

Year 7 Overview 2025-26 (English)

| Date | Week | Assess | Units Studied & Learning Outcomes | | | | | | | | |
|--|---|--|--|--|--|---|----------|-----------|--|---|--|
| 8 Weeks / 38 Days | | | UNIT 1: Heroes & Villains (9 Weeks/32 Lessons*) | | | | | | | | |
| 1-Sep ¹ | A | 1 | <p>Students will explore heroes and villains through linked texts journeying from Greek times, to Old English, through the Middle Ages, onto Early Modern before arriving at Modern English. Greek theatre and play extracts will feature. They will learn about changes to our language along the way, and consider the theme in modern non-fiction looking at real people e.g. stories of heroism.</p> <p>Learning Outcomes: GW: Students recognise periods of English language change. BI: Students analyse English language change making links to literary texts. EW: Students evaluate the impact of context on English language change.</p> <table><tr><th>Prior (Y6)</th><th>Now (Y7)</th><th>Next (Y8)</th></tr><tr><td>Read a wide range of fiction and non-fiction including traditional tales, books from the different traditions and discussing various contexts.</td><td>Introduce the origin (context) of pre-1900s prose and their features (classical/Greek period). Share personal opinions with quotation to support.</td><td>Appreciate and recognise the features of pre-1900s prose (myths, fables and legends). Discuss and structure well evidenced personal arguments.</td></tr></table> | | | Prior (Y6) | Now (Y7) | Next (Y8) | Read a wide range of fiction and non-fiction including traditional tales, books from the different traditions and discussing various contexts. | Introduce the origin (context) of pre-1900s prose and their features (classical/Greek period). Share personal opinions with quotation to support. | Appreciate and recognise the features of pre-1900s prose (myths, fables and legends). Discuss and structure well evidenced personal arguments. |
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| 8-Sep | B | 2 | | | | | | | | | |
| 15-Sep ² | A | 3 | | | | | | | | | |
| 22-Sep | B | 4 | | | | | | | | | |
| 29-Sep | A | 5 | | | | | | | | | |
| 6-Oct | B | 6 | | | | | | | | | |
| 13-Oct | A | 7 | | | | | | | | | |
| 20-Oct | B | 8 | | | | | | | | | |
| OCTOBER HALF TERM 7 Weeks / 35 Days | | | UNIT 2: The Fantastical (10 Weeks/35 Lessons*) | | | | | | | | |
| 3-Nov | A | 9 | <p>Students will explore the fantasy genre by delving into a novel, <i>The House with Chicken Legs</i>, uncovering its plot, characters and themes. Students will also craft their own fantasy tales. We will discover the rich range of fantasy in modern literature by analysing extracts which see characters transported to new worlds.</p> <p>Learning Outcomes: GW: Students understand the key features of the fantasy genre. BI: Students link fantasy features to the novel studied. EW: Students evaluate and analyse the plot, characters and genre.</p> <table><tr><th>Prior (Y6)</th><th>Now (Y7)</th><th>Next (Y8)</th></tr><tr><td>Identify and discuss themes and conventions. Draw inferences on characters' feelings, thoughts and motives from their actions. Describe settings, characters and atmosphere.</td><td>Comment writers' use of narrative voice to present characters. Understand and apply the terms themes and genre in literature. Introduce the chronological story-arc structure to plan narratives.</td><td>Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts. Appreciate the differing impacts of a variety of narrative hooks.</td></tr></table> | | | Prior (Y6) | Now (Y7) | Next (Y8) | Identify and discuss themes and conventions. Draw inferences on characters' feelings, thoughts and motives from their actions. Describe settings, characters and atmosphere. | Comment writers' use of narrative voice to present characters. Understand and apply the terms themes and genre in literature. Introduce the chronological story-arc structure to plan narratives. | Form personal opinions on the writers' use of character narration. Develop understanding of the presentation of themes within texts. Appreciate the differing impacts of a variety of narrative hooks. |
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| 10-Nov | B | 10 | | | | | | | | | |
| 17-Nov | A | 11 | | | | | | | | | |
| 24-Nov | B | ST1 | | | | | | | | | |
| 1-Dec | A | ST1 | | | | | | | | | |
