

The Warriner School Subject Curriculum Map



Subject: English	Year Group: 11	Unit: Love Poems
Unit objectives: (NC Statements) The students will read, understand, and write on love poetry. This unit expands on the power and war poems, and will prepare students for their GCSE exam in literature.		

Context for study:

Year 11 students will have experienced these love poems in Year 9, and will have been writing on poetry since Year 7 with The Morrigan, while also continuing this skill in Year 8 in the Power and Poetry unit, which focuses on students learning how to consider writer's intentions and context: both key elements for writing well on poetry. This unit puts the focus on context and student interpretation, which will also help as students come into contact with unseen poetry. The unit is also designed to enable students to compare poems, a skill that is often lowest marked on the Eduqas paper, and one that needs reinforcement, assessment, and direct feedback. Students are taught how to justify their interpretations in the same way that the Year 8 and Year 9 poetry units introduce to them: the continuity is there so that students can become analysers of poetry without teacher input: a valuable skill for unseen poetry. The academic writing links to the previous units on Macbeth, LOTF, and poetry, with the aim to create, maintain, or encourage students who recognise success and what to improve.

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 to discuss and justify their opinions on the nature of love, so that they can apply these interpretations throughout the unit.

Justify the important **context** and explain why the choice they made could be used in a point.

Read Sonnet 43 and consider what they understand from the poem immediately.

Apply **context** from the previous activity in a tiered game.

Students to closely analyse lines of the poem and annotate their copies with class feedback, with responses enhancing the teacher-led discussion.

Students to read a paragraph on Sonnet 43 and annotate what makes it a successful literature answer.

Students to write their own paragraph following the success criteria and using the "I do" from the previous activity.

Discuss what 'She Walks in Beauty' might be about before encountering the poem.

Students to read and pick out five contextual facts.

Students to read the poem and discuss what they understand; students to supplement this knowledge with the translated version.

Compare Sonnet 43 and She Walks in Beauty on context, language, intention, view of love: opportunity for teacher to correct misconceptions, check annotations, check understanding.

Students to write a brief response comparing the poets' attitude to love.

Consider what the aim of poetry and justify their own response to it, debating their ideas with the class.

Students to summarise contextual information from Cozy Apologia.

Students to read Cozy Apologia and answer comprehension questions on it to aid understanding of Dove's intentions within the poem.

Students to read several statements about the poem and evaluate, with evidence, which ones they agree with most.

Evaluate which of the last three poems they've read has the most realistic impression of love.

Students to consider how pre-selected words link to Valentine, with students encouraged to pick higher-order concepts like **consumerism** and **society**.

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Read the poem Valentine and consider how it presents love negatively or positively.
Students to link their words linked to valentine to the poem Valentine.
Students to then read the context of the poem and decide how it applies to what they've learned.
Students to pick two poems and compare how they present love or relationships in any form they choose.
Students to recall what makes a good literature answer and list the ideas in their book.
Students to write about how love is presented in Cozy Apolgia, using their notes.
Read a comparison answer and work out where it's successful and where it can be improved; plan their own answers based on this and revise.
Students to be assessed on comparing Cozy Apologia to another poem nd have this assessment fed back.

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

Misunderstanding of the onion metaphor in Valentine, teacher to discuss interpretations.

Misunderstanding of Elizabeth Barrett Browning's point, focus on annotation and teacher-led explanation.

Misunderstanding of Shelley's language.

Misunderstanding of how to compare poetry – considering context, language, intention, interpretation – formative assessment point to check student understanding.

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 poems – modelled reading with various engaging strategies, chance for class to annotate poetry together using visualiser.

Supporting discussions based around love, relationships and power.

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.

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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 – Poetry writing and comparison writing.

Write about Cozy Apologia and how love is presented. Compare Cozy Apologia to another poem.

Students will: demonstrate their progression in writing on literature; understand what makes a successful answer through modelling; demonstrate the key skill of comparison; demonstrate any key misunderstandings in writing on literature and have them rectified; demonstrate their knowledge of the plots of the poems that they've studied; demonstrate their knowledge of intentions and context; demonstrate their knowledge of wider themes such as love; write an answer that tries to embed what they have learned.

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

Regular low-stakes testing through questioning. Students also to consistently contribute their interpretations in class and justify other interpretations.

Writing modelling and paragraph structure provided. Opportunity for students to revise and embed knowledge at home in preparation for assessment.

Consistent application of I do, We do, You do in developing student writing and confidence.

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

Class creation of success criteria to give students understanding of success.