

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 8 – Term 4 Poetry

Intent – Rationale

Study Focus – Poetry Poets have a wealth of forms with which to express themselves from Narrative, Epic, Sonnets, Lyric poems and Ballads. In this unit you will see how a variety of poets, have utilised the constraints of form to express their ideas and perspectives. You will be encouraged to:

- Explore how poets present meaning and effect a reader through language and structure and poetic devices
- Develop comparison skills by considering how poems are similar or varied in theme, language, structure or style
- Show an awareness for context and social themes that can influence a poet and poem
- Write accurately, fluently and with clarity, using discourse markers and references to the poem studied to fully explore your points and ideas

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Poetry from History of English</p> <p>Year 7 - Ballads</p>	<p>Year 9 - Term 1 and 2 unseen poetry alongside modern play text</p> <p>Year 10 term 5 and 6</p> <p>Year 11 Term 3 and March mock content</p> <p>KS5 – Units in English A level Literature – Poets of the Decade/ The Romantics</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • History – The Romantic era • Geography and concern for the natural environment/ conservation 	<ul style="list-style-type: none"> • SMSC – <ul style="list-style-type: none"> ○ SP3 &4 ○ C 1 • Careers – (F) – resilience in working with unfamiliar vocabulary an old-fashioned language as well as a range of poetic forms
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Extended reading • Private reading regularly in class using the ROOTED IN READING passport to extend and develop their appreciation of the written word and comprehension skills <p>FROM THE LIBRARY- Explore the large poetry anthologies within the literature section.</p> <p><i>Don't panic-100 Poems to Save Your life.</i> F.Watters</p> <p><i>Don't tell the Teacher</i>-Gervase Phinn</p> <p><i>A Nest Full of Stars</i>- James Berry</p> <p><i>The Oxford book of Story Poems</i> -821.9</p> <p><i>A Poem For Everyone</i>- Michael Harrison-821</p> <p><i>Poems from Many Cultures</i>-808.81</p>	<ul style="list-style-type: none"> • Chronological understanding of Historical dates of the poems and the difference in years between their publication and today.

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English Scheme of Learning

Year 8 – Term 3 Poetry

Intent – Concepts

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

Know

Term 3

How to define and identify – figurative techniques: metaphor/ simile/ personification/ alliteration/onomatopoeia/ assonance/ imagery
 To learn about Key poetic forms: limerick/ ode/ sonnet/ haiku/ ballad/ narrative /lyric/kenning /pastoral/
 To learn about the poetic metre – iambic pentameter and how to work it out
 To know how to identify and label a poem’s rhyme scheme
 To know key biographical information about Keats and Clare
 To understand the term atmosphere and that the reader of a text can determine the types of atmosphere created in poems

Apply

Identify figurative techniques within poems studied
 Identify poetic structural techniques in poems studied
 Identify the poems studied as pastoral
 Determine the rhyme scheme of the poems studied
 Determine some of the atmospheres as they develop within the poems

Extend

Merry Autumn” by Paul Laurence Dunbar – analyse the poet’s presentation of autumn and techniques used to reveal this independently
 Research other pastoral poems from the Romantic period and compare with the poems already studied.
 Research modern poet’s poems on nature and the seasons/ nature. E.g. Seamus Heaney

