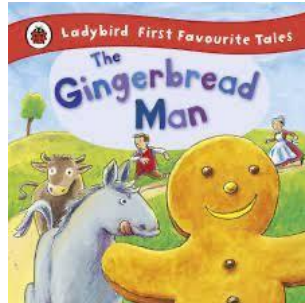
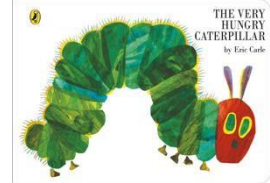
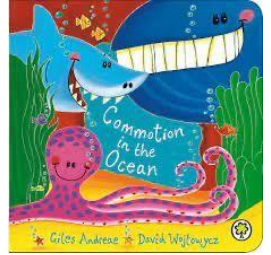
Poetry: Reading and creating

Stories: Reading and creating

Drama: Reading and  
performing

Non-fiction: Reading and  
recreating

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                         | AUTUMN 1                                                                                                                                                                                                                                                                                    | AUTUMN 2                                                                                                                                                                                                                                                                             | SPRING 1                                                                                                                                                                                                                                  | SPRING 2                                                                                                                                                                                                                                                          | SUMMER 1                                                                                                                                                                                                                                                                                | SUMMER 2                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NURSERY – KEY THEMES / CONCEPTS</b>  | <b>Nursery Rhymes</b><br>We're Going on a Bear Hunt<br>I am special, I am me.                                                                                                                                                                                                               | <b>The Christmas Story</b>                                                                                                                                                                                                                                                           | <b>Non-fiction texts</b><br>The little red hen                                                                                                                                                                                            | <b>Fairy Tales –</b><br>Gingerbread Man<br>The three little pigs<br>Superheroes<br>Jack and the beanstalk                                                                                                                                                         | <b>Non-Fiction Unit</b><br>The Hungry Caterpillar                                                                                                                                                                                                                                       | <b>Non-Fiction</b><br>Commotion in the Ocean                                                                                                                                                                                                                                                                                   |
| <b>NURSERY – KEY CONTENT / LEARNING</b> | <p>C&amp;L:<br/>Nursery rhymes Plus: songs and rhymes about myself, my family and friends</p> <p><u>Fiction:</u><br/>Good, easy to remember story song with simple actions and expressive language.</p>  | <p>C&amp;L<br/>Nursery rhymes Plus: songs and rhymes about celebrations such as Bonfire Night and Christmas.</p> <p><u>Non-Fiction:</u><br/>Re-call and re-tell the story of Jesus' Birthday.</p>  | <p>Nursery Rhymes and songs about our senses</p> <p><u>Non-fiction:</u><br/>instructions on how to make bread.<br/>To understand a simple recipe.</p>  | <p>Fairy Tale characters Including Brown Bear, What Do You See? by Eric Carle.</p> <p>Story map role play of the Gingerbread man for storytelling.<br/>Puppets and masks</p>  | <p>Nursery rhymes and songs about mini beasts, animals and plants.</p> <p><u>Explanation Text focus</u></p> <p>Be able to sequence the life cycle of a butterfly and remember key vocabulary.</p>  | <p>Nursery rhymes Plus songs and rhymes about animals that live under the sea.</p> <p><u>Non-Fiction:</u><br/>Rhyming and use of alliteration.</p> <p>Recount what animals live under the sea and using different descriptive words.</p>  |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                                      |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                     |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SMSC</b>                                          | <p>children develop spiritually by exploring awe and self-identity, morally by understanding empathy and right choices, socially by cooperating and building relationships, and culturally by appreciating diversity and creative expression.</p> | <p>Through “<i>The Christmas Story</i>”, children develop spiritually by reflecting on love, hope, and faith; morally by understanding kindness and generosity; socially by working and celebrating together; and culturally by appreciating Christian traditions and the diversity of celebrations around the world.</p> | <p>children develop <b>spiritually</b> by recognising the value of effort, perseverance, and pride in their work; <b>morally</b> by understanding fairness, sharing, and the consequences of choices; <b>socially</b> by learning the importance of teamwork, helping others, and contributing to a community; and <b>culturally</b> by exploring traditional tales, their origins, and the shared values of cooperation and kindness found across different cultures.</p> | <p>Through exploring <i>Fairy Tales</i>, children develop <b>spiritually</b> by reflecting on good and evil, courage, and hope, and by using imagination to make sense of the world; <b>morally</b> by learning about right and wrong, fairness, and the consequences of actions; <b>socially</b> by working together to retell stories, share ideas, and build empathy for different characters; and <b>culturally</b> by appreciating traditional stories from different times and places, recognising shared themes and values across diverse cultures.</p> | <p>Through “<i>The Very Hungry Caterpillar</i>”, children develop <b>spiritually</b> by exploring growth, change, and the wonder of nature; <b>morally</b> by learning about healthy choices, self-control, and caring for living things; <b>socially</b> by working together to share ideas, discuss feelings, and celebrate achievements; and <b>culturally</b> by appreciating the universal themes of transformation and new life found in stories and traditions around the world.</p> | <p><i>Commotion in the Ocean</i> helps children develop awe for nature (spiritual), care for the environment (moral), teamwork and respect for others (social), and appreciation of global diversity and traditions (cultural).</p> |
| <b>RECEPTION<br/>- KEY<br/>THEMES /<br/>CONCEPTS</b> | Owl Babies                                                                                                                                                                                                                                        | Hovis the Hedgehog                                                                                                                                                                                                                                                                                                        | The magic porridge pot                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Traditional Tales:<br>The Three Little Pigs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Non-fiction texts : all about butterflies                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Barney goes to the moon                                                                                                                                                                                                             |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

## RECEPTION - KEY CONTENT/ LEARNING

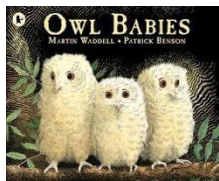
T4W model text: Owl babies

**SBW/ free flow Writing opportunities:**

-C&L: Where do you live? How do we fit into a wider world? How are we different/unique?

-Writing names

-Drawing self-portraits, our families, pets with captions using newly taught cvc words



T4W: Hovis the hedgehog

**SBW/ free flow Writing opportunities:**

-Describing fireworks

-discussing the characters in the story, and what our favourite parts are.

-Making a Christmas wish list

- writing Letters to Santa

-Writing Christmas cards to give out to family and friends.

T4W: The magic porridge pot

**SBW/ free flow Writing opportunities:**

-Making predictions about what we think will happen in different simple experiments

-Writing up results of experiments that we have observed. Some children will write a comparison of whether their prediction was correct.

-list writing, classifying and sorting items.



T4W: The three little pigs

**SBW/ free flow Writing opportunities:**

-retelling the story by writing booklets of what we remember happening.

-write alternative endings to familiar stories and allowing the children to cross over different stories.

- create character descriptions for our very own character descriptions.

