

## The Warriner School Subject Curriculum Map



Subject: English	Year Group: 10	Unit: Unseen Poetry
Unit objectives: (NC Statements)		
To understand how to answer on an unseen poetry question in the Eduqas GCSE exam and to know what to improve on as a result.		

### **Context for study:**

Students need to know how to use the procedural knowledge they've learned in writing about a poem they haven't seen. They've gained the procedural knowledge necessary to do this not only throughout the last two units (Power and War poetry) but also through the Year 9 unit on Place & Love Poetry, and the Year 8 unit Power Poetry. This module also gives students the opportunity to submit work for Improvement and Correction Time. Unseen poetry is often a low-scoring element of the exam due to the fact it's fully based on procedural knowledge; this unit gives Year 10 students some grounding in the knowledge required.

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 several key terms that can be used when discussing poetry, such as **anaphora, enjambment, hyperbole, semantic field, juxtaposition.**

Know the context of the unseen exam and what they will be expected to do.

Know, through modelling, how one can go through a poem and pick out key features.

Know the procedural knowledge required to answer the unseen question.

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

How to write on an unseen poem – teacher models response.

### **Literacy and Oracy development opportunities:**

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

Modelling

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<p><b><u>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></u></b></p> <p>Students to complete a formative assessment around the unseen poem – this will be fed back through an IACT session with positives and improvements highlighted to the students.</p>	<p>Explicit teaching of terms.</p> <p>I do, We do, You do.</p>
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