| 8-Dec | B | 14 | | | | | | | | | |
| 15-Dec | A | 15 | | | | | | | | | |
| CHRISTMAS HOLIDAY 6 Weeks / 30 Days | | | UNIT 3: The Bard (10 Weeks/35 Lessons*) | | | | | | | | |
| 5-Jan | B | 16 | <p>Students will travel back in time to Elizabethan England and meet the Bard himself, William Shakespeare, and his former hunting ground: The Globe Theatre. They will explore a selection of Shakespeare comedy play extracts including <i>Twelfth Night</i>, <i>A Midsummer Night's Dream</i>, <i>The Taming of the Shrew</i>, and, particularly, <i>Much Ado About Nothing</i>, and they will use this as inspiration for some transactional writing. Equally, students will have the opportunity to sharpen their SPL skills.</p> <p>Learning Outcomes: GW: Students engage with the world of Shakespeare, the Globe and Elizabethans. BI: Students make apt links between the play extracts and the context. EW: Students confidently recognise the features of Shakespearean comedy.</p> <table><tr><th>Prior (Y6)</th><th>Now (Y7)</th><th>Next (Y8)</th></tr><tr><td>Increase familiarity with a wide range of books including from our English literary heritage. Plan the purpose of and audience for their writing.</td><td>Understand Shakespeare's plays are meant to be performed. Understand how purpose and audience influences content.</td><td>Appreciate the role and impact of a soliloquy in performance. Consider the style choices for different purposes and audiences.</td></tr></table> | | | Prior (Y6) | Now (Y7) | Next (Y8) | Increase familiarity with a wide range of books including from our English literary heritage. Plan the purpose of and audience for their writing. | Understand Shakespeare's plays are meant to be performed. Understand how purpose and audience influences content. | Appreciate the role and impact of a soliloquy in performance. Consider the style choices for different purposes and audiences. |
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| 12-Jan | A | 17 | | | | | | | | | |
| 19-Jan | B | 18 | | | | | | | | | |
| 26-Jan | A | 19 | | | | | | | | | |
| 2-Feb | B | 20 | | | | | | | | | |
| 9-Feb | A | 21 | | | | | | | | | |
| FEBRUARY HALF TERM 6 Weeks / 28 Days | | | UNIT 4: Globe Trotters (10 Weeks/35 Lessons*) | | | | | | | | |
| 23-Feb | B | 22 | <p>Students will journey the world as intrepid explorers. They will visit different lands through an anthology of poems based on the theme of different cultures and identities 1900s-Present. Equally, they will explore travel writing and global non-fiction such as diary entries from refugee children, and articles, including one on different world customs, to complete their journey around the world. Where possible, students will complete some themed transactional writing.</p> <p>Learning Outcomes: GW: Students understand and appreciate poems from multiple cultures. BI: Students analyse the language of poems from multiple cultures. EW: Students evaluate the language and structure different cultural poems.</p> <table><tr><th>Prior (Y6)</th><th>Now (Y7)</th><th>Next (Y8)</th></tr><tr><td>Discuss how writers use language, including figurative language, considering the impact on the reader. Make comparisons within / across texts.</td><td>Comment on the language especially figurative devices, and the effect on the potential reader. Comment on the similarities and differences between texts.</td><td>Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss the similarities and differences between texts.</td></tr></table> | | | Prior (Y6) | Now (Y7) | Next (Y8) | Discuss how writers use language, including figurative language, considering the impact on the reader. Make comparisons within / across texts. | Comment on the language especially figurative devices, and the effect on the potential reader. Comment on the similarities and differences between texts. | Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss the similarities and differences between texts. |
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| 2-Mar | A | 23 | | | | | | | | | |
| 9-Mar | B | 24 | | | | | | | | | |
| 16-Mar | A | 25 | | | | | | | | | |
| 23-Mar | B | 26 | | | | | | | | | |
| 30-Mar ³ | A | 27 | | | | | | | | | |
| EASTER HOLIDAY 5 Weeks / 24 Days | | | UNIT 5: The World Explorers (10 Weeks/35 Lessons*) | | | | | | | | |
