

Year Seven: World War One Poetry Unit: English Department Scheme of Learning

Rationale and Context of Unit:	Core curriculum content:	Tier 2 and Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> ● Underpins the unit of work in year 8 (People and Identity) and builds some of the foundations needed for the study of the poetry anthology at GCSE. ● Sequence: begins with an overview of WW1 and this places the subsequent poems in context. The poems then begin with those poems that are linked to recruitment and propaganda to help students understand people’s reasons for fighting. The subsequent poems all show the different views and perspectives of war with a focus on some female poets of the time as well as poetry written by those affected and not directly involved. ● Links to NC: Reading: 1a, 2a, 2b, 2c, 2d, 3a, 3b, 3e, 3f Writing: 4a, 4b, 4c, 4d, 5b, 5c Spoken: 7a 	<ul style="list-style-type: none"> ● Understanding of poems and the terminology we use when analysing them. ● Skills will be applied through individual interpretation and guiding students through the format for writing about poetry and beginning to make comparisons. ● Language analysis ● Structural analysis 	<p>Rhetorical Devices Emotive Language Imperatives Alliteration Sibilance Assonance Consonance Extended metaphor Patriotic Conscription Recruitment</p>
Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> ● The choice of poems is there to stretch and challenge, but also allow accessibility to LPAs. ● Ambitious due to the vocabulary and terminology students are being exposed to but also through the structure of the written tasks and the ideas encountered. ● Comparing poems. 	<ul style="list-style-type: none"> ● The unit should help students understand their history. This might be a personal history e.g. they might have relatives who have fought in conflicts, or the history we all belong to. ● Links can be made with ongoing conflicts taking place in parts of the world. 	<ul style="list-style-type: none"> ● Enriches students’ cultural capital through an understanding of the wider world and its history. ● They gain an understanding of jobs of the past but also helps with their understanding of what it might be like if they choose to enter the military today.

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Individual lessons devoted to studying context in order to help students understand the poems in the light of their context and in preparation for later on in KS3 and GCSE. Developing empathy. Considering perspectives. Challenging stereotypes. 	<ul style="list-style-type: none"> Extended writing opportunities in lesson 6, 9, 13, 17 and 18-20 Reading of poems and using poems to explore sensory description give excellent opportunities for reading aloud. Geography when looking at the places where battles took place. 	<ul style="list-style-type: none"> <i>Text types-what we expect from poems as opposed to play scripts and novels.</i> <i>Historical knowledge-WW1/WW2 confusion?</i> <i>How to compare.</i>
<p>Assessment timeline:</p>		
<p>Write a monologue as a parent whose child is away at war. Oracy Assessment. Can be completed at any time in the unit to accommodate tracking deadlines.</p>		
<p>Home learning</p>		
<p>WW1 poetry home learning grid. Students have the autonomy to choose from a range of tasks that play to their strengths, but also encourage them to challenge themselves. Tasks are EDSM colour coded. Guided reading and opportunities for extended writing form part of the choice pool.</p>		
<p>Feedback</p>		
<p><u>Opportunities for extended writing and live marking:</u> Live marking should be taking place in every lesson with a real focus on independent extended writing. Many lessons focus on poetry analysis.</p> <ul style="list-style-type: none"> Lesson 3 – letter writing activity Lesson 5 - comparison of ‘Dulce et Decorum est’ and ‘The Soldier’ – self/peer assessed Lesson 7 – write your own poem Lesson 9 – group work on a dramatic reading (oracy) 		