T4W: all about Butterflies fact file

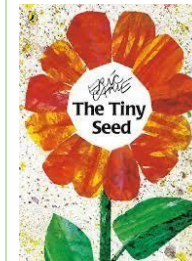
**SBW/ free flow Writing opportunities:**

- Labelling different parts of a flower.

-Class will create their own class book by writing a Minibeast fact file

-descriptive sentences about specific animals and insects.

-Trip recounts

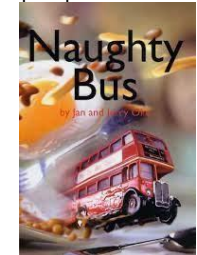


T4W: Barney goes to the moon **SBW/ free flow Writing opportunities:**

- Children will write lists of Types of transport.

-children will think of a question

-propositional writing





# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|             |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                          |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SMSC</b> | Owl Babies supports SMSC by helping children explore feelings of worry and reassurance (spiritual), learn empathy and trust (moral), value family and friendship (social), and appreciate cultural stories of family and nature (cultural). | Hovis the Hedgehog supports SMSC by fostering care for nature (spiritual), teaching empathy and responsibility (moral), encouraging teamwork and friendship (social), and linking to cultural traditions about animals (cultural). | The Magic Porridge Pot supports SMSC by inspiring wonder (spiritual), teaching responsibility and sharing (moral), encouraging cooperation (social), and linking to cultural storytelling traditions (cultural). | The story of <i>The Three Little Pigs</i> imparts several important lessons across different dimensions. Spiritually and morally, it teaches resilience, perseverance, and the value of hard work—showing that effort and preparation lead to security and success. Socially, it emphasizes the importance of family bonds and cooperation, as the pigs ultimately support one another in times of danger. | The butterfly text encourages spiritual and moral reflection by highlighting themes of growth, patience, and transformation. Socially, it promotes discussion about caring for the environment and working together to protect nature. Culturally, it connects learners to global symbolism of butterflies in art and traditions, fostering appreciation of shared heritage | The story encourages curiosity and imagination (spiritual), teaches perseverance and problem-solving (moral), promotes teamwork and friendship (social), and introduces cultural ideas about space exploration and adventure (cultural). |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

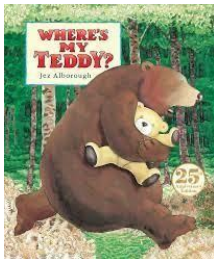
|                                                   |                                         |              |          |                 |                           |                                  |
|---------------------------------------------------|-----------------------------------------|--------------|----------|-----------------|---------------------------|----------------------------------|
| <b>YEAR 1 -<br/>KEY<br/>THEMES /<br/>CONCEPTS</b> | Teddy Bears' Picnic<br>Where's My Teddy | Traction Man | Clean Up | Man On the Moon | Jack and the<br>Beanstalk | The Lighthouse<br>Keeper's Lunch |
|---------------------------------------------------|-----------------------------------------|--------------|----------|-----------------|---------------------------|----------------------------------|



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

**YEAR 1**  
**KEY**  
**CONTENT/  
LEARNING**

Examples of longer shared writing and opportunities for children to write and contribute to writing.



## 1. Setting Description

(3.5 weeks)

Describe a setting for traction man (e.g. kitchen or bathroom)

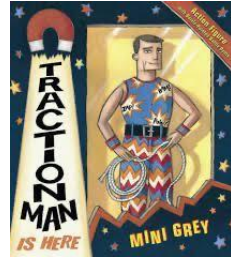
**(purpose: to entertain)**

## 2. Character Description

(3.5 weeks)

Describe a similar character to Traction Man

**(purpose: to entertain)**



## 1. Poetry

(2 weeks)

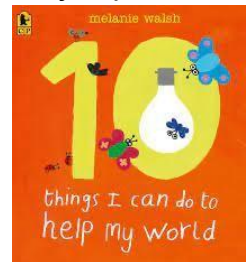
Shape or Acrostic about the ocean or environment.

**(purpose: to entertain)**

## 2. Letter Writing

(4 weeks)

A letter informing someone telling them about recycling, not littering or caring for the environment. **(purpose: to inform)**



## Non-Chronological Report

(4 weeks)

Report on an alien (e.g. looks, diet, origin)

**(purpose: to inform)**



## Narrative – Journey Tale

(5 weeks)

Re-tell a traditional tale with some innovation

**(purpose: to entertain)**



## 1. Narrative – Dilemma

(3 weeks)

How could the Lighthouse Keeper protect his lunch?

**(purpose: to entertain)**

## 2. Recount

(4 weeks)

A recount of their beach trip

**(purpose: to inform)**





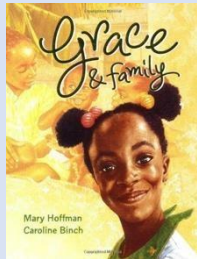
# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                              |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>SMSC opportunities</b></p>             | <p>The story shows a bond between the boy (Eddie) and his teddy.</p> <p>This can be seen as reflecting our <b>need for connection</b> — to others, to comfort, and to something that makes us feel safe.</p> <p>this can symbolise our human need for love, companionship, and belonging.</p> | <p>Traction Man is always saving others — a spoon, a doll, even Scrubbing Brush.</p> <p>These actions reflect <b>kindness, bravery, and compassion</b> — key spiritual and moral qualities.</p> <p>It shows the importance of <b>doing good and protecting others</b>, even when it's not "real life."</p> | <p>The story celebrates the beauty of the sea, animals, and natural world.</p> <p>this links to a <b>sense of awe and appreciation</b> for creation — noticing how amazing the world is and wanting to keep it safe.</p> | <p>The story celebrates space — the stars, planets, and the vastness of the universe.</p> <p>this can reflect a <b>sense of wonder</b> and curiosity about creation and our place in the world.</p> <p>It encourages children to <b>appreciate beauty and mystery</b>, which are core parts of spiritual development.</p> | <p>Jack shows <b>bravery</b> when he climbs the beanstalk into the unknown.</p> <p>this represents <b>facing challenges</b> and <b>trusting yourself</b> even when you feel scared.</p>   | <p>Mrs Grinling makes sure Mr Grinling has a lovely lunch every day.</p> <p>This shows <b>love, kindness, and care for others</b>, which are at the heart of spiritual growth.</p> <p>It helps children reflect on <b>how we show love through our actions</b>, not just words</p> |
| <p><b>YEAR 2 - KEY THEMES / CONCEPTS</b></p> | <p><b>Grace &amp; Family</b></p>                                                                                                                                                                                                                                                              | <p><b>The Hodgeheg</b></p>                                                                                                                                                                                                                                                                                 | <p><b>The Tunnel</b></p>                                                                                                                                                                                                 | <p><b>The True Story of the Three Little Pigs</b></p>                                                                                                                                                                                                                                                                     | <p><b>The Snail and The Whale<br/>The Whale's Song</b></p>                                                                                                                                | <p><b>The BFG</b></p>                                                                                                                                                                                                                                                              |
| <p><b>YEAR 2 - KEY CONTENT/ LEARNING</b></p> | <p><u>1. Diary (4 weeks)</u><br/>From Grace's perspective<br/><b>(purpose: to entertain)</b></p> <p><u>2. Setting Description (4 weeks)</u><br/>Description of a familiar place</p>                                                                                                           | <p><u>1. Explanation (2 weeks)</u><br/>Road safety poster or leaflet<br/><b>(purpose: to inform)</b></p> <p><u>2. Non-Chronological Report (5 weeks)</u><br/>Report on their own animal, real or</p>                                                                                                       | <p><u>Narrative (full) - Portal Story</u><br/>Suspense Toolkit<br/><b>(purpose: to entertain)</b></p>                                                                                                                    | <p><u>Letter (4 Weeks)</u><br/>Letter of apology<br/><b>(purpose: to persuade)</b></p>                                                                                                                                                                                                                                    | <p><u>Recounts</u><br/>1) Recount story events from a character's perspective (3 Weeks)<br/><b>(purpose: to entertain)</b></p> <p>2) Recount from a real-life experience (educational</p> | <p><u>1. Instructions (3 weeks)</u><br/>How to create a dream jar<br/><b>(purpose: to inform)</b></p> <p><u>2. Narrative – Meeting Tale (4 weeks)</u></p>                                                                                                                          |

