

EMMANUEL COLLEGE

THE ENGLISH DEPARTMENT

Year 7



Year 7	Autumn Term	Spring, Half Term 1
Unit Title	Myths and Legends – ‘Beowulf’ or ‘The Odyssey’	Introduction to Shakespeare – <i>A Midsummer Night’s Dream</i> or <i>Twelfth Night</i>
Key Question(s)?	What is a myth or a legend?	How can learning about Shakespeare’s life help us understand his writing?
Threshold Concepts	<p>A myth is a traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events.</p> <p>A legend, by comparison, is held to have some basis in historical fact and doesn’t involve the supernatural, e.g. Robin Hood.</p> <p>A kenning is a compound expression found in Old Norse and Old English poetry with metaphorical meaning, e.g. oar-steed (boat), bone-house (body) and that not every hyphenated word is a kenning.</p> <p>An allusion is a brief or indirect reference to something outside of the text. Writers have often made allusion to Greek myths in more modern texts.</p>	<p>The social, historical and cultural context of the Elizabethan era shaped the writing of William Shakespeare. This is evident in his depiction of women and royal authority.</p> <p>Shakespeare wrote plays in poetic form, including blank verse, syllables, rhyme and iambic pentameter.</p>
Link to Prior Learning		The study of Shakespeare’s <i>A Midsummer Night’s Dream</i> is an enriching influence, drawing on the creative and dramatic associations formerly rooted through Shakespearean study at Key Stage 2. Moreover, the priority of context, character and theme are key aspects that build text study, familiar to students following the challenge of ‘Beowulf’ or ‘The Odyssey’.
Year 7	Spring, Half Term 2	Summer Term
Unit Title	Introduction to Poetry	Charles Dickens (Oliver Twist) and the Industrial Revolution
Key Question(s)?	How do poets use language, poetic devices and structure to have an effect on their readers?	What impact did the Industrial Revolution have on literature?
Threshold Concepts	There are many different forms of poetry including:	<p>Dickens addressed a number of social issues in his writing including:</p> <ul style="list-style-type: none"> • Social inequalities (rich/poor divide).

	<ul style="list-style-type: none"> • Sonnet – 14-line poem with specific number of syllables per line and rhyme scheme. • Kenning – a poem made from a list of two-word hyphenated compounds. • Acrostic – a poem where each line begins with a letter which spells out the topic of the poem when read vertically. • Haiku – a short Japanese poem consisting of three lines, composed of specific syllable lengths. <p>Poets use a range of poetic techniques to construct their poems. These include enjambment, caesura, free verse, couplets and alternative rhyme.</p> <p>The key terms involved in analysing poetic imagery are:</p> <ul style="list-style-type: none"> • Simile: comparing one thing to another using ‘like’ and ‘as’. • Metaphor: implies comparison between two unlike things; • Personification: imagery giving something non-human human characteristics. 	<ul style="list-style-type: none"> • The treatment of the poor and social reform. • Romanticism and its links to reform. <p>Dickens uses specific language techniques to illustrate the effects of the Industrial Revolution including:</p> <ul style="list-style-type: none"> • Similes: when ‘like’ or ‘as’ is used to create a comparison, for example, ‘It was as big as an elephant.’ • Metaphors: when something is compared but like or as is not used, for example, ‘The man was a pig.’ • Personification: when an inanimate object is given human qualities, for example, ‘The pen ran across the page.’ • Onomatopoeia: when a word describes a sound, for example, ‘bang’, ‘crash’. • Alliteration: when words begin with the same sound, for example, ‘She shouted sharply’. <p>Romanticism is a movement in literature that places the importance of the experience of the individual at its centre. Romanticism influenced authors at the time of the Industrial Revolution by reflecting ideas of individual freedom and the idea that everyone was important.</p>
<p>Link to Prior Learning</p>	<p>The <i>Introduction to Poetry</i> unit develops and nurtures student understanding of the power of language – how language devices can be used for effect and impact. It is important that the embedded training of literary devices at Key Stage 2 are further capitalised on, empowering students to access meanings with confidence to show independent insight and perception. In turn, developing detailed responses to communicate such is a seamless skill that can be exercised across all reading texts.</p>	<p>This unit of study draws on the importance of literary heritage, allowing students to explore social and historical context through literature. Significant to the study of language, students are positioned to investigate the writer’s craft, developing understanding and interest to the written style and contextual influence of the life of Charles Dickens. In turn, aspects of narrative such as character and theme are pivotal, enabling students to also understand the importance of structure and symbolism, and the effects embedded therein.</p>
<p>Knowledge and Sequencing Rationale</p>	<p>The foundational year is intended to establish clear introduction to the essential skills of both reading and writing, endeavouring to consolidate and build on former literacy training. Year 7 begins the journey of wider reading, exploring historical texts in detail, furnishing students with the importance of contextual significance. Moreover, introduction to the importance of context is essential, addressed for the purposes of uncovering the writer’s influences and intended effects. The study of ‘Beowulf’ offers opportunities for students to explore mythological tales as well as be introduced to the complexities of character and theme when forming responses. Such threads are sustained through the works of William Shakespeare, Charles Dickens and various poets allowing perspective across time. Within the frame of creativity and imagination, students are also given opportunity to consolidate essential technical and grammatical structures in their written style. Focus toward the importance of spelling and punctuation as well as the need to organise their ideas for purpose and audience.</p>	