

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 8 – Term 4 Poetry

Intent – Rationale

Poets have a wealth of forms with which to express themselves from narrative, epic, sonnets, lyric poems, and ballads. In this unit students will see how a variety of poets have utilised the constraints of form to express their ideas and perspectives. They will be encouraged to explore how poets present meaning and affect a reader through language, structure, and poetic devices. Students will also develop comparison skills by considering how poems are similar or varied in features and style. Additionally, pupils will begin to show an awareness for context and social themes, acknowledging how these can influence a poet and poem. In their analysis of these topics, pupils will develop their abilities to write accurately, fluently and with clarity, using discourse markers and embedded references.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 3 Poetry - Ballad poetry, poetic devices and understanding poetry/poets in context. Term 4. Roots of English, the changing nature of the English Language and how language can be used to create meaning.</p> <p>Year 8 - Term 1. Shakespeare’s ‘Macbeth’; poetic devices and features, inferring meaning from poetic language, decoding language.</p>	<p>Year 9 - Term 1 and 2 unseen poetry alongside modern play text; GCSE Literature Paper 1 Section A - ‘Romeo and Juliet’</p> <p>Year 10 and 11 – GCSE Literature Paper 2 Sections B and C – studied and unseen poetry – Literature Paper 1 Section A - ‘Romeo and Juliet’</p> <p>KSS – Units in English A level Literature – Poets of the Decade/ The Romantics</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"> • History – The Romantic era, social and cultural conventions and attitudes influencing poetic movements/poets. • Geography - concern for the natural environment/conservation 	<ul style="list-style-type: none"> • SMSC – <ul style="list-style-type: none"> ○ SP3 &4 ○ C 1 • Careers – (F) – resilience in working with unfamiliar vocabulary an old-fashioned language as well as a range of poetic forms
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 regularly in class using the ROOTED IN READING passport to extend and develop their appreciation of the written word and comprehension skills <p>FROM THE LIBRARY- Explore the large poetry anthologies within the literature section. <i>Don’t panic-100 Poems to Save Your life.</i> F.Watters <i>Don’t tell the Teacher</i>-Gervase Phinn <i>A Nest Full of Stars</i>- James Berry <i>The Oxford book of Story Poems -821.9</i> <i>A Poem For Everyone</i>- Michael Harrison-821</p>	<ul style="list-style-type: none"> • Chronological understanding of Historical dates of the poems and the difference in years between their publication and today. • Metre – combination of feet Pyrrhus Amphibrach, spondee, iamb etc

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Poems from Many Cultures-808.81

English Scheme of Learning Year 8 – Term 3 Poetry

Intent – Concepts

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

Know

How to define and identify figurative and poetic devices: metaphor; simile; personification; alliteration; onomatopoeia; sibilance; assonance; imagery etc.
To learn about key poetic forms: limerick; ode; sonnet; haiku; ballad; narrative; lyric; kenning; pastoral
To learn about the poetic metre e.g., iambic pentameter and how to identify it successfully
To know how to identify and label a poem's rhyme scheme
To know key information about the Romantic period and the poetry it produced
To know key biographical information about W.B. Yeats, John Keats and John Clare
To understand the term atmosphere and how to infer atmosphere from a poem

Apply

Identifying, labelling and analysing the poetic devices and structural features within poems studied
Identifying a rhyme scheme and its effects or how it contributes to effects
Inferring meaning and emotion from a poem
Identifying a poet's specific poetic voice through their work

Extend

"Merry Autumn" by Paul Laurence Dunbar – independently analyse the poet's presentation of autumn and techniques used to reveal this
Research other pastoral poems from the Romantic period and compare with the poems already studied.
Research a modern poet's poems on nature and the seasons/nature. E.g. Seamus Heaney

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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<p>Figurative techniques: metaphor, simile, personification, alliteration, onomatopoeia, imagery</p> <p>Poetic metre – iambic pentameter</p> <p>Rhyme scheme</p> <p>Poetic terminology: stanza, enjambement, caesura, end-stopping, assonance, sibilance</p> <p>Atmosphere</p> <p>Poetic forms: limerick; ode; sonnet; haiku; ballad; narrative; lyric; kenning; pastoral</p> <p>Archaic language</p> <p>Narrative voice</p> <p>Synonyms for demonstration of authorial perspective - present, reveal, show, illustrate, demonstrate, express, convey, suggest</p>	<p>Week 3 – PETER paragraph formative assessment</p> <p>Week 5 – PETER paragraph <u>assessment</u> AO1 AO2 AO3</p> <p>Tracking point: w/b 21st March</p>
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Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Figurative Techniques revision	Revise figurative language techniques Revise the term imagery and link to the 5 senses	PowerPoint: Lesson 1 Poetic Techniques table handout – refer to the poetic techniques in the student planners Highlight figurative techniques on the handout in one colour and structural techniques in another – students should be encouraged to find examples of the techniques in the poems during this SoL - Poetry Imagery poster
	<i>The Lake Isle of Innisfree</i> imagery	Rhythm, rhyme, first impressions Poetic devices and figurative language	PowerPoint: Lesson 2 A copy of <i>The Lake Isle of Innisfree</i> Matching task – poetic techniques to definitions and examples Read through <i>The Lake Isle of Innisfree</i> to hear the rhythms and the sound of the language Discussion about how to read poetry for understanding i.e. to the ends of sentences and phrases rather than to the end of a line Identify and label figurative techniques in the poem
	<i>The Lake Isle of Innisfree</i> Atmosphere and Imagery	Imagery in <i>The Lake Isle of Innisfree</i> Atmosphere	PowerPoint: Lesson 3 A copy of <i>The Lake Isle of Innisfree</i> Read poem and determine how the imagery creates atmosphere(s) within the poem Understand the term atmosphere; that the different atmospheres should be specified when referring to them, and that they often change and develop in a literary work