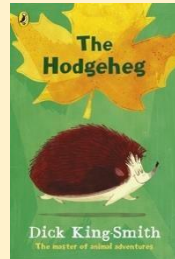


# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

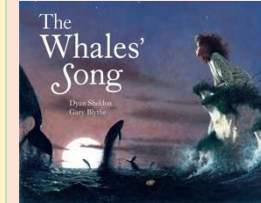
**(purpose: to entertain)**



**imagined (purpose: to inform)**



**visit)  
(2 Weeks)  
(purpose: to inform)**



**Openings Toolkit  
(purpose: to entertain)**



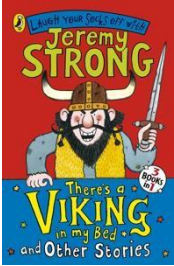


# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                  |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>SMSC opportunities</b></p> | <p><b>Reflecting on identity and belonging:</b> Children think about what makes their own families special.</p> <p><b>Appreciating diversity:</b> Noticing and valuing different cultures and traditions in the story.</p> <p><b>Considering feelings and empathy:</b> Reflecting on Grace's emotions when meeting new relatives and connecting this to their own experiences.</p> | <p><b>Courage and perseverance:</b> Reflecting on Max's determination to keep trying even when things go wrong.</p> <p><b>Respect for living things:</b> Thinking about caring for wildlife and the value of all creatures.</p> <p><b>Exploring right and wrong:</b> Considering Max's choices and what it means to keep others safe</p> <p><b>Understanding fears:</b> Reflecting on their own fears and how they can change over time.</p> <p><b>Wonder about the natural world:</b> Appreciating the beauty and mystery of the night.</p> <p><b>Growth and confidence:</b> Thinking about how Plop learns from others and becomes braver</p> | <p><b>Reflection on human resilience:</b> Considering how communities came together, helped one another, and rebuilt after the fire.</p> <p><b>Appreciating the past:</b> Thinking about how people lived differently in 1666 and valuing the lessons we learn from history.</p> <p><b>Gratitude and empathy:</b> Reflecting on the experiences of families who lost homes and belongings and appreciating safety and community today.</p> | <p><b>Exploring fairness and truth:</b> Reflecting on how different perspectives affect what we believe is right or wrong.</p> <p><b>Considering honesty and choices:</b> Thinking about the wolf's version of events and how our actions impact others.</p> <p><b>Empathy for differing viewpoints:</b> Appreciating that stories can be understood in more than one way and valuing others' experiences.</p> | <p><b>Awe and wonder:</b> Reflecting on the beauty and mystery of whales and the natural world.</p> <p><b>Imagination and storytelling:</b> Valuing dreams, memories and the stories passed down through families.</p> <p><b>Care for creation:</b> Thinking about why we should protect sea life and the oceans.</p> <p><b>Responsibility and kindness:</b> Reflecting on helping others in danger and making good choices near the sea.</p> <p><b>Gratitude:</b> Appreciating the work of lifeboat crews and people who keep others safe.</p> <p><b>Respect for nature:</b> Considering the power of the sea and our place within the natural world.</p> <p><b>Courage and selflessness:</b> Reflecting on Grace's bravery in risking her life to save others.</p> | <p><b>Seeing goodness in others:</b> Reflecting on how the BFG chooses kindness despite living among giants who behave differently.</p> <p><b>Wonder and imagination:</b> Appreciating the sense of awe in dream-catching and the magical world Sophie discovers.</p> <p><b>Courage and doing what's right:</b> Thinking about Sophie and the BFG's bravery in standing up for others and helping to protect children.</p> |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

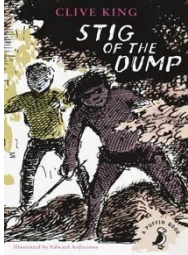
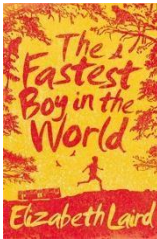


# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                           |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                           |                                                                                                                                                                                                           | <b>Service to others:</b><br>Thinking about the importance of compassion and helping people in need.                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                            |
|                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                           |                                                                                                                                                                                                           | <b>Legacy and inspiration:</b><br>Considering how one person's actions can inspire others long after they are gone.                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                            |
| <b>YEAR 3 - KEY THEMES / CONCEPTS</b> | The Secret Garden (extracts) The Selfish Giant (extracts)                                                                                                                                                                                                                    | Stig of the Dump                                                                                                                                                                                                                                              | Beowulf                                                                                                                                                                                                   | There's a Viking in my Bed (and other stories)                                                                                                                                                            | Charlie and the Chocolate Factory                                                                                                                                                                                                                                                                                                                          | The Fastest Boy in the World                                                                                                                                                                                                                                                                                               |
| <b>YEAR 3 - KEY CONTENT/ LEARNING</b> | <u>1. Setting Description (4 weeks)</u><br>Describe the garden<br><b>(purpose: to entertain)</b><br><br><u>2. Persuasive Letter (4 weeks)</u><br>Should the giant ban people from the garden? Should the people have snuck into the garden?<br><b>(purpose: to persuade)</b> | <u>Newspaper Report (3 weeks)</u><br>Report about a caveman being found<br><b>(purpose: to inform)</b><br><br><u>Narrative – Rags to Riches (4 weeks)</u><br>Finding a caveman (or similar) and introducing them to society<br><b>(purpose: to entertain)</b> | <u>Poetry (2 weeks)</u><br>Use of kenning/metaphor<br><b>(purpose: to entertain)</b><br><br><u>Non-chronological Report (4 weeks)</u><br>Report on an imagined mythical beast <b>(purpose: to inform)</b> | <u>Narrative (full) – Character Flaw (4 Weeks)</u><br>Characterisation Toolkit<br><b>(purpose: to entertain)</b><br> | <u>Character Description (2 weeks)</u><br>Describe a character from the book.<br><b>(purpose: to entertain)</b><br><br><u>Recount (3 weeks)</u><br>Charlie recounting key elements of his adventure (possibly in letter format)<br><b>(purpose: to entertain)</b><br> | <u>Diary (3 weeks)</u><br>Descriptive Toolkit - Perspective of someone travelling somewhere very different<br><b>(purpose: to entertain)</b><br><br><u>Persuasive Speech (4 weeks)</u><br>Main character convincing another character to let them do something (e.g. go to training camp)<br><b>(purpose: to persuade)</b> |