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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<ul style="list-style-type: none"> • figurative techniques: metaphor/ simile/ personification/ alliteration/onomatopoeia/ assonance • Imagery • Poetic metre – iambic pentameter • Rhyme scheme • Poetic terminology: stanza, enjambement, caesura, end-stopping • Atmosphere • Poetic forms - limerick/ ode/ sonnet/ haiku/ ballad/ narrative /lyric/kenning /pastoral/lyric/ villanelle • Archaic language • Narrative voice • Synonyms for demonstration of authorial perspective -Present/ reveal/ show/ illustrate/ demonstrate/express/ convey/ suggest 	<ul style="list-style-type: none"> • Assessment of students' knowledge of figurative techniques and their ability to identify them in a text • Assessment of students' ability to work out a rhyme scheme • Assessment of students' ability to identify poetic structural techniques • Assessment of students' ability to use the PETER paragraph structure to demonstrate their understanding of the atmosphere of poems • Assessment of students' ability to explain their interpretations of authorial intention
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Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Figurative Techniques revision	Revise figurative language techniques <ul style="list-style-type: none"> • figurative techniques: metaphor/ simile/ personification/ alliteration/onomatopoeia/ assonance Revise the term imagery and link to the 5 senses	Poetic Techniques table handout – refer to the poetic techniques in the student planners Highlight figurative techniques on the handout in one colour and structural techniques in another – students should be encouraged to find examples of the techniques in the poems during this SoL - Poetry Imagery poster
	<i>The Lake Isle of Innisfree</i> imagery	Read through <i>The Lake Isle of Innisfree</i> to hear the rhythms and the sound of the language Discussion about how to read poetry for understanding i.e. to the ends of sentences and phrases rather than to the end of a line Identify and label figurative techniques in the poem	A copy of <i>The Lake Isle of Innisfree</i> Matching task – poetic techniques to definitions and examples
	<i>The Lake Isle of Innisfree</i> Atmosphere and Imagery	Identify the types of imagery in <i>The Lake Isle of Innisfree</i> Explore how the imagery and figurative techniques create atmosphere(s) in the poem Understand the term atmosphere; that the different atmospheres should be specified when referring to them, and that they often change and develop in a literary work	A copy of <i>The Lake Isle of Innisfree</i> Read poem and determine how the imagery creates atmosphere(s) within the poem

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			Students could identify the imagery and language they like the most and explain why they like it and what it makes them imagine.
Week 2	Poetic structure and form	<p>Definition of poetic structure –linked with definition of form at this point for clarity</p> <p>Pastoral poetry definition</p> <p>Stanza</p> <p>Caesura</p> <p>Enjambement</p> <p>End-stopping</p> <p>Rhyme scheme</p> <p>Rhythm</p> <p>Poetic metre</p> <p>Metrical foot</p> <p>Iamb</p>	<p>John Clare – Autumn</p> <p>Iambic pentameter work sheet</p>
	Autumn –John Clare	<ul style="list-style-type: none"> • Definition of poetic form • Brief exploration of different types of poetic form – make overt link to Ballads in Y7 <p>Poetic forms - limerick/ ode/ sonnet/ haiku/ ballad/ narrative /lyric/kenning /pastoral/lyric/ villanelle</p> <p>Identify poems of study as pastoral poems</p> <p>Model how to work out the rhyme scheme of the poem</p> <p>Discuss the effect of the poet's rhyme scheme – is it regular or irregular? Do all poems rhyme?</p>	<p>Handout on form and structure and language</p> <p>Definition of different type of poetic metre - 'Understanding rhythm and meter'</p> <p>Highlight structural and figurative techniques on the handout in different colours – students should be encouraged to find examples of the techniques in the poems during this SoL – Poetry</p> <p>Identify the rhyme scheme</p>
	Autumn – John Clare	<p>Biographical details from Clare's life</p> <p>Brief exploration of the chronology between Clare and the present day.</p>	<p>PowerPoint slides on John Clare</p> <p>Story Board the different images in the poem –</p> <p>Use brief quotations to annotate the scenes created</p> <p>Write an atmosphere adjective for each story board tile</p>
Week 3	Revision of PETER paragraphs	<p>Point</p> <p>Evidence – both quotations and close textual references</p> <p>Terminology</p> <p>Explanation which considers/ explains in detail the effect of the example on the Reader/audience – focusing on a key word(s) within the quotation</p>	<p>Use an image from Clare's 'Autumn' to create a whole class PETER paragraph explain the effect created by an example of the imagery in his poem</p>

