

GCSE English, Power and Conflict Poetry Unit

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> • <i>Build on prior learning of poetic devices, language analysis, comparison, relevance of context, structural analysis.</i> • <i>This is GCSE content and is the only GCSE component, other than spoken language, which is brought down into KS3. This is because this unit is appropriate and suitable for the end of Year 9. By placing it here, teachers are free to teach the poems in detail and with passion, without too much focus on the exam requirement; this allows teaching time at GCSE to be dedicated to the exam skills.</i> • <i>This unit is placed at the end of the year because of the proximity to GCSE but also provides a good variety within the year's curriculum plan. It also builds in a timely manner upon skills taught in other units.</i> 	<ul style="list-style-type: none"> • <i>Key knowledge and skills: poetic devices; language and structure analysis; comparison; use of social and historical context.</i> • <i>These are core skills for both Language and Literature. Applied in the GCSEs but also there is a wider context here-the poems allow the teaching of social and philosophical ideas and give students the opportunity to broaden their thinking.</i> 	<ul style="list-style-type: none"> • <i>In addition to the full list of language and structural techniques: cacophony, stanza, iambic pentameter, Romantic, context, caesura, power, conflict.</i>
Challenge and Support:	World-wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • <i>This unit builds a detailed knowledge of individual poems to enable comparison of poems which is a challenging skill to master.</i> • <i>The unit is designed to give students a GCSE level grasp of each poem and prepare them for the GCSE ahead of them.</i> 	<ul style="list-style-type: none"> • <i>There are a range of contexts covered in the poems from 18th Century to modern day race issues.</i> • <i>These contexts are all relevant to students today although teachers should be mindful of the representation of groups within AQA's selection of poems. There is a definite under-</i> 	<ul style="list-style-type: none"> • <i>Analysis and understanding of the wider world and others' perspectives is a life-skill for students.</i> • <i>This unit will broaden students' thinking about the wider world.</i>

<ul style="list-style-type: none"> • <i>Scholarly reading will be linked to context. For example, other Romantic Poets and associated Literature.</i> • <i>Resources will need to be selected by the teacher for the class. Each poem has a folder of differentiated resources, including a PPT, activities and knowledge organiser. Teachers will need to prepare in advance so they are choosing resources that are correctly pitched to the class ability.</i> 	<p><i>representation of BAME and women. Opportunities should be taken to discuss this and counter it.</i></p>	
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> • <i>A wide variety of historical, social and cultural contexts are covered in this unit: 18th C, poverty, war, race, gender, parenthood, class and social divide, grief and loss.</i> • <i>These contexts are all relevant to students today although teachers should be mindful of the representation of groups within AQA's selection of poems. There is a definite under-representation of BAME and women. Opportunities should be taken to discuss this and counter it.</i> 	<ul style="list-style-type: none"> • <i>Close links with history and CC.</i> • <i>Opportunities to develop numeracy through the rhythm of each line/poem.</i> • <i>Reading aloud-every lesson.</i> • <i>Extended writing for extension and homework tasks, enrichment tasks and comparison towards the end of the unit.</i> 	<ul style="list-style-type: none"> • <i>Language Vs structure, the range of poetic techniques and understanding the difference between them, 18th C vocabulary, Tissue.</i>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> • <i>Low stakes tests, sample marking, knowledge tests, whole class feedback used throughout unit.</i> • <i>Assessment (GCSE paper style) at the end of the unit.</i> • <i>WAGOLs used throughout unit.</i> • <i>End of Unit Assessment outcome will be useful to consider in preparation for GCSE.</i> 		
<p>Home learning</p>		

- Home learning project is available in unit but homework should also revolve around memory testing, particularly for quotations and devices.
- Homework could use the knowledge organisers in preparation for knowledge tests.
- Scholarly reading will be suggested by teachers for some of the poems where most interesting.

Feedback

- End of unit assessment will be marked using feedback four.
- Other feedback will be: test results, whole class feedback, sample marking, self and peer, live.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Unit 1							Unit 2							Unit 3							Unit 4					Unit 5					Unit 6							
19 th C Novel: Sign of Four							Modern Novel: Lord of the Flies							Modern Novel: Lord of the Flies							Power and Conflict Poetry					Educating Rita					Speech and Spoken Language Unit							