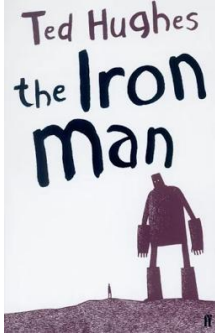
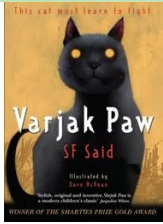
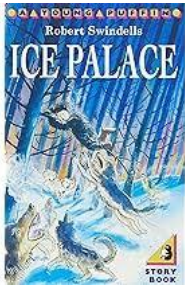
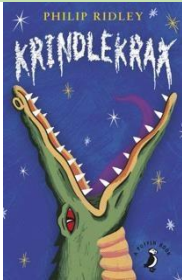
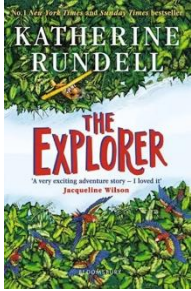
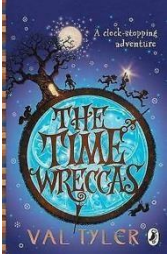


# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

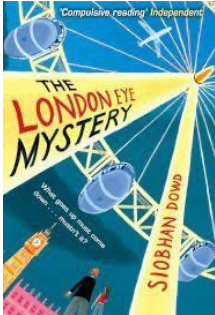
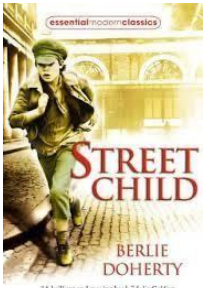
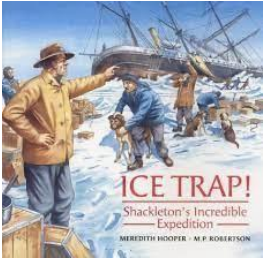
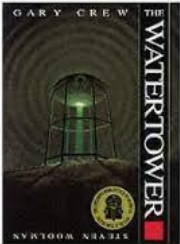
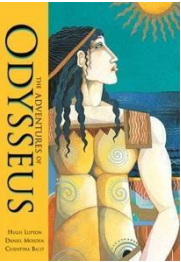
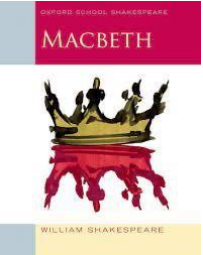
|                           |                                                                                   |                                                                                   |                                                                                    |                                                                                           |                                    |                                                                                                    |
|---------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------|
|                           |  |  |  |                                                                                           |                                    |                 |
| <b>SMSC opportunities</b> | Acceptance<br>Self discipline<br>Love<br>Kindness                                 | Acceptance<br>Kindness<br>Empathy<br>friendship                                   | Divine providence<br>Good versus evil<br>Empathy<br>Fate                           | Find your purpose<br>Mindfulness<br>Study and learn<br>Act with integrity<br>Find the joy | Tests of faith and moral character | Connection to ancestors<br>Pride and Purpose as Spiritual Strength<br>The Landscape and the Divine |

| YEAR 4 - KEY THEMES / CONCEPTS | The Iron Man                                                                                                | Varjak Paw                                                                  | Ice Palace                                                                                                            | Krindlekrax                                                                                                    | The Explorer                                                                                          | Time Wreccas                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| YEAR 4 - KEY CONTENT/ LEARNING | <u>Character Description</u><br>(3.5 weeks)<br>How to build an Iron Man<br>( <i>purpose: to entertain</i> ) | <u>Narrative (full)</u><br>Wishing Tale<br>( <i>purpose: to entertain</i> ) | <u>Speech</u><br>(3 weeks)<br>How do the parents feel about their children going missing? Ivan's impassioned internal | <u>Narrative – Ending</u><br>(4 Weeks)<br>Alternative ending for the story<br>( <i>purpose: to entertain</i> ) | <u>Explanation Text</u><br>(5 Weeks)<br>How to survive in the Amazon<br>( <i>purpose: to inform</i> ) | <u>Poetry</u><br>(2 Weeks)<br>Descriptive poetry<br>( <i>purpose: to entertain</i> ) |

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

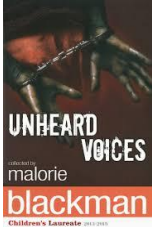
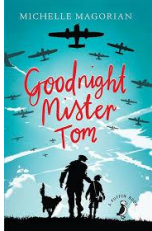
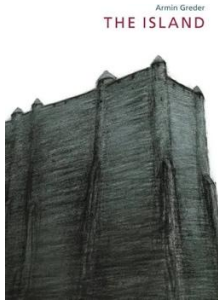
|                                       |                                                                                                                                                                                                                            |                                                                                   |                                                                                                                                                                                                                                                                                                                                        |                                                                                     |                                                                                        |                                                                                                                                                                        |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p><b>2. Newspaper Report</b><br/>(3.5 weeks)<br/>Report on the appearance of an extraordinary being<br/>(<i>purpose: to inform</i>)</p>  |  | <p>monologue before leaving.<br/>(<i>purpose: to entertain</i>)<br/><b>Playscript</b><br/>(3 weeks)<br/>Interaction between Ivan and Starjik,<br/>Conversation between Ivan and his brother when they return<br/>(<i>purpose: to entertain</i>)</p>  |  |     | <p><b>Setting Description</b><br/>(4 Weeks)<br/>(<i>purpose: to entertain</i>)</p>  |
| <b>SMSC opportunities</b>             | <p>Love as a Transcendent Force<br/>Death and immortality<br/>Fate and the Gods<br/>Cultural Spirituality</p>                                                                                                              | <p>Fate and destiny<br/>Sacrifice<br/>Nature</p>                                  | <p>Memory and reflection, awe and wonder, right and wrong</p>                                                                                                                                                                                                                                                                          | <p>Acceptance, empathy, belonging, god's creatures.</p>                             | <p>Awe and wonder, appreciating the planet, care and consideration, responsibility</p> | <p>Community, connectedness, collective memory, awe and wonder</p>                                                                                                     |
| <b>YEAR 5 - KEY THEMES / CONCEPTS</b> | The London Eye Mystery                                                                                                                                                                                                     | Street Child                                                                      | Ice Trap                                                                                                                                                                                                                                                                                                                               | The Watertower                                                                      | Theseus & The Minotaur                                                                 | Macbeth                                                                                                                                                                |

