

Year 7 - English 2024

TERM 1		
	<p>Unit 1: 'Moved by Word' Poetry Study</p> <p>In this unit, students build on their skills of analysing and creating poetry. Students appreciate that poetry condenses language while capturing human experiences. Students examine how language forms and features can elicit emotional, intellectual, and aesthetic responses within the audience. By responding to a range of texts, students further develop skills and confidence using various literary devices and language concepts.</p> <p>Poets studied in previous years include, but are not limited to: Benjamin Zephaniah, Roger McGough, Steven Herrick, Komninos Zervos and Ogden Nash.</p>	
	UNIT OVERVIEW	ASSESSMENT
TIMING Weeks: 8	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Research the individual context of the poet that they study; • Explore how the poet uses codes and conventions of the form to representing ideas; • Discover how poets use connotation, imagery and symbolism to convey universal themes; • Develop direct and inferential reading comprehension skills; • Explore how rhythm, form and meter are used by poets to capture experience; • Create lyric writing in the style of their studied poet; • Analyse how poets use literary devices, tone, form and voice to convey meaning while explaining their effect on the reader. 	<p>Task Number: 1</p> <p>A) Week 7 – Reading and comprehension poetry quiz (25%)</p> <p>B) Week 9 - 'My Best Work' in-class poetry anthology (25%)</p> <p>Percentage: 50% combined for Part A & Part B</p> <p>Reported: Semester 1</p>

TERM 2	
TIMING Weeks: 6	<p>Unit 2: Cultural Stories</p> <p>In this unit, students will build on their understanding of poetic and narrative devices to explore the rich tapestry of cultural stories from around the world. By delving into narratives that span diverse communities, students will gain insights into different customs, traditions, and perspectives. They will also examine how authority of and over a text is created to enhance the literary value of these stories. Students will</p>

enhance their reading and writing skills, developing a deeper understanding and appreciation for the cultural diversity that surrounds them. This unit invites students to experiment with the aspects of language and form introduced in the poetry unit.	
UNIT OVERVIEW	ASSESSMENT
<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore cultural narratives from different regions; • Develop an understanding of the significance of origin stories in different cultures; • Analyse how point of view is created to position the audience to understand cultural symbols, traditions, and values in stories; • Comparative analysis of cultural stories to recognize similarities and differences; • Explore how our values, values of those around us and values presented in texts, shape our understanding of the world; • Develop reading comprehension skills and listening skills; • Develop their creative writing skills by crafting original stories inspired by cultural elements; • Narrative structure and elements, incorporating cultural elements into their storytelling. 	<p>Task Number: 2</p> <p>Nature of Task: Creative and reflective writing</p> <p>Percentage: 50%</p> <p>Week: 4</p> <p>Reported: Semester 1</p>

TERM 3	
<p>TIMING Weeks: 8</p>	<p>Unit 3: Novel Study Students engage in a close study of a novel. The novel will be studied as a whole text, with students engaging with language, form and style. Students will read the novel both at home and in class, while developing skills in analysing character, setting, plot and genre.</p> <p>Novels studied in previous years include, but are not limited to: <i>Keeper of the Isis Light</i> by Monica Hughes, <i>Refugee</i> by Alan Gratz, <i>Artemis Fowl</i> by Eoin Colfer, <i>Hitler's Daughter</i> by Jackie French, <i>Out of the Dust</i> by Karen Hesse, <i>Trash</i> by Andy Mulligan</p>
	<p>UNIT OVERVIEW</p>
	ASSESSMENT

	<p>In this unit, students will:</p> <ul style="list-style-type: none"> • Research the context of the author and the experiences that inspired them to write their novel; • Explore how authors use genre conventions to invite readers to share a world beyond our experience through literature; • Develop inferential reading skills; • Explore conventions such as: narration, narrative structure and form within the novel studied; • Develop their understanding of characterisation through individual traits, values, beliefs and relationships; • Analyse how language devices, such as figurative language and metaphor are used to enhance reader engagement; • Learn how to write analytical responses and interpret verbs through an introduction to essay writing. 	<p>Task Number: 3</p> <p>Nature of Task: Essay</p> <p>Percentage: 20%</p> <p>Week: 2</p> <p>Reported: Semester 2</p>
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TERM 3		
	<p>Unit 4: From Page to Screen</p> <p>In this unit, students will complete a comparative study of a print text and a film text. They will develop an understanding of the choices made by the film director as they transferred the narrative from print to film. Students will study the codes and conventions of both forms; while analysing and evaluating key scenes, characters, and settings.</p> <p>Texts for comparative study include but are not limited to; <i>The Invention of Hugo Cabret</i> (graphic novel to film), <i>Where the Wild Things Are</i> (picture book to film), <i>Fantastic Mr Fox</i> (novella to film), <i>Holes</i> (novel to film), <i>Storm Boy</i> (novel to film) and <i>Wild Pork and Watercress</i> (novel to film).</p>	
<p>TIMING</p> <p>Weeks: 6</p>	<p>UNIT OVERVIEW</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Learn how composers represent characters, settings and themes in different forms; • Identify the significance of representation when telling stories; • Develop a vocabulary for analysing print and film; • Explore how composers and filmmakers use intertextual references to convey similarities and differences across contexts; • Develop a vocabulary to discuss audience, purpose, context, perspective and representation; • Develop skills in creating a thesis and argument; • Develop visual literacy skills through the composition of a multimodal presentation. 	<p>ASSESSMENT</p> <p>Task Number: 4</p> <p>Nature of Task: Multimodal Presentation</p> <p>Percentage: 40%</p> <p>Week: 8</p> <p>Reported: Semester 2</p>

TERM 4**Unit 5: Stand Up for What You Believe In**

In this unit, students build on existing knowledge of persuasive writing. Students read and respond to a range of texts; identifying, analysing and assessing the effectiveness of persuasive devices used in those texts. Students consider the values represented in texts and compare those values to their own. The values studied include, but are not limited to: the value of tolerance, the value of education, the importance of equality and family values. This unit invites students to play and engage with language and form.

UNIT OVERVIEW

In this unit, students will:

- Access their prior knowledge of persuasive devices;
- Explore how our values, values of those around us and values presented in texts, shape our perspectives of the world;
- Analyse how composers use literary devices, such as tone, style, and voice to convey meaning;
- Discover how our values make us aware of ourselves;
- Develop reading comprehension skills and listening skills;
- Create a persuasive speech, inspired by one of the texts, studied in class.

ASSESSMENT

Task Number: 5

Nature of Task: Yearly Examination – persuasive response

Percentage: 40%

Week: 4

Reported: Semester 2

TIMING
Weeks: 7

TERM 4**Unit 6: Unravelling Mysteries**

In this unit, students will study a range of mystery stories, including urban myths and legends.

Mysteries exist within all cultures. Within the study of this genre, student learning is enriched through confident identification of the conventions of mystery stories. Through the study of mysteries students come to understand the beliefs and value systems of other times and other places. Students create their own mystery narrative.

UNIT OVERVIEW**ASSESSMENT**

<p>TIMING Weeks: 4</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none">• Learn about the codes and conventions of this genre;• Explore how mysteries reflect urban legends;• Explore how perspective can sway the audience’s opinion;• Identify the stylistic features used by the composer to elicit a specific response from the audience;• Learn how to appropriate characters and key ideas from mysteries;• Create a narrative that represents a mystery for a new audience;• Reflect on their own learning and interpretation of mystery.	<p>Task Number: 6</p> <p>Nature of Task: In-class creative writing and reflection activities</p> <p>Week: 9&10</p>
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