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			Students could identify the imagery and language they like the most and explain why they like it and what it makes them imagine.
Week 2	Poetic structure and form	Definition of poetic structure – linked with definition of form at this point for clarity Pastoral poetry definition Stanza, caesura, enjambment, end-stopping, rhyme schemes, rhythm, poetic metre, metrical foot, iamb	PowerPoint: Lesson 4 John Clare – Autumn Iambic pentameter work sheet
	Autumn – John Clare	Poetic forms: limerick; ode; sonnet; haiku; ballad; narrative; lyric; kenning; pastoral. Identify poems of study as pastoral poems	PowerPoint: Lesson 5 Handout on form and structure and language Definition of different type of poetic metre - 'Understanding rhythm and meter' Highlight structural and figurative techniques on the handout in different colours – students should be encouraged to find examples of the techniques in the poems during this SoL – Poetry Identify the rhyme scheme
	Autumn – John Clare	Biographical details from Clare's life Brief exploration of the chronology between Clare and the present day.	Resources PowerPoint slides on John Clare Story Board the different images in the poem – Use brief quotations to annotate the scenes created Write an atmosphere adjective for each story board tile
Week 3	Revision of PETER paragraphs	PETER Paragraph recap	Resources Use an image from Clare's 'Autumn' to create a whole class PETER paragraph explain the effect created by an example of the imagery in his poem
	Ode to Autumn stanza 1	Poetry comparison Biographical details Ode Chronology of poems Poet's perspective	Resources Complete copy of Ode to autumn as well as A4 copies of stanza 1 for annotation Exploration of the term Ode – Link to A level Literature – The Romantics and the study of Odes as part of the current (Edexcel) specification Biographical details from Keats's life - brief exploration of the chronology between Keats and the present day. Read through the whole poem and explore initial ideas of the poet's perspective of Autumn - identify similarities and differences between the 3 poems studied

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	<i>Ode to Autumn</i> stanza 1	Thee/thou/thy Iambic pentameter Poetic devices Rhythm and rhyme	Resources Identify unfamiliar or tricky language in stanza 1 and explore meanings using dictionaries Discuss the meaning of the archaic thee/thou/ thy - Identify and annotate poetic techniques in stanza 1 Explore the rhythm of the poem and compare with Clare's <i>Autumn</i> Determine whether the poem is in iambic pentameter Annotate and discuss the rhyme scheme of stanza 1 Refer back to resource sheets from previous lessons
Week 4	<i>Ode To Autumn</i> Stanza 1	Stanza Imagery Perspective PETER paragraph skills	Resources Explore the imagery in stanza 1 of ' <i>Ode to Autumn</i> ' Explore the reader's understanding of how the poet regards Autumn Explore the meaning of key words in depth and detail Write a Peter paragraph as a whole class to explain how the narrative voice regards Autumn in the 1 st stanza
		Peer assessment – using success criteria	Resources Create a success criteria for their own paragraphs with reference to previous lesson Discuss and share key criteria Students to create their own paragraph Student to Peer assess their partner's work using green pen to identify and annotate appropriate elements within the paragraphs and write 1 x WWW and 1 x EBI
	<i>Ode To Autumn</i> Stanza 2	Poetic devices	Resources Read and explore the development of the poet's presentation of Autumn Ensure students explore and understand the focus in this stanza Students should identify 3 key quotations which explain the developments in the stanza
Week 5	<i>Ode to Autumn</i> Stanza 3		
	Comparison of 2 pastoral poems	Poetry comparison Authorial perspective Discourse markers PETER paragraph skills Pastoral Poetic devices	Resources Students should make notes on the similarities and differences they identify and the evidence (quotations and close textual references) they would use to evidence this Introduce essay title and explain that the following lessons will help them to prepare to plan and write their essay.

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			<p>Essay – Compare how the natural world is presented in <i>Ode to Autumn</i> and in one other poem you have studied.</p> <p>Explore Synonyms for demonstration of authorial perspective Introduce the term, discourse markers and discuss their purpose in effectively helping them to organise and structure their essays and inform the reader of the direction of their argument/ essay.</p> <p>Explore the concept of an argument in essay form- students should understand that their argument is the presentation of their POV Students should compare the poems studied and identify similarities and differences between the way the countryside is presented Resource – discourse marker handout</p>
		Introduction and conclusion (essay skills) Pastoral	<p>Resources</p> <p>Discuss the purpose of an introduction and conclusion Explain that this essay does not require a conclusion which merely restates what has been explained in an introduction Model how to create an introduction for the essay which explains what the essay will be about. Refer to the term pastoral poem as part of the introduction Students should create a plan for 2 sets of comparative paragraphs</p>
Week 6	Comparison of 2 pastoral poems	Essay – Compare how the natural world is presented in <i>Ode to Autumn</i> and in one other poem you have studied.	
	If time – introduce the Dunbar poem or a Heaney poem of your choice		
	If time – students might create a pastoral poem of their own form a contemporary perspective		