



Subject: English	Year Group: 9	Unit: Poetry of Identity, Love, Place
Unit objectives: (NC Statements) The students will complete a module of work, developing their ability to interpret literature poetry and explore key themes.		

Context for study:

In Year 7 and 8, the students developed their ability to analyse and interpret literature poetry, typical of the GCSE specification. The Year 9 students will develop their skills in this area by tracking and linking more complex themes and interpreting the poetic voice. They will respond to the poetry as required for the Eduqas GCSE course. The final assessment will focus on the comparison of poems. Students will perfect their skills in revising the content of the poems and recalling points of comparison.

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 what the etymology is behind the word '**poem**' and the history behind the meaning of the word.
- Know what William Carlos Williams said what poetry should be about. Understand what he meant in his assessment of the content of poetry – "No ideas but in things".
- Understand what is meant by '**imagery**' and that it can be employed in poetry to represent more complex/ abstract ideas.
- Know that there is a very large number of war refugees across the world – 59 million. Understand some of the problems/issues faced by those who are forced to live in a country different from their home.
- Know what experiences Grace Nichols had as a result of moving from Guyana to the United Kingdom. Understand that there were significant differences between the two places.
- Know (revisit) the term '**tentative language**' and what this means in terms of analysing literature. (Covered in the Year 8 Poetry unit previously).
- Understand (revisit) the American Dream and the concept that anyone can achieve success through hard-work and sacrifice. Know that Martin Luther King Jr also explored the concept of the American Dream in terms of "life, love and the pursuit of happiness".
- Know that the GCSE Literature poetry involves an Unseen element. Understand the need to identify turning points and changes in tone. (Covered in the Year 8 Poetry unit previously).
- Understand what a flag is and what it can be used to symbolise.
- Understand what is meant by the term '**alternative interpretation**' and that this means to look at something in more than one way.
- Know what is meant by a 'hoody' and understand how a hoody would be stereotypically seen and talked about.
- Know (revisit) what is meant by a 'symbol' and how they can be used to represent something larger/ more significant. (Covered in the Year 9 OMAM unit previously).
- Understand that at the beginning of WWI, people were very optimistic about the war and that it would be over quickly. Poems and songs reflected this. However, this proved to be untrue – 20 million people were killed in the war. Many million died as a result of the Spanish Flu afterwards.

The Warriner School Subject Curriculum Map

- Know that the poem MCMXIV was written in 1960 by Philip Larkin. Understand that it was written many years after the war although it is set in 1913 (the year before the war started). Understand that the reader knows the horror that is to come in the following year, although the people described in the poem do not.
- Know about the Vietnam War and what is involved. The Vietnam War was fought between the communist north and the south. North Vietnam was backed by Russia and China, and the south was backed by the US and other allies. Understand that it was a brutal conflict with atrocities committed on both sides and that it was the first televised war.
- Understand the context of the poem Sonnet 43, including why Browning wrote the poem, her relationship with Robert Browning and the literary tradition of sonnets.
- Understand who Lord Byron was, the types of relationships that he had and his association with the Romantic movement.
- Understand the effect that the Coronavirus had on people, leading them to reflect in their relationships. Understand that there is a similar situation in Rita Dove's poem when there was a hurricane.
- Understand the traditional conventions of Valentine's Day, including cards, flowers etc.
- Know that Carol Ann Duffy has less traditional views of love, relationships and marriage. Understand her beliefs about the consumerism of Valentine's Day.
- Know (revisit) the structure and expectations of the GCSE English Literature Poetry Anthology questions and what you will be asked to do. (Covered in the Year 8 Poetry unit previously).

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

Students' belief that the speaker of the poem IS the poet – this is not always the case. Students to consider this as part of their reading/ accessing the poem.

Students' belief that a poem has to rhyme. Very few of the poems in the collection rhyme which will challenge their conceptions. Opening lesson looks at what poetry is.

The poems cover challenging topics such as those to do with relationships and love. These will need to be dealt with sensitively with the students.

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 a range of 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.

The Warriner School Subject Curriculum Map

<p><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></p> <p>‘Compare how love is presented in Cozy Apologia and one other poem from the collection.’</p> <p>Students to write an analytical response, comparing the content of one chosen poem and one that they have studied. They will be asked to draw together their understanding of content, language and structure and context from across the module. This is also a first attempt at asking the students to revise and remember poetry content, in direct preparation for what they will be required to do at GCSE.</p>	<p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p>
--	---