

National curriculum or specification coverage

**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, cohesive devices, formal vs non-formal writing, audience, recount, non-fiction writing, field log, planning, drafting and editing.

**Unit 2 - Myths and Legends**

**Grammar focus** – paragraphs, vocabulary. Improving sentences, powerful verb choices, sentence variety, punctuation

**Reading Strategies:** Summary/vocabulary/activate prior knowledge/inference/historical and cultural capital, finding key quotations, rhetorical features

**Writing:** Descriptive writing, narrative writing, feature article (non-fiction), character analysis, planning, drafting and editing.

**Unit 3 – When the Sky Falls Prose Project**

An introduction to narrative, character and setting in project form

Focus on exposition, context, setting, characterisation, genre, themes, atmosphere, mood and tone, and structure.

**Reading/Writing strategies:** character study, setting study, use of inference, vocab, writing in role, review writing, Eduqas linked analysis questions

**Grammar:** punctuating dialogue, verb/word choices through quote explosions, recap of word classes ahead of setting/character analysis, vocabulary at every opportunity, sentence types – simple, compound, sentence fragments, tone vocabulary, interesting use of paragraphing

**Unit 4 - Life doesn't Frighten Me - Pathways to write**

**Grammar focus:** Using punctuation accurately (direct speech and inverted commas), adjectives, prepositions, subject/verb agreement, noun phrases, tense (present-perfect forms), sentence types (simple, compound, complex), listing, commas, persuasive techniques. Vocabulary.

**Writing focus:** Topic sentences, paragraphs, building cohesion with a wider range of devices, formal vs non-formal writing, audience, selecting vocabulary fit for purpose and audience, providing well-developed factual information for the reader. Planning, drafting and editing. Persuasive writing.

**Reading focus** – Poetry, Language analysis

**Speaking and Listening** - presentation

**Unit 5 - What is Poetry?**

**Grammar focus** – rhyme, rhythm, vocabulary

**Reading Strategies:** vocabulary /inference/answering reading comprehension questions

**Writing:** analysis/ letter/poem/ poetic forms

**Speaking and Listening** – perform your own poem

**Unit 6 - 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:** /vocabulary/prediction/activate prior knowledge/inference

**Writing:** Non-fiction writing, leaflet, persuasive writing, comparison

**Grammar Focus:** Modal verbs, analytical verbs, adverbials and conjunctions to support cohesion within paragraphs, consistent present tense, formality Shakespeare

**Unit 7 - The Rabbits – Pathways to Write**

**Grammar focus:** Using punctuation accurately (colons and rhetorical questions, word classes, 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. Diary and Letter writing.

**Unit 8 - Art of Persuasion**

Grammar focus – persuasive features, modal verbs, media analysis,

Reading Strategies: inference, media codes

Writing: to persuade, create your own product

| Date     | Exams/<br>Assessments | Learning Intentions                                                                                                                                                                                | Core Task/Assessments                                                                                   |
|----------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 31/08/26 |                       | <b><u>Unit 1 - The Land of Neverbelieve – Pathways to write</u></b><br><b>Grammar focus:</b><br><b>FORMATIVE TASK</b> - Plan and write a recount of encountering the Freshwater Nixie              | <b>CORE WRITING TASK – Descriptive writing linked to Pandora’s box.</b>                                 |
| 07/09/26 |                       | <b>FORMATIVE TASK</b> – Plan and write a short introduction to a Wikipedia entry for a newly discovered animal                                                                                     |                                                                                                         |
| 14/09/26 |                       | <b>FORMATIVE TASK</b> – Plan and write a Field Log                                                                                                                                                 |                                                                                                         |
| 21/09/26 |                       | <b><u>Unit 2 - Myths and Legends</u></b><br>BQ1 – How were Myths used to explore creation?<br><b>CORE WRITING TASK – Descriptive writing linked to Pandora’s box.</b>                              | <b>CORE TASK READING – How does the writer give the impression that Icarus’ situation is dangerous?</b> |
| 28/09/26 |                       | BQ2 – How do mythological stories provide a moral message for human beings? How do they act as a warning?<br><b>FORMATIVE TASK</b> – Write a description of the process of Lycaon’s metamorphosis. |                                                                                                         |
| 05/10/26 |                       | BQ3 – How do Greek Myths present ideas of love, jealousy and death?<br><b>CORE TASK READING – How does the writer give the impression that Icarus’ situation is dangerous?</b>                     |                                                                                                         |

