

The Warriner School Subject Curriculum Map

Subject: English	Year Group: 11	Unit: Nature Poems
Unit objectives: (NC Statements) The students will read, understand, and write on nature poetry. This unit expands on the power and war poems from Year 10 and the love poems from the previous unit, and will prepare students for their GCSE exam in literature.		



Context for study:

Year 11 students will have experienced writing on love poems in the previous unit, 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, such as Romanticism, 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. Students, having just studied the arguably tougher unit of Love poems, will come into this unit with the tools to discuss poetry.

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 summarise contextual information on **Romanticism**.

Students to watch a video and add to their notes on what **Romanticism** is.

Create a poster which covers the key aspects of **Romanticism** that they've learned.

Consider how a painting links to their understanding of **Romanticism** and embed knowledge.

Students to consider how a poem links to their understanding of **Romanticism**.

Students to look up and record the definitions of Tier 2 vocabulary like **Exult, Rapture**, and so on in order to have pre-taught knowledge of them to reading Prelude.

Students to match up the images to the poem.

Students to work out, based on the images, what the poem is about.

Students to find evidence to support the claims that nature is beautiful and childhood is pure, linked to their understanding of Romanticism.

Students to closely analyse language in the poem with questions to guide them.

Choice of task to allow students to access the poem at different skill levels and with differing levels of support; students to finally consider whether nature is the guiding theme of the poem.

Students to summarise what an **Ode** is.

Students to read Ode to Autumn.

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

A misapprehension that Romanticism is about Love; with the previous unit being Love and this being Nature, teacher has to ensure its applied correctly.

Misunderstanding of the plot of some poems, particularly Prelude, with students given teacher-led interpretations.

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?*

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.

This compounds with the other poetry modules into a poetry composite and will be assessed terminally as part of the March mock exams.

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.

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.