



| Term | Week | YEAR 7 ENGLISH – 2025 SCOPE & SEQUENCE |
|------|------|--|
| 1 | 1 | Unit: We Can Be Heroes |
| | 2 | Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01 |
| | 3 | Focus Areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts |
| | 4 | |
| | 5 | Focus Content Groups: Narrative, Characterisation |
| | 6 | Students examine what it means to be a hero and how different types of texts represent the concept of heroism. By examining a range of different texts, students will come to understand and appreciate the relationship between context, values, attitudes, beliefs and perspectives that inform the concept of heroism. |
| | 7 | |
| | 8 | |
| | 9 | Major Assessment: Students demonstrate an understanding of the concept of heroism in a written composition. |
| | 10 | |
| 2 | 1 | Unit: Let's Get Creative |
| | 2 | Outcomes: EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01 |
| | 3 | Focus areas: Understanding and responding to texts; Expressing ideas and composing texts |
| | 4 | Focus content groups: Representation; Code and convention; Connotation, imagery and symbol; Point of view; Characterisation |
| | 5 | Students study visual texts and poetry that represent people and places. They investigate the power of both literal and figurative images to communicate layers of meaning. Students develop the metalanguage to discuss visual texts and poetry and use this knowledge to create a range of visual texts and poetry with a variety of forms and features. |
| | 6 | |
| | 7 | |
| | 8 | Major Assessment: A portfolio of poetry. |
| | 9 | |
| 3 | 1 | Unit: Fantasy Genre |
| | 2 | Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 |
| | 3 | Focus areas: Understanding and responding to texts; Expressing ideas and composing texts |
| | 4 | Focus content groups: Genre; Style; Theme |
| | 5 | Students explore the fantasy genre through the close study of a novel (<i>Charmed Life</i> by Diana Wynne Jones) |
| | 6 | |
| | 7 | |
| | 8 | Major Assessment: Students compose an extended imaginative text and an analytical, comparative text. |
| | 9 | |
| | 10 | |
| 4 | 1 | Unit: Exploring youth issues through drama |
| | 2 | Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01 |
| | 3 | Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts |
| | 4 | Focus content groups: Code and convention; Characterisation; Argument and authority; Theme |
| | 5 | Students are introduced to the features of dramatic texts through studying a play (<i>April Aardvark</i>). They examine and develop their understanding of the features and structure of scripts and consider the ways in which plays are constructed, staged and performed to create meaning. |
| | 6 | Major Assessment: Portfolio of writing for a youth magazine |
| | 7 | |
| | 8 | |
| | 9 | |