

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## English Scheme of Learning

### Year 7 – Term 3 Poetry

#### Intent – Rationale

This term the students will be studying Ballad poetry. The intention is to make the link between the kinds of poetry they are likely to have studied at primary school e.g. Haikus/ Acrostic poems and Shape poems and develop their understanding of form, structure, rhythm, rhyme, rhyme schemes and poetic techniques. The ballad form should be accessible as it is a narrative form of poetry with commonly understood and identifiable features.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<b>KS2</b> – Literacy and comprehension skills Understanding of the poetic genre Knowledge of story-telling devices Understanding of and the ability to identify key word classes	<b>Year 7</b> – Comprehension and reading skills Terms 5&6 ‘Animal Farm’ <b>Year 8</b> – Challenging comprehension and reading skills Terms 1&2 ‘Macbeth’ <b>Year 9</b> – Study of poems references in Educating Rita (Language Paper 2) Terms 1 and 2 <b>Year 10</b> – AQA Love and Relationships anthology analysis, analytical skills for analysing unseen poetry. Term 6 <b>Year 11</b> – AQA Love and Relationships anthology revision <b>KS5</b> – Poetry analysis of the Romantics, Poems of the Decade and unseen poetry.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
History of development of the written word and the oral traditions of transmission.	<ul style="list-style-type: none"> <li>SP3</li> <li>C1</li> <li>Careers GB4 a e f i</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
The Ballad form – particularly the traditional and broadsides are engaging and fun with their jaunty rhythm patterns and use of oral formulae and repetition. This makes them accessible and will encourage students to develop a good understanding of poetic techniques while engaging with the plots and characters FROM THE LIBRARY: <i>Book Of Nonsense</i> ; Edward Lear <i>Can I buy A Slice of Sky: Poems from Black Asian and American Indians</i> ; G. Nichols <i>Classic Poems Vol.3</i> ; Collins <i>Dark As A Midnight Dream</i> ; F. Waters <i>Orchard Book of Poems</i>	Students will begin to consider poetic meter and will need to be able to count the syllables in a line of verse, to identify the number of lines in a stanza and the number of stanzas in the ballads they explore.

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*The Oxford of Story Poems*  
*Poems From Many Cultures; F. Waters*

## Intent – Concepts

### What knowledge will students gain and what skills will they develop as a consequence of this topic?

#### Know

Students will know the common features of the Ballad narrative form.  
 They will know that the key features associated with ballads are sometimes not applied consistently.  
 They will understand how rhyme schemes can be identified and labelled  
 They will understand the figurative terminology, simile, metaphor, alliteration, personification, hyperbole and sibilance  
 They will know that the language of poems is often not literal and should be interpreted  
 They will know the plot of 4 ballad poems  
 They will know the historic roots of the ballad and that ballads have varied through time

#### Apply

#### The students will:

Be able to identify the features of the ballad form in the ballads they study  
 They will be able to identify figurative techniques in the poems they study  
 They will be able to determine the rhyme schemes in the poems and use this information to aid the understanding of the ballad form  
 They will be able to use terminology accurately to label the poetic techniques they identify

#### Extend

Pupils will interpret the effects of the rhythm in the poems studied  
 Students will explain the effects of the language features they identify in the ballads studied  
 Students will create ballads of their own using the features of ballads appropriately  
 Pupils could try to recite their own or learned ballads using oral formulae

**What subject specific language will be used and developed in this topic?**

**What opportunities are available for assessing the progress of students?**

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<p>Figurative language: simile, metaphor, alliteration, personification, hyperbole and sibilance</p> <p>Form</p> <p>Structure</p> <p>Language</p> <p>Ballad</p> <p>Rhyme – rhyme scheme</p> <p>Rhythm</p> <p>Repetition</p> <p>Direct speech, speech marks</p> <p>Characterization</p> <p>setting</p> <p>Tragic</p>	<p>Discussion and debate in lessons.</p> <p>PETER paragraphs</p> <p>Quick quizzes</p> <p>Illustrations – story boards</p> <p>Posters of features/ figurative language</p> <p>Creation of ballads</p> <p>Recitation of parts of ballads</p>
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## Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1		The history of the ballad form, oral, broadsheet, lyrical	
		Common features of ballads	
Week 2			
Week 3			
Week 4			

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Week 5			
Week 6			