

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 10 – Term 6 Poetry and Prose

Intent – Rationale

Poetry Anthology and Speaking and Listening. The AQA GCSE Poetry anthology *Love and Relationships* forms the basis of study for Terms 6. Students will be encouraged to meet each poem in an ‘unseen’ manner and then develop their own interpretation of the poem. Developing a personal response for each of the poems will help facilitate each student’s recall for the closed book exam. As the study develops, comparisons across the Anthology will be encouraged. Organisation of annotated poems and revision materials will also be emphasised as the students transition to their final year of study. Teachers are directed to the advice from AQA to begin essays with a ‘thesis’ overview – or big picture statement – that clarifies their interpretation and comparative focus.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 3 Roots of English Term 4 ballad poetry Year 8 – Term 4 Romantic poetry (Keats, Clare) Year 9 – Term 1 Modern Play Text and Unseen Poetry Year 10 – AIC/Romeo and Juliet, thesis statements/AO2 close level analysis</p>	<p>Year 11 – Term 3 Unseen poetry and Term 4 GCSE Revision KSS – A level Text Romantic Poets and Poetry of the Decade</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Drama – Interpretation of poetic language • EP – Issues towards death and bereavement, understanding of religious culture • Geography – Urban and rural locations and their socio-economic differences • History – 19th Century attitudes to Women and the breaking of social taboos 	
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Extended reading • Private reading of poetry from the Authors of the anthology • FROM THE LIBRARY <i>AQA GCSE Poetry Anthology: Love and Relationships.</i> (Non.F- 428.0 Eng. Lit.) <i>800: Poets laureate-Lincolnshire landscapes.</i> (Non.F Eng. Lit) <i>Beginners Guide to Critical Reading; An Anthology of literary Texts;</i> R Jacobs. (Non.F- 823 Eng.Lit) <i>English Poetry of the Romantic Period;</i> J.R.Watson 9 Non.F- 821 Eng.Lit) <i>The Poetx;</i> Elizabeth Acevedo (Fic.A) 	<p>Rhyme and meter</p>

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Term 6 – 7 weeks

How to summarise a poem and its intended effects in a 'Big Picture Statement'

The content – literal and metaphorical – of the poems from the anthology

Lord Byron, When We Two Parted
Percy Bysshe Shelley, Love's Philosophy
Robert Browning. Porphyria's Lover
Elizabeth Barrett Browning, Sonnet 29 – 'I think of thee!'
Thomas Hardy, Neutral Tones
Charlotte Mew, The Farmer's Bride
C Day Lewis, Walking Away
Maura Dooley, Letters From Yorkshire
Charles Causley, Eden Rock
Seamus Heaney, Follower
Simon Armitage, Mother, any distance
Carol Ann Duffy Before You Were Mine
Owen Sheers Winter Swans
Daljit Nagra Singh Song!
Andrew Waterhouse Climbing My Grandfather

Apply

The skills of decoding a poem and effectively approaching an unseen poem

The skills of annotation and developing clear notes for later study

The skill of commenting on poetic techniques and their effects on the reader

The skill of effectively using textual references, including quotations, to support and illustrate interpretations

The skill of effectively revising short, specific quotations

The skill of using context to develop an argument and interpretation

Extend

Students can extend their appreciation and understanding of more sophisticated poetic effects such as lineation and prosodics

Students can investigate further contextual appreciation of the Romantic movement

Students can relate the poems to ongoing current affairs BLM, modern Feminism, LGBTQ+ rights

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Form – stanza, quatrain, tercets Petrarchan/Shakespearean sonnets – octet sestet volta Lineation – enjambement, end-stopping, caesura Structure – ‘organisation of ideas’, cyclical structure, repetition, anaphora, anastrophe Tone and voice Metaphor – extended metaphor, personification, simile, transferred epithet Symbolism Prosodic effects, metre, alliteration, assonance, sibilance, consonance, fricative/plosive Pathetic fallacy Foreshadowing Irony	Assessment – Literature Paper 2 Section B – poetry comparison essay AO1 AO2 AO3 <i>Tracking Point – w/b/ 6th June</i>
	Recall Curriculum:

Intent – Concepts

	Lesson title	Non negotiable content	Suggested activities and resources
Week 1	Introduction to Poetry	Recap of poetry terminology	
		The skills of decoding a poem and applying a structure to reading an unseen poem	
	Lord Byron When We Two Parted	Developing Big Picture ‘statements’ about the holistic effects of a poem	
Week 2	Percy Bysshe Shelley Love’s Philosophy	Creating thesis statements – using these as a revision method	
	Robert Browning Porphyria’s Lover		
Week 3	Elizabeth Barrett Browning Sonnet 29 – ‘I think of thee!’		
	Thomas Hardy Neutral Tones		

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Week 4	Charlotte Mew The Farmer's Bride		
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	C Day Lewis Walking Away		
Week 5	Maura Dooley Letters From Yorkshire		
	Charles Causley		
	Heaney		
Week 6	Armitage		
	Duffy		
	Nagra		
Week 7	Waterhouse		
	Introduction to Summer reading		