

Date	Exams/ Assess	Unit(s)
1/9/25		Unit 1 - The Land of Neverbelieve – Pathways to write Grammar focus: Using punctuation accurately (brackets and commas), nouns, verbs, articles, adjectives, prepositions, subject/verb agreement, noun phrases, tense, sentence types (simple, compound, complex), listing, commas, Writing focus: Topic sentences, paragraphs, introductions and conclusions, cohesive devices, formal vs non-formal writing, intended audience, how to engage the reader.
8/9/25		FORMATIVE TASK - Recount of encountering the Freshwater Nixie
15/9/25		FORMATIVE TASK - Short introduction to a Wikipedia entry for a newly discovered animal
		FORMATIVE TASK - Field Log or persuasive letter
22/9/25		Unit 2 - Myths and Legends Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended/descriptive writing/analysis Forms including: Descriptive/narrative/analysis Narrative focus: Character: heroes and villains BQ1 – How were Myths used to explore creation? CORE WRITING TASK – Descriptive writing linked to Pandora's box.
29/9/25		BQ2 – How do mythological stories provide a moral message for human beings? How do they act as a warning? FORMATIVE TASK – Write a description of the process of Lycaon's metamorphosis.
6/10/25		BQ3 – How do Greek Myths present ideas of love, jealousy and death? CORE TASK READING – How does the writer give the impression that Icarus' situation is dangerous?
13/10/25		BQ4 – What is an archetypal hero? FORMATIVE TASK- Write a feature article for a magazine exploring what makes Perseus a hero.
20/10/25		BQ5 – What are the typical characteristics of monsters/villains? FORMATIVE TASK: Group discussion: What do the monsters/villains add to the myths?
3/11/25		BQ6 – What are the typical conventions for a myth? FORMATIVE TASK- Plot the key plot points from your favourite story against the steps of the hero's journey
10/11/25		BQ7 – Can I write and plan my own quest narrative? + Assessment prep week FORMATIVE TASK- Plan for your own quest narrative.
17/11/25	ASSESSMENT FORTNIGHT	ASSESSMENT: WRITING – WRITE YOUR OWN QUEST NARRATIVE READING - TEST Unit 3 - What is Poetry? Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference Writing: Poetry/narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended Forms including: letter/poem BQ1 – What is poetry? FORMATIVE TASK– Write a letter to the Education secretary telling them why we should study poetry in schools

24/11/25		BQ2 – What is form in poetry? Kennings and shape poems FORMATIVE TASK- Write and perform your own kennings poem
1/12/25		BQ3 – What is form in poetry? Sonnets, Narrative poems and Free verse FORMATIVE TASK- A Visit from St Nicholas – reading comprehension questions
8/12/25		BQ4 – How is language used in poetry? FORMATIVE TASK – How does the poet use language to express his feelings about his son?
15/12/25		BQ5 – How do poets use rhythm and rhyme? FORMATIVE TASK S+L - Craft and perform my own poem
5/1/26		Unit 4 - Journeys in Language + Shakespeare and Comedy Investigation into the origins of the English Language and its development from Old English to Present Day English including a focus on vocabulary and spelling. Shakespeare and Comedy. Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended Forms including: Leaflet/ Grammar Focus: Modal verbs, analytical verbs, adverbials and conjunctions to support cohesion within paragraphs, consistent present tense, adverbials, subordinating conjunctions, formality Shakespeare and Class Class Reader - Drama text: A Midsummer Night's Dream
		BQ1 – Where does our language originate? What is Shakespearian English? CORE TASK WRITING – Create a leaflet aimed at Year 7 students to inform them about the History of English Language
12/1/26		BQ2 – Can I understand the context of a Shakespearian Text? FORMATIVE TASK – Create your own informative paragraph about the Globe in Shakespearian Times
19/1/26		BQ3 – What is comedy? What are the conventions of Shakespearian comedy? FORMATIVE TASK- S+L – Summarise the key conventions of Shakespearian Comedy in a 2 minute talk
26/1/26		BQ4 – What is Midsummer Night's Dream? FORMATIVE TASK- Create your own storyboard to summarise the plot of the play
2/2/26		BQ5 – How does Shakespeare establish the play as a comedy? FORMATIVE TASK- How does Shakespeare present the character of Egeus at the start of the play?
9/2/26		BQ5 – How does Shakespeare use setting and character in comedy? CORE TASK READING: How does Shakespeare present the character of Puck in Act 2 Scene 1?
23/2/26		BQ6 – How does the ending of the play illustrate that the genre is comedy? FORMATIVE TASK – Draw up a table of the key conventions of the comedy genre found in Act 5
2/3/26		Unit 5 - The Rabbits – Pathways to Write Grammar focus: Using punctuation accurately (colons and rhetorical questions), nouns, verbs, articles, adjectives, prepositions, subject/verb agreement, noun phrases, tense (present-perfect forms), sentence types (simple, compound, complex), listing, commas, Writing focus: Topic sentences, paragraphs, introductions and conclusions, building cohesion with a wider range of devices, formal vs non-formal writing, intended audience, selecting vocabulary fit for purpose and audience, how to engage the reader, providing well-developed factual information for the reader. Using words and phrases to make sequential connections. Using hypothetical language. CORE TASK WRITING- Write a letter of concern from the Chief Elder to the leader of the Rabbits
9/3/26		FORMATIVE TASK- Write a diary entry from the viewpoint of one of the captured creatures
16/3/26		CORE TASK READING- Practice Assessment Style Questions

