

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 7	Unit: Poetry and Conflict
Unit objectives: (NC Statements) The students will explore attitudes to war and conflict through a range of poetry.		

Context for study:

Year 7 students will be stimulated by looking at a range of poetry, starting with Shakespeare and coming to the present day. Students will acquire historical knowledge of various conflicts and the conditions experienced by soldiers and civilians living at that time. They will also consider opposing views of propaganda and pacificism. They will explore narrative voice through the poets, building on skills in selecting evidence, interpreting the evidence, and considering language and structural methods. As Year 7s, this will lay the foundations of core skills required for Year 8-beyond. Some of the poems will give the students experience of poems covered for GCSE Literature as part of the Power and Conflict unit. The module starts to get students to address historical context and how this has an impact on a poet's writing.

Students in the WMAT primaries are acquainted with WW1 and WW2 short stories from their reading curriculum and also with the local effect on Banbury of WW2, which they learn in Year 6. This localised effect of war is broadened in this unit, which focuses not only on the representation of war at the time but also after, with poets such as Simon Armitage. There are some content knowledge overlaps: students study Dame Vera Lynn in Year 5, who appears in this unit with her song 'We'll Meet Again' and the knowledge of what WW2 and WW1 is.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Students are introduced to thematically linked **key vocabulary** at the start of this unit. This comprises of **20 words** which they define using their word bank in their workbooks to enable use throughout their lessons.

- Understand that there are different attitudes to war and conflict.
- Understand what a **silent debate** is and how this can be used as a strategy to explore opposing ideas in a constructive way.
- Know that 'Henry V' was written by Shakespeare and is based on the former King of England.
- Know that 'Henry V' and his English army fought against the French and were greatly outnumbered.
- Know that Henry V's speech is considered inspirational and has been used in many other situations to inspire its listeners.
- Know that the 'Charge of the Light Brigade' dates from the Battle of Balaclava (the Crimean War) in 1854.
- To understand the meaning of '**sundered**' and how it can be applied to the battle described in the Charge of the Light Brigade.
- To understand what dactylic metre is when employed in a poem and how Tennyson uses it in 'Charge of the Light Brigade'.
- Know the acronym **PIRATE MOUSE** when applied to persuasive methods.
- Know that Jessie Pope wrote the poem "Who's for the Game?" as war propaganda. Understand that Pope's gender and lack of fighting experience produces an inherent bias in her poetry.
- To understand the meaning of '**propaganda**' and how it can be applied to "Who's for the Game?"
- To understand what pro-war poetry is and how this can be applied to Pope and Brooke.
- Know what a **sonnet** is and the typical features of this poetic form.

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- Understand what an **anthem** is and why they are used.
- Understand what 'The Last Post' is and why it is played at certain times during the year.
- Understand what a gas attack was like and the physical toll it took on soldiers that breathed it in.
- Understand that 'Dulce et decorum est pro patria mori' is written in Latin and the message that Owen is conveying to the reader by using this language.
- Know that Wilfred Owen was a soldier during WWI and the experiences that he had of war.
- Understand the challenges faced by soldiers during WWI, focusing on life in the trenches.
- Understand that weather conditions and boredom were significant challenges faced by soldiers during WWI.
- Know what an **extended metaphor** is and identify how they are used in poetry.
- Know who Vera Lynn was and how she used her music to raise morale during WWII.
- Understand that music was used during war time to raise the spirits of those in the military as well as civilians.
- Know that Donna Zephryne served in the US military in the Middle East and about her experiences as a soldier.
- Know who the Ku Klux Klan are and their white supremacist views.
- Know that Beirut, Belfast and Phnom Penh are recognised war zones.
- Understand that Simon Armitage and Carol Ann Duffy are not the speakers in their poems. They have taken on a persona.
- Know that Basra is in Iraq and is the main port for the country.
- Understand what **Post Traumatic Stress Disorder (PTSD)** is and the type of impact that it can have on those people that have been in military service.

Possible Misconceptions and adaptive responses to these: identified through formative assessment/retrieval practice/diagnostic questioning.

A misapprehension that the speaker of the poem is always the poet.

Misunderstanding of the different conflicts (WWI and WWII can be confused).

Some students may be sensitive in terms of discussion around death, dying and injury (the gas attack in DEDE could prove problematic).

Clear and targeted discussion of the morality and necessity of war using the poems as a starting point.

Modelled reading by the teacher.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Reading of the poems – modelled reading with various engaging strategies.

Supporting discussions based around different cultures, gender, race, pacifism etc.

Explicit focus on answering questions in full sentences, employing evidence from the texts.

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Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline?

Assessment of understanding – reading and analytical skills.

Students will be given 2 x opportunities to write an analytical response to a poem, commenting on how the poet uses language, structure and form in order to convey their views on war and conflict.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Writing modelling and paragraph structure provided.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.