



| Scheme of Learning | Key Stage 3 Unit Overview for Year 9 – Unit 4 |
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| Learning outcomes | <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 • How a poem's structure can be analysed <p>Skill set:</p> <ul style="list-style-type: none"> • The skills needed to approach an unseen poem • 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 | <ul style="list-style-type: none"> • How do I approach an unseen poem to analyse the poet's use of language, structure and form to convey ideas? |
| Knowledge | <p>Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of approaches to unseen poetry • Knowledge of poetic terminology (see key terminology below) <p>Skills:</p> <ul style="list-style-type: none"> • Analysing an unseen poem • Annotating a poem in response to the question • Using key language and structural terminology in analysis • Choosing the best quotations to analyse • Looking at ideas from alternative perspectives <p>Key Terminology:</p> <ul style="list-style-type: none"> • Anaphora • Caesura • dramatic monologue |



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| | <ul style="list-style-type: none"> • lyric • sonnet • Petrarchan • quatrain • octave • sestet • volta • semantic field • iambic pentameter • end stop • <p>Areas of sensitivity and language to avoid:</p> <ul style="list-style-type: none"> • The poems present different relationships and attitudes towards them which will need to be explored sensitively. |
| Ongoing Assessment | <p>Assessment:</p> <ul style="list-style-type: none"> • A timed essay about a single unseen poem, e.g. <i>In 'First Frost' how does the poet present the speaker's feelings about love?</i> • Use of mini white board, hands down questioning, informal assessment of written work through teacher circulation. • Assessment: Timed essay responding to the question <p>Key misconceptions: Context will <u>not</u> need to be written about in an answer relating to an unseen poem at KS3 or KS4. Students often assume that they need it.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Revise spellings and key terms for a test • Find and analyse an unseen poem • Practise writing a response to an unseen poem |



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| Key Assessment | <p>What formats/methods are you going to use i.e. in class written assessment?</p> <ul style="list-style-type: none"> A timed essay about a single unseen poem, e.g. <i>In 'First Frost' how does the poet present the speaker's feelings about love?</i> |
| Clear sequencing of content | <p>Sequencing:</p> <ul style="list-style-type: none"> Students have studied poetry in years 7 and 8 and this builds on their skills by introducing the idea of analysing an unseen poem which is unfamiliar to them. <p>Key themes/ concepts:</p> <ul style="list-style-type: none"> Annotating an unseen poem Writing an essay on an unseen poem <p>How does this SoL help students access future learning?</p> <ul style="list-style-type: none"> This will prepare students for studying GCSE English Literature paper 2 where they analyse two unseen poems and also analyse poems from an anthology. |
| 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 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.</p> <p>Careers – teacher, poetic, critic, lecturer, law etc.</p> |
| Diversity and Inclusion | <ul style="list-style-type: none"> Poems by different poets are studied including poets who are LGBTQ+ (Duffy) and poets of colour (e.g. Khalvati, Nichols). |
| Support | <p>Students are provided with an outline sheet which includes definitions of key terms.</p> <p>The resources are all on SharePoint.</p> |
| Challenge | <p>Students interested in writing poetry are invited to join our KS3 Creative Writing club</p> <p>All student books contain a recommended reading list</p> <p>All students are encouraged to complete the '13 by 13' reading challenge</p> <p>Students could read more poems by the poets studied</p> |