# Year 7 Long Term Scheme of Learning 2026-2027

## Subject: English

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| 12/10/26 |    | BQ4 – What is an archetypal hero?<br><b>FORMATIVE TASK-</b> Write a feature article for a magazine exploring what makes Perseus a hero.                                                                                                                             |                                                                                                                        |
| 19/10/26 |    | BQ5 – What are the typical characteristics of monsters and villains in myths and quest narratives?<br><b>FORMATIVE TASK-</b> What impression do we get of the Minotaur in this extract.                                                                             |                                                                                                                        |
| 26/10/26 |    | HALF TERM                                                                                                                                                                                                                                                           |                                                                                                                        |
| 02/11/26 |    | <b>Unit 3 – When the Sky Falls Prose Project</b><br>BQ1 – How does Earle introduce character?<br><b>FORMATIVE TASK-</b> How does Phil Earle introduce Joseph and Mrs F? Write two analytical paragraphs using evidence from the opening chapters (what/how/why)     | <b>WRITING ASSESSMENT - Write your own narrative</b><br><br><b>READING ASSESSMENT – Fiction based reading test</b>     |
| 09/11/26 |    | BQ2 – Can I explore the context of a piece of literature?<br><b>FORMATIVE TASK-</b> Use homework research on the Second World War to produce an informative leaflet advocating for the protection of animals during wartime                                         |                                                                                                                        |
| 16/11/26 | Y7 | BQ3 – Can I explore how writer's build setting?<br><b>WRITING ASSESSMENT– Write your own quest narrative</b><br><b>FORMATIVE TASK-</b> Write a setting description of the zoo or Blitz-era London using sensory imagery and varied sentence structures              |                                                                                                                        |
| 23/11/26 | Y7 | <b>READING ASSESSMENT</b><br>BQ4 – Can I understand character and write in role?<br><b>FORMATIVE TASK-</b> Write a diary entry from Joseph's or Mrs F's perspective after a significant event.                                                                      |                                                                                                                        |
| 30/11/26 |    | BQ5 – Can I use the novel to explore newspaper writing?<br><b>FORMATIVE TASK -</b> Write a newspaper article reporting on an air raid at the zoo.                                                                                                                   |                                                                                                                        |
| 07/12/26 |    | BQ6 – How does the writer create growth and change in the characters?<br><b>FORMATIVE TASK-</b> Compare Joseph at the beginning and end of the novel, explaining how Earle presents his development ('How does Joseph change as a character throughout the novel?') |                                                                                                                        |
| 14/12/26 |    | BQ7 – Can I summarise my study of When the Sky Falls using a review format?<br><b>FORMATIVE TASK-</b> Review writing – write a review of When the Sky Falls                                                                                                         |                                                                                                                        |
| 21/12/26 |    | CHRISTMAS HOLIDAY                                                                                                                                                                                                                                                   |                                                                                                                        |
| 28/12/26 |    |                                                                                                                                                                                                                                                                     |                                                                                                                        |
| 04/01/27 |    | <b>Unit 4 - Life doesn't Frighten Me - Pathways to write</b><br><b>FORMATIVE TASK –</b> Analyse the structure, language and meaning of the poem                                                                                                                     | <b>CORE WRITING TASK– Write a letter to the Education secretary telling them why we should study poetry in schools</b> |
| 11/01/27 |    | <b>FORMATIVE TASK-</b> S+L Mini-presentation on a graffiti artist<br><b>FORMATIVE TASK-</b> Write a persuasive paragraph (in role) summarising your view of graffiti                                                                                                |                                                                                                                        |
| 18/01/27 |    | <b>Unit 5 - What is Poetry?</b><br>BQ1 – What is poetry?<br><b>CORE WRITING TASK– Write a letter to the Education secretary telling them why we should study poetry in schools</b>                                                                                  | <b>CORE READING TASK – How does the poet use language to express his feelings about his son?</b>                       |
| 25/01/27 |    | BQ2 – What is form in poetry? Kennings and shape poems<br><b>FORMATIVE TASK-</b> Write and perform your own kennings poem                                                                                                                                           |                                                                                                                        |

