

Year 7 Curriculum Overview 2026- 27
Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 - Literature through time	Students explore how literature changes over time and reflect society, culture and human experience. Students study extracts and complete texts from a range of time periods to build cultural capital and develop understanding of literary heritage, identity and perspective. They will also understand the chronology of literature and how stories have inspired us for centuries.	- To know that stories and myths have been used to entertain, teach lessons and explain the world throughout history. - To know that many modern stories are influenced by myths, legends and classic literature. - To know that writers make deliberate choices to shape readers' thoughts, feelings and responses. - To know that narrative voice influences how a story is understood. - To know that texts are shaped by the social, historical and cultural contexts in which they were written. - To know that different genres have distinct conventions and features. - To know that themes are the central ideas explored within a text. - To know that writers use symbols and motifs to communicate deeper meanings. - To compare how similar themes and ideas are presented	Low-stakes retrieval quizzes, quotation recall, vocabulary retrieval and hinge questioning. Knowledge organisers for core vocabulary and concepts	S – Speak with Confidence To discuss ideas and interpretations using evidence from the text. To explain and justify opinions during class discussion. T – Think Critically To make inferences from textual evidence. To consider how writers create meaning and influence readers. To evaluate different interpretations of a text. A – Articulate Through Writing To write analytical paragraphs using evidence from the text. To use references to support interpretations. To explain the effects of a writer's methods. R – Read with Purpose To develop reading fluency through regular reading practice.	Guided reading – develops attention to detail and the ability to process information accurately. Vocabulary instruction – develops professional communication and subject-specific language. Annotation practice – develops analytical thinking and organisational skills. Modelled analytical writing – develops written communication and logical reasoning. Reciprocal reading – develops teamwork, collaboration and active listening. Structured discussion – develops confidence, verbal communication and the ability to articulate ideas clearly.	Formative 20 questions on tier 3 vocabulary- literary techniques. Summative- Week 3-5 of term- students will answer a question using analytical paragraphs. Personalised teacher feedback and student improvements

		across texts from different time periods. To know that literature reflects and challenges the values of the societies in which it is produced. Key vocabulary: heritage, archetype, narrator, context, motif, genre, protagonist, antagonist, perspective.		Exposure to rich literary texts throughout time to enhance understanding and interest in the world To retrieve and select relevant textual evidence. To read actively, identifying key ideas and details.		
CST Catholicity Across the Curriculum	Human dignity and empathy explored through characters and historical contexts.					
HT2- Heroes and villains creative writing	Students develop creative writing skills by exploring how writers craft engaging narratives and communicate ideas effectively fining their own creative voice.	- To know that stories follow a narrative structure. - To know that writers create heroes and villains through characterisation. - To know that setting influences atmosphere and reader response. - To use descriptive writing to engage the reader. - To know that figurative language creates vivid imagery. - To know that dialogue can reveal character and advance the plot. - To know that paragraphing helps organise ideas and control pacing. - To know that writers make choices based on audience and purpose. - To compare how heroes and villains are presented in different texts. - To know how to develop my own	Low-stakes retrieval quizzes, quotation recall, vocabulary retrieval and hinge questioning. Knowledge organisers for core vocabulary and concepts	S – Speak with Confidence To discuss ideas about characters, settings and plot. To explain creative choices using appropriate vocabulary. T – Think Critically To identify how writers create heroes and villains. To explore how language influences readers' perceptions of characters. A – Articulate Through Writing To write descriptively using ambitious vocabulary. To craft settings, characters and atmosphere effectively. To organise writing into coherent paragraphs. R – Read with Purpose	Planning and structuring narratives – develops organisation and project-planning skills. Crafting descriptive writing – develops creativity and attention to detail. Vocabulary development – develops effective communication and professional literacy. Character and setting design – develops imagination and problem-solving. Peer discussion and feedback – develops collaboration and active listening. Editing and redrafting – develops resilience, self-reflection and a commitment to improvement.	Formative 20 questions on tier 3 vocabulary- literary techniques. Summative- Week 3-5 of term- students will answer a question using analytical paragraphs. Personalised teacher feedback and student improvements