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                                          |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>YEAR 5 -<br/>KEY<br/>CONTENT/<br/>LEARNING</b></p> | <p><u>Newspaper report</u><br/>(4 weeks)<br/>Write a report on a character's disappearance.<br/><i>(purpose: to inform)</i></p> <p><u>Letter</u><br/>(3 weeks)<br/>Persuasive letter<br/><i>(purpose: to persuade)</i></p>  | <p><u>Speech</u><br/>(3 Weeks)<br/>Dr. Barnardo or Jim convincing the street children to go to school<br/><i>(purpose: to persuade)</i></p> <p><u>Biography</u><br/>(4 Weeks)<br/>Fictional account of a street child, or someone who helped street children.<br/><i>(purpose: to inform)</i></p>  | <p><u>Non-chronological Report</u><br/>(3 Weeks)<br/>'How to survive in extreme weather' or focus on a place with extreme conditions<br/><i>(purpose: to inform)</i></p> <p>Setting Description<br/>(3 Weeks)<br/><i>(purpose: to entertain)</i></p>  | <p><u>Narrative</u><br/>(4 Weeks)<br/>Write the next 'chapter' of the story.<br/><i>(purpose: to entertain)</i></p>  | <p><u>Narrative (full)</u><br/>Journey Tale<br/><i>(purpose: to entertain)</i></p>  | <p><u>Poetry</u><br/>(3 Weeks)<br/>Rhyming poetry – Based on witches' potion<br/><i>(purpose: to entertain)</i></p> <p><u>Playscript</u><br/>(4 Weeks)<br/>Modernise an extract from the play (with innovation)<br/><i>(purpose: to entertain)</i></p>  |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                                                                   |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SMSC opportunities</b>             | Developing empathy, and exploring concepts of forgiveness, nurturing, belonging.<br>Oracy, conscience alley.                                                                                                                                                                                                                                                                                                           | Social justice, charity, empathy, making links with the Good Samaritan and outreach programmes like the 999club                                                                                                                                                                                                                  | Appreciating creation, awe and wonder through drama                                                                                                                                                                                                                                                                                                                                          | Exploring belonging, community and inclusivity through class discussions                                                                                                                                | Inner strength, homecoming, the power of story. Encouraging the children to consider their own idea of 'home'.                                                                                | Right and wrong, respecting everyone. Exploring how we feel when confronted with ethical dilemmas.                                                                                                                                |
| <b>YEAR 6 - KEY</b>                   | Unheard Voices                                                                                                                                                                                                                                                                                                                                                                                                         | WW2<br>Goodnight Mr. Tom                                                                                                                                                                                                                                                                                                         | Tom's Midnight Garden                                                                                                                                                                                                                                                                                                                                                                        | The Island                                                                                                                                                                                              | Climate Change                                                                                                                                                                                | David Copperfield                                                                                                                                                                                                                 |
| <b>YEAR 6 - KEY CONTENT/ LEARNING</b> | <p><u>Setting Description</u><br/>           (3.5 Weeks)<br/>           Comparative descriptions of a setting (before and after an event)<br/> <i>(purpose: to entertain)</i></p> <p><u>Recount</u><br/>           (3.5 Weeks)<br/>           First person recount of a life-changing event<br/> <i>(purpose: to entertain)</i></p>  | <p><u>Biography</u><br/>           (3.5 Weeks)<br/>           A fictional evacuee<br/> <i>(purpose: to inform)</i></p> <p><u>Discussion</u><br/>           (3.5 Weeks)<br/>           Character Analysis<br/> <i>(purpose: to inform)</i></p>  | <p><u>Letter</u><br/>           (2 weeks)<br/>           A letter back to Tom's family.<br/> <i>(purpose: to entertain)</i></p> <p>Medicine Through Time<br/> <u>Narrative</u><br/>           (4 weeks)<br/>           Warning Tale<br/>           (Time Travel)<br/> <i>(purpose: to entertain)</i></p>  | <p><u>Speech</u><br/>           (4 Weeks)<br/>           Emotive/Persuasive<br/> <i>(purpose: to persuade)</i></p>  | <p><u>Report</u><br/>           Natural threat – sea level, climate,<br/> <i>(purpose: to inform)</i></p>  |  <p><b>Essay Writing – TRANSITIONAL UNIT</b><br/> <b>Analytical Writing (PEE – L) structure</b></p> <p>David Copperfield – Charles Dickens</p> |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                           |                                                       |                                                          |                                            |                                               |                                                                 |                                                                                                                 |
|---------------------------|-------------------------------------------------------|----------------------------------------------------------|--------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|                           |                                                       |                                                          |                                            |                                               |                                                                 |                                                                                                                 |
| <b>SMSC opportunities</b> | Equality, sacredness, justice, memory and reflection. | Peace, mercy, memory and reflection, gratitude, empathy. | Resilience, bravery, memory and reflection | Social justice, charity, inclusivity, empathy | Appreciating the planet, care and consideration, responsibility | Social justice, charity, empathy, making links with the Good Samaritan and outreach programmes like the 999club |

|                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                            |                                                                                                                                                                      |                                                                                                                                                                   |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YEAR 7 - KEY THEMES / CONCEPTS</b> | <b>Genre study: Detectives</b>                                                                                                                                                                                    | <b>Trash by Andy Mulligan or Once by Morris Gleitzman</b>                                                                                                                                                          | <b>Shakespeare: <i>The Tempest</i></b>                                                                                                                                                                                                             | <b>Period study: Victorian Literature</b>                                                                                                                                                                  | <b>An Introduction to Poetry</b>                                                                                                                                     | <b>Play text: <i>Sherlock Holmes and The Limehouse Horror</i></b>                                                                                                 |
| <b>YEAR 7 - KEY CONTENT/ LEARNING</b> | <p><b><u>Reading outcomes:</u></b><br/>The skills of inference and deduction and using evidence in texts to infer meaning. Being able to respond analytically to texts.</p> <p><b><u>Writing Outcomes</u></b></p> | <p><b><u>Reading outcome:</u></b><br/>Reading a contemporary novel and exploring character and theme. Being able to explain why a writer makes certain language choices.</p> <p><b><u>Writing outcome:</u></b></p> | <p><b><u>Reading outcome:</u></b><br/>Students will study the plot, character and themes of <i>The Tempest</i>. Key scenes will be studied in detail.</p> <p><b><u>Writing outcome:</u></b><br/>Students will develop their analytical writing</p> | <p><b><u>Reading outcome:</u></b><br/>Reading a selection of 19<sup>th</sup> century fiction and non-fiction voices including Mary Seacole and Charlotte Bronte.</p> <p><b><u>Writing outcome:</u></b></p> | <p><b><u>Reading outcome:</u></b><br/>Strategies for reading poetry and learning to recognise different forms e.g. ballad.</p> <p><b><u>Writing outcome:</u></b></p> | <p><b><u>Reading outcome:</u></b><br/>Understanding how language and structural methods are used for effect in fiction.</p> <p><b><u>Writing outcome:</u></b></p> |

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

Writing creatively to match specific genre conventions. Producing a piece of creative writing that creates tension and suspense.

