



Subject: English	Year Group: 8	Unit: Poetry and Power
Unit objectives: (NC Statements) The students will complete a poetry unit looking at a range of poems from across different eras, focusing on the theme of power.		

## Context for study:

The Year 8 students will primarily focus on the reading of a range of different poems that focus on the theme of power, whether in the form of people or nature. As with the poetry unit in Year 7, they will continue to explore narrative voice and how this can influence reader response. The module also continues to address the ability to analyse a poet's choices, considering language, structure and form. The students will also consider the impact of context on the poets' writing. The final assessment, commenting on one specific poem and how it addresses the theme of power is a precursor to the Literature Poetry section of the exam that students will cover at KS4. In this module, a number of the poems explore this central theme.

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.

- Know who George Floyd was and about the protests that took place following his death.
- Know the different connotations of the word '**power**'.
- Revisit (from Year 7) the concept of '**context**' and what this means in terms of reading a text – when and where it was written and who it was written by.
- Understand what is meant by '**tentative**' language when analysing a poem and how to use phrases such as 'perhaps' or 'may'.
- Understand the meaning of the word '**supercilious**' and how it can be applied to the hawk.
- Know what a hawk is and details regarding the bird's behaviour and habitat.
- Know about the Egyptian civilisation and its longevity compared to other civilisations.
- Understand who Ozymandias was (Ramesses II) and what kind of ruler he was.
- Understand that the poem 'London' goes against expectations of a poem about a great capital city. Understand that the poem shows the suffering of the people living in the city.
- Know the context of the poem 'London'. Understand Blake's negative views on the state of society, religion and the monarchy during his era.
- Know that Mumbai has two distinct areas characterised by business/ commerce/ higher-income housing and slums/lower-income housing.
- Know that Imtiaz Dharker's writing has been influenced by her own experiences of living in Pakistan and the UK.
- Understand what is meant by the word 'hubris' and how this might be applied to the poem 'Storm on the Island'.
- Understand what the job of a war photographer is and the challenges that might be faced.
- Know that Phnom Penh, Belfast and Beirut are locations where conflicts have taken place across the world.
- Understand that trials took place following World War II for war crimes, specifically surrounding the Nazi concentration camps and the Holocaust.
- Know what a '**sniper**' is and how it can be applied to the poem 'Vultures'.
- Know who Hannah Arendt is in terms of philosophy and understand her view that evil is something that can be considered ordinary.

## The Warriner School Subject Curriculum Map

- Know that the GCSE English Literature course involves an Unseen element, where students have to respond to poems without prior study.
- Know what the word 'apartheid' means and how it was a policy of segregation employed in South Africa, based upon race.
- Know about District Six and how it was established as a whites-only area in an inner-city area of Cape Town. This resulted in the segregation of non-white people.
- Know what a 'bunny chow' is and understand the implications of who eats this type of food and how inexpensive it is.
- Understand what it is like to live in a region where there is an extreme shortage of water.
- Know what a sestina is; it has seven stanzas; six of those stanzas have six lines; the last stanza is three lines long; it is unrhymed.
- Understand the features of the seasons and what the environment looks like during these seasons.

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

***"The poem isn't relevant today as it involves a culture/era different to my own".***  
Students may need to broaden their understanding of different countries, cultures and periods in history.

The poems cover difficult and challenging topics such as death, the Holocaust, etc. These will need to be dealt with sensitively with the students.

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

Modelled reading by the teacher.

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

'How do the writers present place?'

Students to write an analytical response to the poems, identifying how language, structure and form have been used to illustrate the theme of place. They will also need to consider points of comparison and the influence of context.

### **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 extracts from poems – modelled reading with various engaging strategies.

Supporting discussions based around a range of topics.

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

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.