		confident voice as a writer		To read as a writer, identifying effective techniques. To recognise how authors use language to create imagery and tension. To develop vocabulary through exposure to high-quality texts.	Presenting and sharing ideas – develops confidence and verbal communication skills.	
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CST Catholicity Across the Curriculum	Exploring identity, voice and compassion through storytelling.
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HT3- Shakespeare and the Renaissance	Students are introduced to Shakespeare, Renaissance theatre and the significance of Shakespeare in the literary canon.	- To know that Shakespeare wrote plays during the Renaissance period. - To know that Shakespeare's plays were performed in purpose-built theatres for a live audience. - To know that the beliefs and values of the Renaissance influenced Shakespeare's writing. - To know that dramatic conventions help shape audience responses. - To know that conflict drives plot and character development. - To know that Shakespeare uses language and	Low-stakes retrieval quizzes. Spelling tests Vocabulary retrieval practice. Hinge questioning. Retrieval of key themes, characters and dramatic conventions. Cumulative retrieval of analytical terminology and contextual knowledge. Knowledge organisers for core vocabulary and concepts	S – Speak with Confidence To discuss interpretations of characters, themes and events. To present ideas using evidence from the text. T – Think Critically To interpret Shakespearean language and dramatic techniques. To consider how context influences characters and audience responses. To evaluate different interpretations of scenes and characters. A – Articulate Through Writing	Performance reading, oracy activities, contextual research, annotation and collaborative interpretation tasks.	Formative 20 questions on tier 3 vocabulary- literary techniques. Summative- Week 3-5 of term- students will answer a question using analytical paragraphs. Personalised teacher feedback and student improvements

		stagecraft to create meaning. - To know that soliloquies reveal a character's thoughts and motivations. - To know that dramatic irony can create tension and engage the audience. - To compare different interpretations of characters and scenes.		To write analytical paragraphs using evidence from the play. To explain the effects of Shakespeare's language and dramatic methods. To use subject-specific terminology accurately. R – Read with Purpose To read and understand challenging Shakespearean texts. To identify key ideas, themes and character developments. To develop fluency when reading complex language.		
Catholicity Across the Curriculum	Justice, morality and human relationships within Shakespeare's plays.					
HT4- Hamlet	Students study Hamlet as a tragic hero and explore themes of revenge, morality, grief and corruption.	- To know that Hamlet is a tragic hero. - To know that revenge tragedies follow established dramatic conventions. - To know that Shakespeare explores themes of revenge, morality, grief and corruption. - To know that characters can be driven by conflicting motivations and loyalties. - To know that power can influence behaviour and relationships. - To know that appearance and reality are not always the same.	Low-stakes retrieval quizzes. Spelling tests Vocabulary retrieval practice. Hinge questioning. Retrieval of key themes, characters and dramatic conventions. Cumulative retrieval of analytical terminology and contextual knowledge. Knowledge organisers for core vocabulary and concepts	S – Speak with Confidence To discuss interpretations of characters and themes using evidence. To justify opinions during debate and discussion. T – Think Critically To explore the motives and actions of characters. To evaluate how Shakespeare presents key themes and ideas. To consider alternative interpretations of events and characters. A – Articulate Through Writing	Close reading of complex texts – develops attention to detail and information processing. Quotation retrieval and evidence selection – develops organisation and analytical thinking. Extended analytical writing – develops written communication and logical reasoning. Structured debate – develops confidence, persuasion and verbal communication. Guided annotation – develops critical thinking and attention to detail. Collaborative discussion – develops teamwork, active	Formative 20 questions on tier 3 vocabulary- literary techniques. Summative- Week 3-5 of term- students will answer a question using analytical paragraphs. Personalised teacher feedback and student improvements

		- To know that conscience can influence decision-making. - To know that Shakespeare uses characterisation to reveal thoughts, motives and conflicts. - To know that writers use language and dramatic methods to shape audience responses. - To compare different interpretations of characters, themes and events.		To develop extended analytical writing. To select and embed relevant evidence. To explain and evaluate Shakespeare's methods. R – Read with Purpose To read complex texts with increasing fluency. To identify key quotations and themes. To interpret meaning within Shakespeare's language.	listening and respect for differing viewpoints. Evaluating interpretations – develops decision-making and problem-solving skills.	
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Catholicity Across the Curriculum

Ethical decision making and the consequences of actions.

