

## Year 7

At Rastrick High School, we take the approach that “it is a quest of literature throughout the ages to describe the human condition”. In Year 7, our students begin by discovering the foundations of this principle, exploring the classical influences that have shaped much of Western literature, and how both cultural and personal identities are explored and expressed through the power of both spoken and written word. In essence, Year 7 students discover how storytelling is at the core of who we are as people.

		Scheme 1 (8 weeks) Classical Literature: Myths and Legends	Scheme 2 (4 weeks) Shakespeare’s Journey	Scheme 3 (8 weeks) Shakespeare: The Tempest	Scheme 4 (7 weeks) Novel: The Voyage of the Dawn Treader	Scheme 5 (6 weeks) Poetry – Journeys and Identity	Scheme 6 (6 weeks) World Literature: Cultural Identities
<b>Human Journeys and Identity</b>	<b>KNOWLEDGE</b>	<p><u>Core</u> Narrative poems Basics of the traditional narrative arc Character: Heroes Metaphor and symbolism</p> <p><u>Themes/Concepts</u> Mythology – Greek, Roman, Early English, Norse. Heroism and falls from heroism (Tragic Hero - Aristotle) Redemption Traditional masculinity and femininity - views of identity</p>	<p><u>Core</u> Who was Shakespeare? What/why did he write? Comedies, tragedies and histories. Shakespearean language: phrasing and vocabulary. Shakespearean sonnets. What is fiction/non-fiction?</p> <p><u>Themes/Concepts</u> The influences of Greek and Roman mythology – an overview Elizabethan and Jacobean contexts</p>	<p><u>Core</u> The five-act play structure Changes and developments What is a villain? Characterisation – how villains are created.</p> <p><u>Themes/Concepts</u> Revisiting masculinity and femininity Colonialism Magic and the supernatural Self-realisation and discovery – developing ideas of redemption.</p>	<p><u>Core</u> The structure of a novel. Components of narrative arcs and structures. What is fantasy? World-building Characters in fantasy fiction: hero, villain, sidekick, mentor, alternate hero, monster (evil).</p> <p><u>Themes/Concepts</u> Ideas of ‘journeys’ (physical, emotional, ethical) and redemption. Religious/classical allusions Links to Irish, classical and Norse mythology. Growth of a hero.</p>	<p><u>Core</u> Poetic structure/form – stanzas, rhyme, rhythm Poetic sounds – alliteration, assonance, onomatopoeia Understanding extended metaphor.</p> <p><u>Themes/Concepts</u> Developing ideas of ‘self’ Poetry as expression of identities across cultures The impact of ‘journeys’ – physical, emotional, moral etc linking to earlier schemes</p>	<p><u>Core</u> Approaching extract-based study. Cultural understanding Annotation skills – developing deeper thinking Language – writers’ vocabulary choices.</p> <p><u>Themes/Concepts</u> How cultures are shaped in across the world Cultural similarities and differences Exploring traditions Identities shaped by environment, beliefs and traditions.</p>
	<b>SKILLS</b>	<p><u>Reading</u> Introducing ‘What, how, why’ – foundations of comprehension. Recognising and commenting on metaphor – focusing on ‘how’ and ‘why’ writers use metaphor. Recognising and commenting on traditional narrative plot.</p>	<p><u>Reading</u> Developing confidence with Shakespearean language. Commenting on word choice – the ‘what’ and the ‘how’ Understanding perspectives – Shakespeare then and now (Non-fictional accounts)</p>	<p><u>Reading</u> Commenting on changes and developments in a five-act play. Developing confidence in discussing the use of metaphor and symbolism. Explaining characterisation. Developing annotation skills.</p>	<p><u>Reading</u> Developing ‘What how, why’ – looking for multiple effects or <u>ambiguous</u> meanings when thinking about the ‘how’. How to write about structural choices – ‘how’ writers create interest from their structure.</p>	<p><u>Reading</u> Enjoying poetic language and sounds Explaining the language of metaphors – ‘how’ writers shape images Commenting on the effectiveness of poetic structures</p>	<p><u>Reading</u> Annotating extracts – exploring how writers create a vision of culture: character, setting, events. Looking for meaning in language choices. Developing ‘what, how, why’ responses – focus on the ‘how’ (techniques and effects)</p>
		<p><u>Writing</u> Creating conventional characters (heroes and villains). Planning and writing a heroic tale (structure). Following conventional narrative arcs – Freytag’s pyramid. Paragraphing, punctuation and dialogue. Accurate sentence construction.</p> <p><u>Oracy</u> Launch structured academic debate.</p>	<p><u>Writing</u> Introducing Aristotle’s ‘appeals of rhetoric’. Writing an informative pamphlet on the significance of studying Shakespeare. Applying formal/informal language. Focusing on ‘ethos’ – sentence construction to support control and authority.</p> <p><u>Oracy</u> Embed structured academic debate. Expression for ethos.</p>	<p><u>Writing</u> Describing setting (the island) using vocabulary choices to build mood – eg. adjectives/verbs. Introducing descriptive devices and techniques. Using pathetic fallacy. Paragraphing and ordering / connecting ideas in a description.</p> <p><u>Oracy</u> Embed structured academic debate.</p>	<p><u>Writing</u> Creating a conventional setting for fantasy. Connecting ideas and ordering chronological events in an adventure narrative – applying Freytag’s pyramid. Developing characters through vocabulary choices – verb choices for action. Developing more effective dialogue.</p> <p><u>Oracy</u> Embed using expression for performance for characters.</p>	<p><u>Writing</u> Explaining personal experiences in non-fiction writing and expressing these in poetry. Playing with sounds for effect. Experimenting with poetic form and structure. Creating and building own images and metaphors.</p> <p><u>Oracy</u> Extension of structured academic debate. Expression for emotions.</p>	<p><u>Writing</u> Writing a blog to inform, focusing on the importance of reading texts from other cultures and around the world. Developing use of ‘ethos’. Varying degree of formality in language.</p> <p><u>Oracy</u> Structured academic debate.</p>

