



Subject: English	Year Group: 12	Unit: Blake's <i>Songs of Innocence and Experience</i>
Unit objectives: (NC Statements) The students will study Blake's collection <i>Songs of Innocence and Experience</i> considering the lens of PSPW, and how this is relevant to the context of Blake's writing.		

Context for study:

Students will have spent some time now exploring the genre of PSPW so should be comfortable and familiar with the elements of genre. This unit is designed to build upon students' prior knowledge of this genre by considering how Blake utilises elements of PSPW throughout the novel. Students complete studies of whole novels throughout KS3 which allows them to work on selective evidence, interpreting the evidence, and considering authorial intention and message. In Year 9, this is elaborated further with more focus on context and how it ties in with a novel. This leads up to their GCSEs, where they study two full novels (*Lord of the Flies* and *Dr Jekyll and Mr Hyde*) and work on expressing in more academic terms how characters change over the course of the novel, interlink with context and theme, and how writers use characters as greater symbols for problems or ideas within the wider world. Students will focus on the political and historical context of 18th Century England, the political turmoil, ideas of gender and sexuality, as well as repression and division through social inequality. The unit will not only equip students with the knowledge to understand the novel, but the historical context behind it and Hosseini's decisions as author. Throughout the unit, students will also develop their academic writing skills and will work towards developing a clear understanding of the five assessment objectives and the type of questions that they will be given for Paper 2, Sections B and C. For the purpose of this unit, students will focus on Blake's works independently, with the development of discussing two texts being revisited in Year 13.

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 the **requirements of Paper 2** and the **five assessment objectives**.
- Know the **elements of PSPW** and how these can be initially applied based on prior knowledge of the novel.
- Know the historical and political context of **Blake's work** and how this will inform understanding of the collection.
- Know what the '**theory of contrariness**' is and how this can be applied to Blake's poetry.
- Know the **significance** of the publication dates of both collections of poetry.
- Know what the **pastoral** is and how this applies to Blake's poetic works.
- Know what **non-conformist** means and how this influenced Blake's poetry.
- Know and understand the **key themes, ideas and political and social protest messages** behind the poems throughout *Songs of Innocence and Experience*.
- Know how Blake uses **symbolism** throughout his works to convey his political message.
- Know the requirements of a **Paper 2, Section B** style question.
- Know the **historical context** surrounding **views on children** and various **philosophical debates** surrounding this.
- Know what **comparisons and connections** can be made between poems across both *Songs of Innocence and Experience*.
- Know the racial context behind *The Little Black Boy*.
- Know the **religious, philosophical and moral context** behind some of the political topics that Blake challenges.
- Know what **satire** is and identify where Blake uses it.

The Warriner School Subject Curriculum Map

- Know what the recreative NEA focuses on and create some creative writing using these principles.
- Know what **free love** is and how this links to Blake's own personal life.
- Know how to approach a **Paper 2, Section C exam** by writing a response discussing both Blake and *The Kite Runner*.

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

Confusion between the two different songs – some poems have the same name in each collection, making clear distinctions between them.

Confusion with the language and message of poems – be explicit in teaching of these.

Clear and targeted discussion.

Low stakes quizzes throughout the unit to consolidate understanding of new terminology.

Pre-teach vocabulary/ new concepts.

Consolidation of prior learning.

Past/future links to previous learning.

High 5 reading tasks throughout.

IAC lessons to develop reflection on assessed tasks.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Summative assessment of understanding:

- Paper 2, Section B style question focusing on lack of escape.
- Paper 2, Section B style question focusing on parents.
- Paper 2, Section B style question focusing on religion.
- Paper 2, Section C style question focusing on speaking out.

Literacy and Oracy development opportunities:

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

Explicit teaching of Tier 2/3 vocabulary, throughout lessons.

Independent reading for KS5 students and expectation to further knowledge beyond lesson time with independent learning tasks.

Supporting extracts used to develop application of key concepts covered in this unit.

Regular knowledge and metacognitive checks through students reading out responses.

Writing modelling and paragraph structure provided for the writing tasks to assist students with their first extended piece of writing at KS5.

Scaffolded approach to assessment tasks following AQA's advice that students need to understand how to break down questions.

Use of the expanded success criteria to facilitate planning of final assessments.

Think-Pair-Share approach.

Use of booklets to ensure that students have access to key resources such as: the learning journey for the text, the aspects of tragedy mind map, knowledge organisers etc.

Use of the independence booklets to facilitate wider reading and understanding.