| 20-Apr | B | 28 | <p>Students will journey the world as intrepid explorers. They will visit different lands through an anthology of poems based on the theme of different cultures and identities 1900s-Present. Equally, they will explore travel writing and global non-fiction such as diary entries from refugee children, and articles, including one on different world customs, to complete their journey around the world. Where possible, students will complete some themed transactional writing.</p> <p>Learning Outcomes: GW: Students understand and appreciate poems from multiple cultures. BI: Students analyse the language of poems from multiple cultures. EW: Students evaluate the language and structure different cultural poems.</p> <table><tr><th>Prior (Y6)</th><th>Now (Y7)</th><th>Next (Y8)</th></tr><tr><td>Discuss how writers use language, including figurative language, considering the impact on the reader. Make comparisons within / across texts.</td><td>Comment on the language especially figurative devices, and the effect on the potential reader. Comment on the similarities and differences between texts.</td><td>Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss the similarities and differences between texts.</td></tr></table> | | | Prior (Y6) | Now (Y7) | Next (Y8) | Discuss how writers use language, including figurative language, considering the impact on the reader. Make comparisons within / across texts. | Comment on the language especially figurative devices, and the effect on the potential reader. Comment on the similarities and differences between texts. | Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss the similarities and differences between texts. |
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| 27-Apr | A | 29 | | | | | | | | | |
| 4-May ⁴ | B | 30 | | | | | | | | | |
| 11-May | A | ST2 | | | | | | | | | |
| 18-May | B | ST2 | | | | | | | | | |
| SPRING HALF TERM 7 Weeks / 35 Days* | | | | | | UNIT 6: The World Explorers (10 Weeks/35 Lessons*) | | | | | |
| 1-Jun | A | 33 | <p>Students will journey the world as intrepid explorers. They will visit different lands through an anthology of poems based on the theme of different cultures and identities 1900s-Present. Equally, they will explore travel writing and global non-fiction such as diary entries from refugee children, and articles, including one on different world customs, to complete their journey around the world. Where possible, students will complete some themed transactional writing.</p> <p>Learning Outcomes: GW: Students understand and appreciate poems from multiple cultures. BI: Students analyse the language of poems from multiple cultures. EW: Students evaluate the language and structure different cultural poems.</p> <table><tr><th>Prior (Y6)</th><th>Now (Y7)</th><th>Next (Y8)</th></tr><tr><td>Discuss how writers use language, including figurative language, considering the impact on the reader. Make comparisons within / across texts.</td><td>Comment on the language especially figurative devices, and the effect on the potential reader. Comment on the similarities and differences between texts.</td><td>Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss the similarities and differences between texts.</td></tr></table> | | | Prior (Y6) | Now (Y7) | Next (Y8) | Discuss how writers use language, including figurative language, considering the impact on the reader. Make comparisons within / across texts. | Comment on the language especially figurative devices, and the effect on the potential reader. Comment on the similarities and differences between texts. | Show appreciation of the language particularly symbolism and motifs, and performance poetry (oral narrative). Discuss the similarities and differences between texts. |
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| 8-Jun | B | 34 | | | | | | | | | |
| 15-Jun | A | 35 | | | | | | | | | |
| 22-Jun | B | 36 | | | | | | | | | |
| 29-Jun ⁵ | A | 37 | | | | | | | | | |
| 6-Jul | B | 38 | | | | | | | | | |
| 13-Jul* | A | 39 | | | | | | | | | |
| *20-22/7/26 INSET (at home) converted to 6 x Twilight | | | | | | | | | | | |

1. 1/9/25 INSET (In School) + 2/9 Y7 ONLY

2. 19/9/25 INSET (In School after Open Eve on 18/9)

3. Finish Wed 1/4/26 for Easter Holiday)

4. 4/5/26 Bank Holiday (May)

5. 3/7/26 INSET (SJBF Trust)