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| 01/02/27 |    | BQ3 – What is form in poetry? Sonnets, Narrative poems and Free verse<br><b>FORMATIVE TASK-</b> A Visit from St Nicholas – reading comprehension questions                                                                                                                       |                                                                                                                            |
| 08/02/27 |    | BQ4 – How are language and rhythm and rhyme used in poetry?<br><b>CORE READING TASK –</b> How does the poet use language to express his feelings about his son?                                                                                                                  |                                                                                                                            |
| 15/02/27 |    | HALF TERM                                                                                                                                                                                                                                                                        |                                                                                                                            |
| 22/02/27 |    | <b>Unit 6 - Journeys in Language and an introduction to Shakespeare</b><br>BQ1 – Where does our language originate? What is Shakespearian English?<br><b>CORE WRITING TASK-</b> Create a guide aimed at Year 7 students to inform them about the History of the English Language | <b>CORE WRITING TASK-</b> Create a guide aimed at Year 7 students to inform them about the History of the English Language |
| 01/03/27 |    | BQ2 – Can I understand the context of a Shakespearian Text?<br><b>FORMATIVE TASK –</b> Create your own informative paragraph about the Globe in Shakespearian Times                                                                                                              | <b>CORE TASK- S+L –</b> Summarise the key conventions of Shakespearian Comedy in a 2 minute talk                           |
| 08/03/27 |    | BQ3 – What is comedy? What are the conventions of Shakespearian comedy?<br><b>CORE TASK- S+L –</b> Summarise the key conventions of Shakespearian Comedy in a 2 minute talk                                                                                                      |                                                                                                                            |
| 15/03/27 |    | BQ4 – Can I explore Shakespeare's All the world's a stage speech from 'As you Like it'?<br><b>FORMATIVE TASK–</b> Write your own version of Shakespeare's speech. All the world's a...                                                                                           |                                                                                                                            |
| 22/03/27 |    | BQ5 – Can I compare Shakespeare's sonnets 130 and 18?<br><b>FORMATIVE TASK –</b> Comparison of sonnets 130 and 18                                                                                                                                                                |                                                                                                                            |
| 29/03/27 |    | SPRING BREAK                                                                                                                                                                                                                                                                     |                                                                                                                            |
| 05/04/27 |    |                                                                                                                                                                                                                                                                                  |                                                                                                                            |
| 12/04/27 |    | <b>Unit 7 - The Rabbits – Pathways to Write in tandem with Class Reader</b><br><b>FORMATIVE TASK:</b> Write a letter of concern from the Chief Elder to the leader of the Rabbits                                                                                                | <b>WRITING ASSESSMENT –</b> Write a letter                                                                                 |
| 19/04/27 |    | <b>FORMATIVE TASK-</b> Write a diary entry from the viewpoint of one of the captured creatures                                                                                                                                                                                   | <b>READING ASSESSMENT –</b> Non-Fiction comprehension                                                                      |
| 26/04/27 |    | <b>FORMATIVE TASK-</b> Narrative writing task linked to your class reader                                                                                                                                                                                                        |                                                                                                                            |
| 03/05/27 |    | <b>FORMATIVE TASK-</b> Language analysis task linked to your class reader                                                                                                                                                                                                        |                                                                                                                            |
| 10/05/27 |    | <b>Assessment prep - Practice Assessment Style Questions for reading and letter writing</b>                                                                                                                                                                                      |                                                                                                                            |
| 17/05/27 | Y7 | <b>WRITING ASSESSMENT –</b> Write a letter                                                                                                                                                                                                                                       |                                                                                                                            |
| 24/05/27 | Y7 | <b>READING ASSESSMENT –</b> Non-Fiction comprehension                                                                                                                                                                                                                            |                                                                                                                            |
| 31/05/27 |    | HALF TERM                                                                                                                                                                                                                                                                        |                                                                                                                            |
| 07/06/27 |    | <b>Unit 8 - Art of persuasion</b><br>BQ1 – What are persuasive techniques and what is PAF?<br><b>CORE WRITING TASK -</b> Write your own persuasive paragraph about whether schools should have a uniform.                                                                        | <b>CORE WRITING TASK -</b> Write your own persuasive paragraph about whether schools should have a uniform.                |
| 14/06/27 |    | BQ2 - How do I analyse an advert, and how do charity advertisers use genre conventions to engage their target audiences?<br><b>CORE TASK READING -</b> How do animal charity adverts use genre conventions and persuasive techniques to engage support?                          | <b>CORE TASK READING -</b> How do animal charity adverts use genre                                                         |
| 21/06/27 |    | BQ3 Can I use what I've learned to create emotive, audience and purpose targeted copy?                                                                                                                                                                                           |                                                                                                                            |



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|----------|--|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|          |  | <b>FORMATIVE TASK</b> – Create emotive, audience and purpose targeted copy                      | <b>conventions and persuasive techniques to engage support?</b> |
| 28/06/27 |  | BQ4 Can I create my own product?<br><b>FORMATIVE TASK</b> – Create your own product advertising |                                                                 |
| 05/07/27 |  | BQ4 - continued<br><b>FORMATIVE TASK</b> – Create your own product advertising                  |                                                                 |
| 12/07/27 |  | Last week of term                                                                               |                                                                 |