Year 7 Curriculum Overview 2026- 27
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Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5- Poetry through the ages	Students explore poetry from different historical periods and perspectives to understand how poets communicate ideas, emotions and experiences.	- To know that poetry reflects the values, beliefs and experiences of its time. - To know that Renaissance poets explored themes such as love, beauty and human nature. - To know that Metaphysical poets used extended metaphors and intellectual arguments. - To know that Romantic poets celebrated	Low-stakes retrieval quizzes. Spelling tests Vocabulary retrieval practice. Hinge questioning. Retrieval of key themes, characters and dramatic conventions. Cumulative retrieval of analytical terminology and contextual knowledge.	S – Speak with Confidence To discuss interpretations of poems using evidence. To justify predictions and interpretations through discussion. T – Think Critically To make predictions based on titles and first impressions. To identify semantic fields and explore their effects.	Making predictions from titles and texts – develops problem-solving and decision-making skills. Identifying semantic fields and patterns – develops analytical thinking and attention to detail. Word-level and imagery analysis – develops critical thinking and interpretation skills. Exploring poetic structure – develops logical reasoning	Formative 20 questions on tier 3 vocabulary- literary techniques. Summative- Week 3-5 of term- students will answer a question using analytical paragraphs. Personalised teacher feedback and student improvements

		nature, emotion and the individual. - To know that War poets explored the realities and consequences of conflict. - To know that poets use imagery, symbolism and semantic fields to communicate ideas. - To know that poets make deliberate choices about structure and form. - To know that context influences both the creation and interpretation of poetry. - To know that individual words and images can shape meaning and reader response. - To compare how different poets present similar themes across time periods.	Knowledge organisers for core vocabulary and concepts	To analyse individual word choices and imagery. To consider how structure contributes to meaning. To compare how poets communicate ideas and emotions. A – Articulate Through Writing To write analytical paragraphs about language and structure. To use evidence and subject terminology accurately. To explain the effects of poetic methods. R – Read with Purpose To read poetry fluently and thoughtfully. To identify key themes, images and symbols. To interpret meaning beyond the literal level.	and the ability to identify patterns. Poetry recitation – develops confidence, public speaking and presentation skills. Annotation practice – develops organisation and information-processing skills. Collaborative interpretation – develops teamwork, active listening and communication. Comparative analysis – develops evaluation and evidence-based reasoning.	
Catholicity Across the Curriculum	Reflection on human experience, suffering and hope through poetry.					
HT6- Poetry through the ages	Students consolidate Year 7 learning through comparative poetry and reflective evaluation of literature studied across the year.	- To know that Modernist poets challenged traditional poetic conventions. - To know that Postmodern poetry often questions certainty, meaning and perspective. - To know that Contemporary poets explore diverse experiences, identities and viewpoints.	Low-stakes retrieval quizzes. Spelling tests Vocabulary retrieval practice. Hinge questioning. Retrieval of key themes, characters and dramatic conventions. Cumulative retrieval of analytical terminology	S – Speak with Confidence To share and discuss interpretations of poetry. To present and perform original poetry confidently. T – Think Critically To identify and analyse tonal shifts within poems.	Analysing tonal shifts and changing perspectives – develops adaptability and critical thinking. Extended written analysis – develops written communication and logical reasoning. Synthesising ideas from multiple texts – develops problem-solving and	Formative 20 questions on tier 3 vocabulary- literary techniques. Summative- Week 3-5 of term- students will answer a question using analytical paragraphs. Personalised teacher feedback and student improvements

		- To know that poets create shifts in tone to develop meaning and reader response. - To know that language, structure and form work together to create effects. - To know that poetry can be used to express personal experiences and opinions. - To know that writers draft, edit and refine their work to improve its impact. - To know that audience and purpose influence creative decisions. - To know that analytical skills can be applied across a range of poetic forms and periods. - To compare how poets from different periods communicate ideas and experiences.	and contextual knowledge. Knowledge organisers for core vocabulary and concepts	To evaluate how poets use language, imagery and structure to create meaning. To synthesise ideas from across different poetic periods and styles. A – Articulate Through Writing To consolidate analytical writing skills developed throughout the unit. To write extended analyses of language, imagery, structure and tone. To explain and evaluate the effects of poetic methods using evidence. To craft original poetry using a range of techniques. R – Read with Purpose To read a range of modern and contemporary poems critically. To identify how poets use language, form and structure. To apply prior knowledge of poetic methods to unfamiliar texts.	information-management skills. Poetry writing and drafting – develops creativity and innovation. Editing and redrafting work – develops resilience, self-reflection and attention to detail. Peer feedback and discussion – develops collaboration and constructive communication. Presenting interpretations and creative work – develops confidence and verbal communication skills. Applying knowledge to unfamiliar texts – develops adaptability, independence and analytical thinking.	
Catholicity Across the Curriculum	Using literature as mirrors and windows to understand diverse experiences.					