



Scheme of Learning: <i>Poetry - Nature Across Time</i>	Unit 4 poetry – <i>Nature Across Time</i>
Learning outcome	<p>Subject Content:</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • A range of poetic terminology • How language shapes meaning • The ideas and attitudes presented by the poets • The names of key literary eras and their conventions <p>Skill Set:</p> <ul style="list-style-type: none"> • To develop confidence in using a range of poetic terminology • To know how to analyse how language shapes meaning • To examine the ideas and attitudes presented by the poet
Key Question	How do poets use language, structure and form to convey ideas?
Knowledge	<p>Knowledge and skills:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Context and conventions of the key poetic movements that are covered: Romantic, Victorian, Modernist • Context of poets from different cultures and traditions • Knowledge of poetic terminology (see key terminology below) <p>The following poetic movements and poets are covered in this unit:</p> <p><u>Romantic Poets</u> William Wordsworth 1770-1850 ‘I Wandered Lonely as a Cloud’ Samuel Taylor Coleridge 1772-1834 ‘Kubla Khan’ Emily Bronte 1818-1848 ‘Spellbound’</p> <p><u>Victorian Poets</u> Gerard Manley Hopkins 1844-1889 ‘Binsey Poplars’</p>



Modernist Poets

Robert Frost 1874-1963 'Stopping by Woods on a Snowy Evening'

W B Yeats 1865-1939 'Lake Isle of Innisfree'

Other Twentieth/Twenty-first Century Poets

Maya Angelou 1928-2014 'Caged Bird'

Seamus Heaney 1939-2013 'Blackberry Picking'

John Agard 1949 – 'Rainbow'

Grace Nichols 1950 – 'Island Man'

Skills:

- Analysis of the presentation of place, as well as the poet's use of language, structure and form
- Evaluate the connection between a poem and its context
- Experimentation with poetic devices in creative writing

Key Terminology:

- Romantic
- Victorian
- Modernist
- poetic voice/speaker
- rhyme
- rhythm
- stanza
- enjambment
- connotation
- simile
- metaphor
- personification
- alliteration

Students are pre-taught this vocabulary and record definitions to these terms on their Scheme of Work cover sheet.



Ongoing Assessment	<p>Misconceptions:</p> <ul style="list-style-type: none"> • The poet and speaker are the same person. • The terms ‘Victorian’ and ‘Romantic’ are interchangeable. <p>Homework:</p> <ul style="list-style-type: none"> • Write a paragraph comparing attitudes to nature in poems studied in this unit. • Learning key terms and spellings. • Research other nature poems by female poets (Romantic, Victorian or Modernist). • Write their own nature poem. • <p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> • The use of white board, hands down questioning, informal assessment of written work through teacher circulation
Final Assessment	<ul style="list-style-type: none"> • Assessment: Timed essay responding to a question e.g. <i>How does the poet present nature in the poem ‘Stopping by Woods on a Snowy Evening?’</i>
Clear sequencing of content	<p>Sequencing:</p> <ul style="list-style-type: none"> • This builds on, and develops, the reading skills introduced to students in the induction unit. • This builds on the analytical skills gained in the unit on <i>A Midsummer Night’s Dream</i>, in that students develop writing analytical paragraphs, but this time incorporating context relevant to the poets and the literary eras. • This unit prepares students for the added complexity of studying context in the form of allusions in the Year 8 poetry unit, and prepares students for the added complexity of comparing two poems at GCSE. <p>Key themes/ concepts</p> <ul style="list-style-type: none"> • Nature • Conventions of poetry across time <p>How does this unit help students access future learning?</p> <p>This unit directly links to the Year 8 poetry unit on allusions and the Year 9 unit on unseen poetry, GCSE English Literature Paper 2: Sections B & C, as well as A Level Paper 1 AQA Love poetry anthology and A Level Paper 2 <i>Feminine Gospels</i>.</p>
Links to Careers	<p>The ability to analyse methods used by writers links to any career in which it is necessary to infer meaning from written communication. It begins to develop students’ own ability to express themselves creatively, which is a key skill for any</p>



	career involving communication. Furthermore, it gives students a foundational understanding of the poetry of our literary 'canon', which is highly valued in contemporary society, thus broadening students' employment prospects.
Diversity and Inclusion	A variety of poets are studied, including poets from poets of colour (Angelou – Black American, Agard and Nichols – Guyanese) and people of different beliefs and backgrounds.
Additional Support	Students are provided with an outline Scheme of Work sheet which includes definitions of key terms. The resources are all on SharePoint.
Challenge	Students interested in writing poetry are invited to join our KS3 Creative Writing club. All student books contain a recommended reading list. All students are encouraged to complete the '13 by 13' reading challenge. Students will be invited to Help Club where there it is thought that they may benefit from further support.