23/3/26		Unit 6 – The Art of Persuasion Focus on transactional/discursive and persuasive writing with Spoken Language. Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended BQ1 – What are persuasive techniques and what is PAF? FORMATIVE TASK - Write your own persuasive paragraph about whether schools should have a uniform.
30/3/26		BQ2 - How do I analyse an advert, and how do charity advertisers use genre conventions to engage their target audiences? FORMATIVE TASK-
20/4/26		BQ3 - How do I analyse an advert, and how do charity advertisers use genre conventions to engage their target audiences? FORMATIVE TASK READING - How do animal charity adverts use genre conventions and persuasive techniques to engage support?
27/4/26		BQ4 - How and why do cereal brands use a range of persuasive techniques to appeal to different target audiences? FORMATIVE TASK S + L - Write an advertising pitch, to be delivered as a mini presentation in front of your classmates and teacher, for your own new cereal or breakfast bar.
4/5/26		Assessment Prep week + MOP UP WEEK
11/5/26	ASSESSMENT FORTNIGHT	ASSESSMENT: WRITING – LETTER READING - Unit 7 - Life doesn't Frighten Me - Pathways to write Grammar focus: Using punctuation accurately (direct speech and inverted commas), nouns, verbs, articles, adjectives, prepositions, subject/verb agreement, noun phrases, tense (present-perfect forms), sentence types (simple, compound, complex), listing, commas, Writing focus: Topic sentences, paragraphs, introductions and conclusions, building cohesion with a wider range of devices, formal vs non-formal writing, intended audience, selecting vocabulary fit for purpose and audience, how to engage the reader, providing well-developed factual information for the reader. Using words and phrases to make sequential connections. Using hypothetical language. Planning, drafting and editing. FORMATIVE TASK – Analyse the structure, language and meaning of the poem
18/5/26		FORMATIVE TASK- S+L Mini-presentation on a graffiti artist
1/6/26		FORMATIVE TASK- Write a persuasive paragraph (in role) summarising your view of graffiti
8/6/26		Unit 8 – Prose Project (in conjunction with Class Reader) An introduction to narrative, character and setting in project form Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or convey mood • Include historical detail and vocabulary, giving readers clues about when the story takes place (e.g. clothes, buildings, vehicles) • Combine action, dialogue and description • Powerful, evocative language for settings and characters • Powerful and varied verbs for action Class reader – chosen by the class teacher to embed understanding of narrative conventions and develop reading and inference skills. There will be one Library lesson every fortnight for students to make a personal reading choice, develop pleasure for reading fiction and non-fiction and broaden their vocabulary. FORMATIVE TASK – Writing in role linked to text
15/6/26		FORMATIVE TASK – Setting study – Close textual analysis/language analysis
22/6/26		Core Reading Task - Character study – How does the writer present the character of ___?
29/6/26		Core Writing Task – Non-Fiction task related to your text eg Letter

Year 7 Long Term Scheme of Learning 2025-26

Subject: English

HELSBY

High School



6/7/26		FORMATIVE TASK – Write a book review of the text you’ve been studying
13/7/26		LAST WEEK OF TERM