



Subject: English	Year Group: 10	Unit: Power Poetry
Unit objectives: (NC Statements)		
To equip students with a knowledge of Power Poetry, to impart procedural knowledge on writing on poetry at GCSE.		

Context for study: Power Poetry

Students build on the content knowledge of power poetry which they studied in Year 8, which include three of the poems they'll be studying now. They will learn poems with context and write about them with context, building on the procedural knowledge gained in Year 8 where they used context when writing on poems. Students need to know the power poems, the context of the poems, and some of the writer's intentions in order for them to answer on them at GCSE – in Year 11 there will be a revision unit where students go over the poems in a little more detail.

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**)*

Know how quotations out of context can be linked to power.

Know how to explain the presentation of power using procedural knowledge gained from modelled discussion.

Know what power is and be able to provide a definition.

Know the **context** of William Blake: who he was; what his faith was; the context of the **Industrial Revolution** and how it might apply to London; the context of the **French Revolution** and how it might apply to London.

Know about the inequality present in London at the time of Blake's writing.

Know about Blake's language choices and understand how a reader might interpret it; know how the poem could have a **political** reading; know what the message of the poem could be.

Know how Ozymandias' central message could link to the present; know the **biographical** information for Percy Shelley; know who **Ozymandias** is and why Shelley could be writing about him.

Know how quotations in Ozymandias can be linked to explanations of writer's choices; know what a **framing narrative** is and how it could be used to create **irony**; understand specific writer's choices and how it links to power.

Know the context of Hawk Roosting and how the writer's choices could link to **Nazism** and **fascism** as well as the **animal kingdom**; know who Ted Hughes is and what his choices might be; know what the form of a **dramatic monologue** is and how it applies to Hawk Roosting; know WAGOLL when answering on Hawk Roosting.

Know the context of Living Space and how it could be used to enrich the poem; know who Imtiaz Dharker is and how her choices could be explained; know the alternative interpretations for the poem; understand who has the power in the poem.

The Warriner School Subject Curriculum Map

<p><u>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></u></p> <p>All below should be resolved in the annotation phase with hands-down questioning and through shoulder-surfing and double checked in the revision unit: That Ozymandias is the narrator/the narrator is Shelley throughout. That context isn't important to understanding poetry – the consistent focus on it should be helpful.</p> <p>That Hawk Roosting is a poem about Nazism – students should come away understanding it's an interpretation not an intention.</p> <p>There can be some misunderstanding about the general plot of some of the poems; this should be rectified in the annotation phase of the poem and also through questioning and class feedback.</p> <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>Students should know the content knowledge of the poems and contexts of their writing. They should also know the procedural knowledge required to successfully answer their exam question.</p>	<p><u>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></u></p> <p>The poetry given is of a high-quality and used for their GCSEs.</p> <p>Explicit teaching of Tier 2 vocabulary, throughout lessons.</p> <p>Reading of poems – modelled reading with various engaging strategies, chance for class to annotate poetry together using visualiser.</p> <p>Supporting discussions based around I power.</p> <p>Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, explaining context, and showing their understanding.</p> <p>Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.</p> <p>Regular low-stakes testing through questioning. Students also to consistently contribute their interpretations in class and justify other interpretations.</p> <p>Writing modelling and paragraph structure provided. Opportunity for students to revise and embed knowledge at home in preparation for assessment.</p> <p>Consistent application of I do, We do, You do in developing student writing and confidence.</p> <p>Develop oracy skills through reading, discussion, and the sharing of written viewpoints.</p> <p>Class creation of success criteria to give students understanding of success.</p>
--	--