

Ursuline College Curriculum Implementation: ENGLISH – YEAR 7



Curriculum Intent	Our English curriculum seeks to nurture every individual through the Gospel values of love, joy and compassion, placing the dignity of the whole child at the heart of our work. We aim to develop secure knowledge of language and literature while deepening students’ understanding of identity, diversity and the world around them. Through rich and varied texts, pupils explore human experience, cultural perspectives and the journeys that shape who we become. They are encouraged to reflect on their own lives, values and beliefs while appreciating the voices and stories of others. We strive to cultivate articulate, thoughtful and critically aware learners who engage with reading, writing and spoken language with confidence and purpose. The curriculum promotes the skills of analysis, creativity and clear communication, while also fostering metacognitive habits that help students understand how they learn and how meaning is constructed. Through this approach, pupils develop empathy, curiosity and a reflective mindset that allows them to encounter complexity with maturity and insight. By the end of their journey, students will not only have mastered the academic demands of English but will also have developed a deeper sense of self, a broader understanding of society and a lasting appreciation for literature and language. They will be equipped to express themselves with confidence, to think independently and to contribute to the world with integrity, compassion and hope.									
	<table><tr><th colspan="2">Cycle 1</th></tr><tr><th>Term 1</th><th>Term 2</th></tr><tr><td>1.9.26 – 23.10.26</td><td>2.11.26 – 18.12.26</td></tr><tr><td>8 weeks</td><td>7 weeks</td></tr></table>		Cycle 1		Term 1	Term 2	1.9.26 – 23.10.26	2.11.26 – 18.12.26	8 weeks	7 weeks
Cycle 1										
Term 1	Term 2									
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8 weeks	7 weeks									
Focus & Skills	<u>Bone Sparrow</u> Reading Strategies Reading Skills This unit will be interwoven with non-fiction sources.									
Links to CST	<i>The Bone Sparrow</i> links to the Preferential Option for the Poor because it shows the experiences of vulnerable refugees. The story encourages us to care for people in need, listen to their voices, and work for a world where everyone is treated with dignity and respect.									
Explicit Skill Content	Language Analysis Skills – AQ Answer the Question EV Evidence (Quotation) INF Inference Z Zoom									

Homework	Researching context of the novel. Revising and embedding key vocabulary.	
Assessment	Against core reading skills on an evaluative statement. ‘The writer is effective in creating sympathy for Subhi.’	
Disciplinary Literacy Vocab	Vilify Expose Accountable	
Texts/ Resources	The Bone Sparrow	
KS4 Links	GCSE Literature Paper 2 – Social Injustice and human rights. Identity and belonging GCSE Skills Characterisation and relationships Evaluation	
	Cycle 2	
	Term 3 4.1.27 – 12.2.27 6 weeks	Term 4 22.2.27 – 25.4.27 5 weeks
Focus & Skills	<u>Thematic Unit: Detectives</u> Writing Skills	<u>Shakespeare: A Midsummer Night’s Dream</u> Elizabethan/Jacobean society. Societal norms and gender expectations.
Links to CST	Detective Fiction teaches us about the importance of justice, fairness, and helping people who have been wronged. This reflects the Catholic belief that we should care for and support those who are vulnerable or in need.	<i>A Midsummer Night’s Dream</i> teaches us to think about fairness and how people with less power should be treated with dignity and respect. This reflects the Catholic belief that we should pay special attention to those who are vulnerable or disadvantaged.
Explicit Skill Content	Writing Skills – CV Considered Vocabulary BP/AP Basic/ Advanced Punctuation SS Sentence Structure PP Purposeful Paragraphing DT Descriptive Technique	Reading Skills – AQ Answer the Question EV Evidence (Quotation) INF Inference Z Zoom

Homework	Literacy skills.	Playwright fact file Skill focus - Zoom
Assessment	Creative Writing: Design a villain.	Reading Extract Style Question - 'Explore the presentation of power.'
Disciplinary Literacy Vocab	Cunning Duality Archetype/Archetypal	Deception Slander Innuendo
Texts/ Resources	KS3 English Anthology	Midsummer Night's Dream
KS4 Links	GCSE Skills – Reading Comprehension Writing Skills Critical Thinking and Inference (poetry Analysis within texts)	GCSE Literature Paper 1 – R&J. Context
	Cycle 3	
	Term 5 12.4.27 – 28.5.27 7 weeks	Term 6 7.6.27 – 16.7.27 6 weeks
Focus & Skills	<u>Shakespeare: A Midsummer Night's Dream</u> Elizabethan/Jacobean society. Societal norms and gender expectations.	<u>Peter Pan</u> Reading strategies to foster a love of reading and an ability to write about it with confidence.
Links to CST	<i>A Midsummer Night's Dream</i> teaches us to think about fairness and how people with less power should be treated with dignity and respect. This reflects the Catholic belief that we should pay special attention to those who are vulnerable or disadvantaged.	<i>Peter Pan</i> reminds us that children need care, protection, and a sense of belonging. Through characters such as the Lost Boys, who live without families or stable homes, the story encourages us to think about the needs of vulnerable people and the importance of ensuring everyone is treated with dignity and compassion.
Explicit Skill Content	Reading Skills – AQ Answer the Question EV Evidence (Quotation) INF Inference Z Zoom	Reading Strategies Questioning Summarising Clarifying Predicting Oracy Skills: Debate Discussion

Homework	Playwright fact file Skill focus - Zoom	Vocabulary Revision EoY Exam Revision
Assessment	Reading Extract Style Question - 'Explore the presentation of power.'	Reading Lit 2 Style Question – Choice of questions: 'How does Barrie present childhood? Or How does Barrie present Peter Pan?' EoY Knowledge Assessment
Disciplinary Literacy Vocab	Deception Slander Innuendo	Enchanted Ethereal Bildungsroman
Texts/ Resources	Midsummer Night's Dream	Peter Pan
KS4 Links	GCSE Literature Paper 1 – R&J. Context	GCSE Language Paper 1 & 2 Reading Skills LP1 Q2 LP2 Q4