

Year 7 - English 2023

TERM 1

TIMING Weeks: 7	Unit 1: 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	ASSESSMENT
	In this unit, students will: <ul style="list-style-type: none"> • Access their prior knowledge of persuasive devices; • Explore how our values, values of those around us and values presented in texts, shape our understanding of the world; • Analyse how composers use literary devices, such as tone 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. 	Task Number: 1 Nature of Task: Persuasive Speech Percentage: 50% Week: 7 Reported: Semester 1

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TIMING Weeks: 6	<p>Unit 2: Mystery and Mythology In this unit, students will study a range of mythological texts and mystery stories.</p> <p>Mythology forms the foundations of all cultures. Within the study of English, student learning is enriched through confident identification of classical and mythological allusion. Through mythology, students come to understand the beliefs and value systems of other times and other places. Students create their own narratives inspired by famous myths.</p> <p>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.</p>	
	<p>UNIT OVERVIEW</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Learn about allusion and intertextuality; • Explore how myths are used to explain natural phenomena; • Explore how mysteries reflect urban legends; • Explore what mythology reveals about our culture's value system; • Learn to appreciate the importance of mythology in our society; • Learn how to appropriate characters and key ideas from classical mythology or mysteries; • Create a narrative that represents mythology or a mystery for a new audience; • Reflect on their own learning and interpretation of mythology or mystery. 	<p>ASSESSMENT</p> <p>Task Number: 2</p> <p>Nature of Task: Creative Writing and Reflection</p> <p>Percentage: 50%</p> <p>Week: 3, Term 2</p> <p>Reported: Semester 1</p>

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TERM 2		
TIMING Weeks: 7	Unit 3: From Page to Screen 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. 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).	
	UNIT OVERVIEW	ASSESSMENT
	In this unit, students will: <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 position audiences to engage with stories and empathise with characters; • Develop a vocabulary to discuss audience, purpose, context, perspective and representation; • Develop skills in creating a thesis and argument; • Develop visual literacy skills; • Develop skills in multimodal presentations. 	Task Number: 3 Nature of Task: Multimodal Presentation Percentage: 30% Week: 10, Term 2 Reported: Semester 2

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TERM 3

TIMING Weeks: 8	Unit 4: 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 point of view. 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	
	UNIT OVERVIEW	ASSESSMENT
	In this unit, students will: <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 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. 	Task Number: 4 Nature of Task: Essay Percentage: 30% Week: 8 Reported: Semester 2

TERM 4**Unit 5: A Close Study of a Poet**

In this unit, students build on their skills of analysing content and knowledge of a specific poet. 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.

Poets studied in previous years include, but are not limited to: Benjamin Zephaniah, Roger McGough, Steven Herrick, Komninos Zervos and Ogden Nash.

TIMING
Weeks: 5

UNIT OVERVIEW

In this unit, students will:

- Research the individual context of the poet that they study;
- Explore the poet's purpose in representing ideas, form and language;
- Discover how poetry makes us aware of ourselves;
- Develop direct and inferential reading comprehension skills;
- Explore how rhythm, form and metre 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.

ASSESSMENT

Task Number: 5

Nature of Task: Yearly Examination

Percentage: 40%

Week: 3

Reported: Semester 2