## Opportunities for Spirituality:

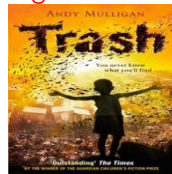
The detective fiction extracts allow pupils to explore moral choices, justice, and truthseeking, encouraging them to reflect spiritually on integrity, compassion, and the value of restoring what is broken.



Crafting a piece of creative writing in the narrative voice of one of the characters.

## Opportunities for Spirituality:

The novel offers opportunities for spiritual reflection as students consider human dignity, courage in adversity, and the importance of hope, prompting them to think about how compassion and faith can guide individuals through injustice and suffering.



explaining Shakespeare's use of language and form.

## Opportunities for Spirituality:

Studying The Tempest enables students to reflect on forgiveness, reconciliation, and the transformative power of mercy, fostering spiritual growth through the exploration of redemption and new

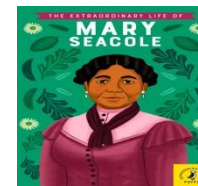


beginnings.

Continuing to refine analytical writing and using contextual information to develop interpretations. Opportunities to practice comparative writing.

## Opportunities for Spirituality:

The 19th-century nonfiction extracts encourage students to engage spiritually with questions of social responsibility, moral conviction, and the importance of striving for a fairer and more



humane world.

Being able to explain layers of meaning, specifically the effect of imagery.

## Opportunities for Spirituality:

Through poetry, students can reflect on human emotion, the natural world, and deeper questions of purpose, offering rich spiritual opportunities to contemplate beauty, empathy, and personal connection.



Students will be able to craft a creative piece of writing using language and structural methods for intended effect.

## Opportunities for Spirituality:

Creative and descriptive writing nurtures spirituality by allowing students to express identity, imagination, and inner thought, encouraging them to explore meaning, values, and their own developing sense of self.

YEAR 8 -  
KEY  
THEMES /  
CONCEPTS

Stone Cold by Robert Swindells

Persuasive speeches:  
Discussion and Debate

Genre Study: Grimm  
Tales

Identity Poetry

Play text: Our Day Out

Dystopian Fiction



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                                   |                                                                                                                                        |                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                      |                                                                                                                          |                                                                                                                                           |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YEAR 8 -<br/>KEY<br/>CONTENT/<br/>LEARNING</b> | <b><u>Reading outcome:</u></b><br>Reading of a contemporary novel about homelessness. Focus on personal responses to themes/narrative/ | <b><u>Reading outcome:</u></b><br>Read and understand various speeches written throughout history and identify persuasive techniques and understand their effect. | <b><u>Reading outcome:</u></b><br>Read different adaptations of the Brothers Grimm Fairy tales. Identify conventions of fairy tales, language | <b><u>Reading outcome:</u></b> Study a cluster of poems around the theme of identity and draws parallels between the poems whilst embedding context. Exploring ideas | <b><u>Reading outcome:</u></b><br>Read, perform, and write about a modern play. Analyse how the playwright uses setting, | <b><u>Reading outcome:</u></b><br>Students explore the key features of dystopian worlds, such as control, conflict, and survival, and use |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|

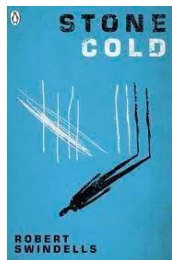
# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

characters. Understanding the structure of a novel and being able to identify structural features.

## **Writing outcome:**

Write analytically in PEEL paragraphing. Being able to explain how structure is used for effect in a novel.

**Opportunity for spirituality:** to allow students to think about kindness, humanity, and what gives life meaning beyond money or success. It also encourages students to reflect on moral choices and the importance of caring for others, which connects to spiritual values.



## **Writing outcome:**

Construct a persuasive speech employing DAFOREST techniques and structural features.

## **Opportunities for spirituality:**

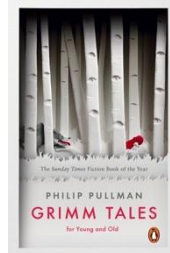
Persuasive writing offers spiritual opportunities as students consider moral viewpoints, the power of words, and the responsibility to advocate for what is good and just, encouraging thoughtful reflection on personal values.



techniques and understand their effect.

**Writing outcome:** To use linguistic and structural techniques to create an original and inventive piece of writing, meeting conventions of a fairy tale.

**Opportunity for spirituality:** As the stories explore good versus evil and the importance of moral choices it encourages students to think about justice, courage, and the idea that goodness and honesty are rewarded in the end.



of gender, race, family and belonging.

## **Writing outcome:**

Compare two poems using PEEL paragraphs, analysing how poetic, language and structural techniques create meaning.

**Opportunities for spirituality:** Identity poetry enables students to explore questions of belonging, self-worth, and the uniqueness of every individual, fostering spiritual growth through means to be valued and to value other reflection on what it

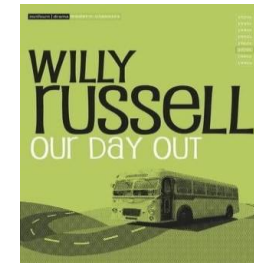


structure, and character for effect.

**Writing outcome:** Write an analytical essay based on the setting of a playl.

## **Opportunities for spirituality:**

**Studying Our Day Out** encourages spiritual reflection on compassion, inequality, and the potential for change, helping students consider how kindness, understanding, and hope can transform lives.



these ideas to create their own imaginative narratives. They develop skills in worldbuilding, characterisation, and writing tension while considering the realworld issues that inspire dystopian stories.

## **Writing outcome:**

Students will sit their end of year exam during this unit to assess their non-fiction reading and writing skills.

## **Opportunities for spirituality:**

Dystopian fiction provides opportunities for spiritual reflection by prompting students to think about human freedom, moral choices, and the importance of maintaining hope and integrity even in challenging circumstances.

