

## Year 8 Unit 3: Poetry – People and Identity

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>● Consolidates the unit of work in Year 7: WW1 Poetry and builds some of the foundations needed for the study of the poetry anthology at GCSE.</li> <li>● Work in this unit relates directly to the study of Black Flamingo in year 9.</li> <li>● Sequence: begins with a revision task on language/poetic techniques and then works through the subsequent poems with a different language/structural focus in each.</li> <li>● The poems are linked roughly in pairs/threes to highlight a particular aspect of identity (i.e. race, disability, age, gender)</li> <li>● The poems all show different views and perspectives in terms of identity.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of poems and the terminology we use when analysing them.</li> <li>● Skills will be applied through individual interpretation and guiding students through the format for writing about poetry and beginning to make comparisons.</li> <li>● Large focus on empathy and the freedom to be who you want to be.</li> </ul>	<p>Conformity            Compliance            Extended metaphor            Resonate            Semantic field            Connotations            Anthology            Stanza            Conservatively            Sobriety            Narrator            Mandatory            Orchestrate            Autobiographical            Enjambment            Dyadic            Social Commentary            Caesura            Indifferent            Homage</p>

Challenge and Support:	World-wide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>● The choice of poems is designed to stretch and challenge all students with some poems specifically chosen in the anthology for HPAs to access such as Sylvia Plath and Simon Armitage.</li> <li>● The unit is ambitious due to the themes and terminology students are being exposed to but also through the structure of the written tasks and comparative assessment.</li> <li>● The work is designed to challenge all students within the mixed ability setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships within society</li> <li>● LGBTQ+</li> <li>● Stereotypes and gender inequality</li> <li>● Ableism</li> <li>● Ageism</li> <li>● Misogyny</li> <li>● Immigration</li> </ul>	<ul style="list-style-type: none"> <li>● Students are encouraged to think about changing societal expectations and roles within relationships which leads to discussion about expectations in today's society.</li> <li>● Some guided reading home learning tasks relate to careers and local links.</li> </ul>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>● British Empire</li> <li>● Family relationships and their importance.</li> <li>● Influence of culture/society on people/relationships.</li> <li>● Disability</li> <li>● Immigration and refugees</li> <li>● Societal expectations</li> <li>● Age</li> <li>● Challenging social norms: DISCOVER</li> </ul>	<ul style="list-style-type: none"> <li>● CC- relationships within society.</li> <li>● CC – familial relationships.</li> <li>● CC – gender stereotypes.</li> <li>● CC – immigration. ETHOS - EMPATHY</li> <li>● Careers – gender stereotypes and the world of employment. ETHOS</li> <li>● History-the British Empire. DISCOVER</li> <li>● History – racism and civil rights. DISCOVER</li> <li>● Maths - measurements/terminology.</li> </ul>	<ul style="list-style-type: none"> <li>● Poems have to rhyme</li> <li>● Poems are difficult to understand</li> <li>● Gender roles</li> <li>● Age related misconceptions</li> <li>● Protected characteristics</li> </ul>

- Working in pairs: RELATE

- Music – songs used as starter timers.  
DISCOVER
- Reading aloud every lesson. RELATE
- Regular extended writing opportunities.  
PERSONAL RESPONSIBILITY

## Assessment timeline:

- Writing tasks throughout enable students to be familiar with analysing language but also use the extended checklist to further develop responses. Use of the visualiser to model responses and work together as a team.
- Creative writing opportunities are available in lessons 2, 3, 5, 8, 13, 16 and 17.
- Language analysis extended writing is incorporated into lessons 1, 6, 7, 11, 12, 14, 15 and 18.
- Transactional writing opportunities are present in lessons 4, 9 and 10 in the forms of a speech, a letter and an article.
- The end of unit assessment is a comparative response which builds upon the work from the year seven World War One Poetry unit.
- End of unit assessment (lessons 19 and 20) will form the summative assessment. Opportunities for formative assessment are detailed in the feedback box below.

## Home learning

- Guided reading tasks relating to the topic of poems. PERSONAL RESPONSIBILITY – DISCOVER - INDEPENDENT
- Seneca poetry tasks. PERSONAL RESPONSIBILITY - INDEPENDENT

## Feedback

- In class feedback
- Throughout unit, whole class feedback, sample marking, peer and self-assessment and purple pen live marking during lessons.