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	Ode to Autumn stanza 1	<p>Exploration of the term Ode – Link to A level Literature – The Romantics and the study of Odes as part of the current (Edexcel) specification</p> <p>Biographical details from Keats’s life</p> <p>Brief exploration of the chronology between Keats and the present day.</p> <p>Read through the whole poem and explore initial ideas of the poet’s perspective of Autumn</p> <p>Identify similarities and differences between the 3 poems studied</p>	Complete copy of Ode to autumn as well as A4 copies of stanza 1 for annotation
	Ode to Autumn stanza 1	<p>Identify unfamiliar or tricky language in stanza 1 and explore meanings using dictionaries</p> <p>Discuss the meaning of the archaic thee/thou/ thy -</p> <p>Identify and annotate poetic techniques in stanza 1</p> <p>Explore the rhythm of the poem and compare with Clare’s Autumn</p> <p>Determine whether the poem is in iambic pentameter</p> <p>Annotate and discuss the rhyme scheme of stanza 1</p>	<p>Dictionaries</p> <p>A4 copies of stanza 1</p> <p>For thee/ thou/ thy – it may be relevant/ acceptable to refer to the Christian faith – Lord’s prayer and the Xmas carols to link with where students might have come across the language before</p> <p>Refer back to resource sheets from previous lessons</p>
Week 4	Ode To Autumn Stanza 1	<p>Explore the imagery in stanza 1 of ‘Ode to Autumn’</p> <p>Explore the reader’s understanding of how the poet regards Autumn</p> <p>Explore the meaning of key words in depth and detail</p> <p>Write a Peter paragraph as a whole class to explain how the narrative voice regards Autumn in the 1st stanza</p>	
		<p>Create a success criteria for their own paragraphs with reference to previous lesson</p> <p>Discuss and share key criteria</p> <p>Students to create their own paragraph</p> <p>Student to Peer assess their partner’s work using green pen to identify and annotate appropriate elements within the paragraphs and write 1 x WWW and 1 x EBI</p>	
	Ode To Autumn Stanza 2	Read and explore the development of the poet’s presentation of Autumn	

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		<p>Ensure students explore and understand the focus in this stanza</p> <p>Students should Identify 3 key quotations which explain the developments in the stanza</p>	
Week 5	<i>Ode to Autumn</i> Stanza 3	<p>Read and explore the development of the poet's presentation of Autumn</p> <p>Ensure students explore and understand the focus in this stanza and how the imagery of Autumn has changed</p> <p>Students should Identify 3 key quotations which explain the developments in the stanza</p>	
	Comparison of 2 pastoral poems	<p>Introduce essay title and explain that the following lessons will help them to prepare to plan and write their essay.</p> <p>Essay – Compare how the natural world is presented in <i>Ode to Autumn</i> and in one other poem you have studied.</p> <p>Explore Synonyms for demonstration of authorial perspective</p> <p>Introduce the term, discourse markers and discuss their purpose in effectively helping them to organise and structure their essays and inform the reader of the direction of their argument/ essay.</p> <p>Explore the concept of an argument in essay form- students should understand that their argument is the presentation of their POV</p> <p>Students should compare the poems studied and identify similarities and differences between the way the countryside is presented</p>	<p>Students should make notes on the similarities and differences they identify and the evidence (quotations and close textual references) they would use to evidence this</p> <p>Resource – discourse marker handout</p>
		<p>Discuss the purpose of an introduction and conclusion</p> <p>Explain that this essay does not require a conclusion which merely restates what has been explained in an introduction</p> <p>Model how to create an introduction for the essay which explains what the essay will be about. Refer to the term pastoral poem as part of the introduction</p> <p>Students should create a plan for 2 sets of comparative paragraphs</p>	

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Week 6	Comparison of 2 pastoral poems	Essay – Compare how the natural world is presented in <i>Ode to Autumn</i> and in one other poem you have studied.	
	If time – introduce the Dunbar poem or a Heaney poem of your choice		
	If time – students might create a pastoral poem of their own from a contemporary perspective		