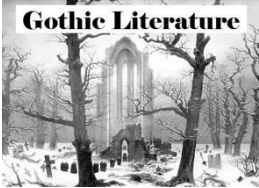
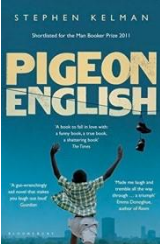




# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

| YEAR 9 - KEY THEMES / CONCEPTS | 500 Words: Creative Writing                                                                                                                                                                                                                                                                                                                                                                | Genre Study: Gothic Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Thematic study: Journeys                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Shakespeare: <i>Romeo and Juliet</i>                                                                                                                                                                                                                                                                                                                                                                                                                              | Unseen poetry: Black British Poetry                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Pigeon English</i> by Stephen Kelman                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YEAR 9 - KEY CONTENT/ LEARNING | <p><b>Reading outcome:</b><br/>Students read a range of fiction extracts as models of how to use language and structure effectively. Use of BBC 500-word competition extracts.</p> <p><b>Writing outcome:</b><br/>Students craft, draft and edit a 500-word short story in response to an image stimulus. Students use language and structure to produce an engaging piece of fiction.</p> | <p><b>Reading outcome:</b><br/>Students read a range of (predominantly) 19<sup>th</sup> century gothic literature including extracts from <i>Frankenstein</i> and Dr. Jekyll and Mr. Hyde. Reading for meaning with focus on applying contextual information to the texts they read.</p> <p><b>Writing outcome:</b><br/>Students respond to a GCSE exam style literature essay question on <i>Frankenstein</i>. Analysing an extract for language features and responding to characterisation.</p> <p><b>Opportunity for spirituality</b></p> | <p><b>Reading outcome:</b><br/>Students read a range of fiction and nonfiction extracts all centring on the theme of 'journeys'. Critical reading skills are the focus point including analysis and evaluation.</p> <p><b>Writing outcome:</b><br/>Students produce a speech of their own about a journey of their choice (literal or metaphorical). This speech will be writing with a speaking and listening exam in mind at the end of the unit.</p> <p><b>Opportunity for spirituality</b></p> | <p><b>Reading outcome:</b><br/>Students read and become familiar with Shakespearean English ahead of their GCSE Shakespeare study. Reading for meaning looking at imagery, characterisation and presentation of key themes.</p> <p><b>Writing outcome:</b><br/>To write an analytical response to a GCSE exam style Shakespeare question. Students use an extract as the starting point of their analysis and then compare to other key examples in the play.</p> | <p><b>Reading outcome:</b><br/>Students are introduced to the skills of approaching poetry as 'unseen' texts, using WILSON as a strategy to infer and interpret. Students will work through an anthology of poems by Black British poets including George the Poet and Caleb Femi.</p> <p><b>Writing outcome:</b> To be able to write analytically and thoughtfully about poetry, with focus on identifying and explaining the effect of poetic techniques.</p> | <p><b>Reading outcome:</b><br/>Students read the novel with focus on chapter-by-chapter comprehension and analysis with end of year examination skills in mind. Students will read for meaning with a focus on narrative voice, character and symbolism.</p> <p><b>Writing outcome:</b><br/>Students use extracts from <i>Pigeon English</i> to practice language analysis writing skills. As well as this there will be creative writing opportunities including descriptive and narrative forms.</p> |

# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                        |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p><b><u>Opportunity for spirituality</u></b><br/>by encouraging students to explore characters' inner lives—such as moments of reflection, connection, or wonder—to deepen emotional insight and add thematic richness to their narratives.</p>  | <p>by inviting students to examine how supernatural beliefs, rituals, or questions about the soul and the afterlife shape tension and symbolism in Gothic texts, then use these ideas to enrich their own atmospheric writing.</p>  | <p>by encouraging students to analyse and craft texts that explore personal beliefs, moments of reflection, or ethical questions, helping them understand how writers use spirituality to convey perspective, identity, and purpose</p>  | <p><b><u>Opportunity for spirituality</u></b><br/>By prompting students to explore how ideas of fate, divine will, and moral responsibility influence characters' decisions, and then use these concepts to deepen their understanding of the play's themes and conflict.</p>  | <p><b><u>Opportunity for spirituality</u></b><br/>by encouraging students to explore how poets use faith, ancestral connections, and inner reflection to express identity and resilience, helping them see how spiritual perspectives deepen the emotional and cultural power of the poems.</p>  | <p><b><u>Opportunity for spirituality</u></b><br/>Encourages reflection on innocence, morality and community, prompting students to consider empathy, the value of life, and the impact of choices on others in a complex world.</p>  |
| <b>YEAR 10 - KEY THEMES / CONCEPTS</b> | Language Paper 1                                                                                                                                                                                                                                                                                                                   | 19 <sup>th</sup> Century Text                                                                                                                                                                                                                                                                                        | Language Paper 2                                                                                                                                                                                                                                                                                                           | <b><u>Power and Conflict Poetry</u></b>                                                                                                                                                                                                                                                                                                                            | <b><u>Macbeth</u></b>                                                                                                                                                                                                                                                                                                                                                                | <b><u>Macbeth</u></b>                                                                                                                                                                                                                                                                                                     |
| <b>YEAR 10 - KEY CONTENT/ LEARNING</b> | <p><b><u>Reading Outcome:</u></b><br/>Identify explicit and Implicit information in texts.</p>                                                                                                                                                                                                                                     | <p><b><u>Reading Outcome:</u></b><br/>Students read a 19<sup>th</sup> century text and explore how meaning is shaped by the time in</p>                                                                                                                                                                              | <p><b><u>Reading Outcome:</u></b><br/>students will explore two Non-fiction texts from two eras and compare and contrast</p>                                                                                                                                                                                               | <p><b><u>Reading Outcome</u></b><br/>Students read through a collection of 15 poems that are thematically linked with power and</p>                                                                                                                                                                                                                                | <p><b><u>Reading Outcome:</u></b><br/>Students refine their ability to read Shakespeare texts for meaning. Students</p>                                                                                                                                                                                                                                                              | <p><b><u>Reading Outcome:</u></b><br/>Students refine their ability to read Shakespeare texts for meaning. Students</p>                                                                                                                                                                                                   |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                               |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <p>Identify techniques used to shape meaning.<br/>Evaluate writer's ideas in texts.</p> <p><b>Writing Outcome</b><br/>Structure coherent paragraphs<br/>Vary sentence openings<br/>Use a range of punctuation effectively</p> <p><b>Opportunity for spirituality</b><br/>Encourages students to reflect on human emotions, choices and perspectives in fiction, promoting empathy and deeper understanding of others' inner worlds.</p> | <p>which a text is written. Students compare how themes and characters are presented throughout the novella.</p> <p><b>Writing Outcome:</b><br/>Students will be able to construct analytical paragraphs and comment on different layers of meaning in a text.</p> <p><b>Opportunity for spirituality</b><br/>Invites reflection on personal transformation, generosity, compassion and what truly gives life value, promoting deeper moral and spiritual awareness</p> | <p>how language and viewpoints change over time. Students are also exposed to archaic vocabulary and contrast this with modern vocabulary.</p> <p><b>Writing outcome:</b><br/>Students explore different forms of writing purposes and the conventions of these. Students will replicate different forms of writing purposes.</p> <p><b>Opportunity for spirituality</b><br/>Develops reflection on moral viewpoints and real-world issues, encouraging students to consider fairness, justice and the power of individual voices in society.</p> | <p>conflict. Students continue to use WILSON to break down the meaning of poems.</p> <p><b>Writing Outcome:</b><br/>Students will construct comparative paragraphs that analyse how the speaker's thoughts and feelings have been presented</p> <p><b>Opportunity for spirituality:</b> Encourages contemplation of human suffering, resilience and the search for meaning in hardship, fostering empathy and reflection on peace, identity and humanity.</p> | <p>explore how texts are structured and the conventions of Dramaturgy.</p> <p><b>Writing Outcome:</b><br/>Students will write about the form and comment on typical conventions linked to this form of writing. Students will also write analytical and evaluative responses on the text.</p> <p><b>Opportunity for spirituality:</b><br/>Prompts reflection on ambition, guilt and moral corruption, encouraging students to consider conscience, temptation and the consequences of moral choices.</p> | <p>explore how texts are structured and the conventions of Dramaturgy.</p> <p><b>Writing Outcome:</b><br/>Students will write about the form and comment on typical conventions linked to this form of writing. Students will also write analytical and evaluative responses on the text.</p> |
| YEAR 11 - KEY THEMES / CONCEPTS | <i>An Inspector Calls</i>                                                                                                                                                                                                                                                                                                                                                                                                               | Revisiting Fiction texts (Language Paper 1)                                                                                                                                                                                                                                                                                                                                                                                                                             | Revisiting Poetry and 19 <sup>th</sup> Century text (Love and Relationships and ACC                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>Language Paper 2 and Macbeth</u>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                               |
| YEAR 11 - KEY CONTENT/ LEARNING | <b>Reading Outcome:</b><br>Students explore how to read for layered meaning and tease out                                                                                                                                                                                                                                                                                                                                               | Students will revisit and refine skills in preparation for GCSES                                                                                                                                                                                                                                                                                                                                                                                                        | Students will revisit and refine skills in preparation for GCSES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students will revisit and refine skills in preparation for GCSES                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                               |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |                     |                     |                     |                     |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
|                                        | <p>historical context. Students explore the writer's voice and intentions.</p> <p><b><u>Writing Outcome:</u></b><br/>Students will be able to independently comment on the writer's craft and use of techniques used to shape meaning.</p> <p><b><u>Opportunity for spirituality</u></b></p> <p>Encourages reflection on responsibility, compassion and moral duty, prompting students to consider integrity and social conscience</p> |                    |                     |                     |                     |                     |
| <b>YEAR 12 - KEY THEMES / CONCEPTS</b> | Component 1: Drama                                                                                                                                                                                                                                                                                                                                                                                                                     | Component 1: Drama | Component 3: Poetry | Component 3: poetry | The stories I value | The stories I value |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                |            |            |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|
| <p><b>YEAR 12 - KEY CONTENT/ LEARNING</b></p> | <p>Othello / A Street Car Named Desire</p> <p><b><u>Reading Outcome:</u></b><br/>Students will be able to critique and generate discriminating ideas about literature and the wider world</p> <p><b>Opportunity for Spirituality:</b></p> <p>Both texts encourage reflection on human vulnerability, forgiveness, and the consequences of moral failure. <i>Othello</i> prompts consideration of trust, honesty, and the destructive power of jealousy, while <i>A Streetcar Named Desire</i> invites students to think about hope, dignity and the search for meaning amid suffering. Together, they allow students to reflect on compassion, the value of truth, and what it means to act with integrity and humanity.</p> | <p>Othello / A Street Car Named Desire:</p> <p><b><u>Reading Outcome:</u></b><br/>Students will be able to critique and generate discriminating ideas about literature and the wider world</p> | <p>Poems of the Century – Edexcel Anthology</p> <p><b><u>Reading outcome</u></b><br/>Students will develop skills in close analysis of language, form and structure across a range of voices and styles. They will explore how modern poets engage with themes such as identity, conflict, relationships, society and change.</p> <p><b><u>Opportunities for Spirituality:</u></b></p> <p>The poems invite reflection on empathy, compassion and what gives meaning to modern life. Students can consider how poets explore personal growth, emotional honesty and the search for connection in a complex world.</p> | <p>Poems of the Century – Edexcel Anthology</p> <p><b><u>Reading Outcome</u></b><br/>Students will develop skills in close analysis of language, form and structure across a range of voices and styles. They will explore how modern poets engage with themes such as identity, conflict,</p> | <p>NEA</p> | <p>NEA</p> |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

| YEAR 13 - KEY THEMES / CONCEPTS | Component 2: Science and Society                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Component 2: Science and Society                                                                                                                                                                                                                           | Component 3: pre 1900 poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Component 3: Pre 1900 poetry                                                                                                                                                                                                                                            | Carousel |  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| YEAR 13 - KEY CONTENT/ LEARNING | <p>'Frankenstein' / 'The Handmaid's Tale'<br/>Students will be able to engage with historical, literary and philosophical contexts, as well as a range of critical interpretations, to deepen their understanding of the novel's continuing relevance.</p> <p><b>Opportunities for Spirituality:</b></p> <p>Both texts encourage reflection on what it means to be human, the value of autonomy, and the moral implications of creation and control. Students can consider compassion, dignity, and the importance of resisting dehumanisation—prompting deeper thought about empathy, justice and the responsibility humans</p> | <p>'Frankenstein' / 'The Handmaid's Tale'<br/>Students will be able to engage with historical, literary and philosophical contexts, as well as a range of critical interpretations, to deepen their understanding of the novel's continuing relevance.</p> | <p>Romantics</p> <p>students will explore key works by the Romantic poets, developing close analytical skills. They will study the historical and philosophical contexts that shaped Romanticism and consider how each poet responds to the concerns of the period.</p> <p><b>Opportunities for Spirituality:</b><br/>Romantic poetry encourages reflection on the wonder of the natural world, the power of imagination, and humanity's search for meaning beyond material life. Students can consider ideas of awe, transcendence</p> | <p>Romantics</p> <p>students will explore key works by the Romantic poets, developing close analytical skills. They will study the historical and philosophical contexts that shaped Romanticism and consider how each poet responds to the concerns of the period.</p> | Revision |  |



# KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

|  |                          |  |                                                                                |  |  |  |
|--|--------------------------|--|--------------------------------------------------------------------------------|--|--|--|
|  | hold toward one another. |  | and emotional truth, fostering a deeper sense of connection and contemplation. |  |  |  |
|--|--------------------------|--|--------------------------------------------------------------------------------|--|--|--|

