



Scheme of Learning	Key Stage 3 Unit Overview for Year 8
Learning outcome	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> To be acquainted with classical, biblical and Anglo-Saxon legend allusions in poetry To become confident with a wider range of poetic terminology To understand how form can shape meaning To become aware of the interaction between context and poetry <p>Skill set:</p> <ul style="list-style-type: none"> To be able to compare poems To be able to comment on the effects of language on the reader To be able to identify poetic form and structure and comment on the effects on the reader To be able to seamlessly interleave contextual information and comment on how it shapes meaning
Key Question	<ul style="list-style-type: none"> <i>How do poets present different attitudes in the poetic form?</i> E.g. Compare the methods the poets use to present the speakers' attitudes in 'Medusa' and 'Still I Rise'.
Knowledge	<p>Knowledge:</p> <ul style="list-style-type: none"> Knowledge of the meaning of the poems studied Identification of authorial methods (including language, form and structure) and how they shape meaning Knowledge of a range of allusions and how allusions can connect a poem to the context of the wider world and help the reader understand the emotions and thoughts which the writer is trying convey Knowledge of the historical context of the poems studied and how this shape meaning <p>Skills:</p> <ul style="list-style-type: none"> Poetry analysis Retrieving and selecting quotations Writing analytically to compare the attitudes portrayed in poems Incorporating relevant contextual knowledge into a formal essay <p>Key Terminology:</p>



	<p>ekphrasis ode ballad pastiche free verse rhyming couplet assonance half-rhyme onomatopoeia plosive</p>
Ongoing Assessment	<p>Assessment:</p> <ul style="list-style-type: none"> 1-hour timed assessment e.g. Compare the methods the poets use to present the speakers' attitudes in 'Medusa' and 'Still I Rise'. <p>AfL:</p> <ul style="list-style-type: none"> Mini white boards, hands down questioning, informal assessment of written work through teacher circulation, peer assessment. <p>Key misconceptions:</p> <ul style="list-style-type: none"> Confusion between speaker and the poet Literal representation of a poet's life in a piece of their work <p>Homework:</p> <ul style="list-style-type: none"> Learn key definitions and spellings. Complete contextual research on a myth or allusion from the Bible, classical mythology and Anglo-Saxon legends. Identification and research of key vocabulary in a given poem e.g. <i>The Lady of Shalott</i>. Write a poem in the voice of a mythological figure.
Key Assessment	<p>How will we know that pupils can answer the key question?</p> <ul style="list-style-type: none"> Marked assessment. <p>What formats/methods are you going to use i.e. in class written assessment?</p> <ul style="list-style-type: none"> Formal essay written under timed conditions



<p>Clear sequencing of content</p>	<ul style="list-style-type: none"> • Mini white boards, hands down questioning, informal assessment of written work through teacher circulation. <p>Sequencing:</p> <ul style="list-style-type: none"> • Third unit in the sequence capitalising on poetry unit taught in Y7 – ‘Nature through Time’, where students have acquired the following knowledge (as well as the ability to write analytically using the PETZAL structure): <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 ❖ To know the names of key literary eras and their conventions • There is cross-over with the literary periods taught in Year 7 e.g. Romantic, Victorian, Modernist and poets from different cultures. <p>Key themes/ concepts</p> <ul style="list-style-type: none"> • Context is studied to support understanding of poetic allusions. This can be set as a homework task and findings shared to the whole class in the form of a booklet. Students will already have formal knowledge from the ‘Myths and Legends’ (unit 6) taught in Year 7. • Analytical writing – building upon what the students have learnt about how to structure analytical PETZAL paragraphs. <p>How does this help students access future learning?</p> <ul style="list-style-type: none"> • Poetry in Year 9 – Unseen • Comparative writing in Year 9 – non-fiction analysis • Poetry at GCSE – ‘Power and Conflict’ & unseen poetry • Poetry at A-level – ‘Love through the Ages’ and <i>Feminine Gospels</i> & unseen poetry
<p>Links to Careers</p>	<p>Close engagement with textual analysis encourages students to write with precision and accuracy demonstrating an understanding of language and its effects. Students will also develop comparison skills as well as being able to construct an argument. These skills lend themselves towards careers in the law, teaching, the Arts and other creative industries e.g. broadcasting.</p>

NHSG Key Stage 3 Unit Overview for Year 8 Unit 3 – Poetry – Allusions



Diversity and Inclusion	A diverse (ethnicity, gender, sexual orientation) range of poets studied including: Agbabi, Angelou, Auden, Blake, Carroll, Coleridge, Dharker, Duffy, Fantorpe, Hardy, Hughes, Keats, Poe, Plath, Tennyson, Walcott.
Support	Unit cover sheet; definitions of key terms and terminology.
Challenge	National Poetry Day (nationalpoetryday.co.uk); Poetry by Heart (poetrybyheart.org.uk). Students are advised to complete the '13 by 13' reading challenge and to join the creative writing club. Students will be invited to Help Club where there is concern over their progress.