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| **TERM 2: – Year 8****‘An ambitious curriculum that meets the needs of all’****Medium Term Planning** **Topic: Protest Poetry** |
| **Curriculum Intent** | Following the theme of protest through the study of protest history and genre of Gothic fiction, this is continued in the genre of poetry and poets. Through this genre, students will learn about key historical and literary concepts such as Romantic poets, war poets and poems from other cultures, which provide important contextual background to their set texts study at KS4.Students will study a range of poets from different historical and social backgrounds. In this unit, students will encounter a range of contexts linked to war, culture, racism, identity. The study of poetry will allow students to look closely at the form and structure of whole texts and how they contribute to convey meaning, as well as making independent inferences at work level (imagery, semantics) allowing further opportunity for students to make connections between the poems and develop their understanding in more depth.Alongside the study of poetry, students will use their range of rhetorical skills to write a letter, in which they take a stand against an issue they feel is important.**National Curriculum links:** **Reading** Pupils should be taught to:  reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: • English literature, both pre-1914 and contemporary, including prose, poetry and drama • seminal world literature understand increasingly challenging texts through:  learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries  making inferences and referring to evidence in the text  knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension  checking their understanding to make sure that what they have read makes sense.  read critically through:  knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning  recognising a range of poetic conventions and understanding how these have been used  making critical comparisons across texts **Writing** Pupils should be taught to: through:  writing for a wide range of purposes and audiences, including: • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters  summarising and organising material, and supporting ideas and arguments with any necessary factual detail  applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form  drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing  plan, draft, edit and proof-read through:  considering how their writing reflects the audiences and purposes for which it was intended  amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness **Spoken English** Pupils should be taught to:  speak confidently and effectively, including through:  using Standard English confidently in a range of formal and informal contexts, including classroom discussion  improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.  |
| **Skills/National Curriculum Links** |
| **Cross Curricular Links** |   **SMSC:** We explore spirituality through the study of the Romantics. **PSHE/British Values:**  We explore the theme of identity, war, culture, racism, equality.**Literacy:** Oracy is taught through Think. Pair. Share and turn and talk activities. There is also a class formative oracy assessment, Reciprocal reading strategies are used throughout, and challenging tier 2 and tier 3 vocabulary is explicitly taught. **Numeracy:** Venn diagrams **Skills Builder:** Writing in complete sentences. Reading for implicit and explicit meaning, analysing texts. Writing a thesis statement. Using quotations. Identifying method. Referring to context. Writing in certain genres for purpose and audience. |
| **Becoming future ready** |   **Personal Skills:** Spoken language discussion through Think. Pair. Share. Awareness of current and relevant issues in society. Debate. **Careers/Employability:** Essay writing. Letter writing. Editing and redrafting. Debating. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:**By product:** The unit is built upon the EEF’s ‘Five a Day’ Principles. Instructions are explicit using modelling and frequent checks for understanding are built into each individual lesson. Scaffolding such as sentence stems and reciprocal reading strategies are used throughout. Cognitive recall starters and strategies are used every lesson. WALTS and ppt design are used carefully in order to reduce cognitive load.**By resource:**  All lessons are accompanied by carefully designed and sequenced ppts and resources. The Frayer’s template is used to explicitly teach vocabulary and reciprocal reading strategies are explicitly used. **By Intervention**: by providing different levels of supervision and support where needed. **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. **By Offering Optional Activities:** In class or as homework, to extend learning.  |
| **QFT/SEND Provision** |
| **Implementation****Curriculum Delivery** | Key words in this topic: Romanticism, metre, imagery, emotive, myth, effects, passion, propaganda, patriotism, romanticise, irony, critique, rhyme scheme, internal rhyme, assonance, consonance, semantic field, narrative perspectiveIntroduction to poetry, what protest poetry isWithin Romantics, key poets are: Blake, Wordsworth, Coleridge, Byron, Keats, Shelley.In war poetry, the poems are: Dulce et Decorum Est, The Soldier, Who’s for the Game, War is Kind, In Flanders FieldsIn poems from other cultures, the poems are Caged Bird, Bent to the Earth, The Sign in my Father’s Hands, Not my Business, Protest, All One Race, We are Not ResponsibleModern poems are: Black, Hollow and Boys will be Boys |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** | The theme of ‘Taking a stand’ will be developed throughout the year. Key learning from the Gothic unit such as romanticism will support students study of protest poetry in the spring term. |
| **Assessment** | **Reading: How does the poet convey the theme of protest through their poem?** *The reading assessment builds upon the novel study in Year 8 but with a greater focus on structure, language and context - all skills needed at KS4.***Writing: Write a letter to your local MP.***This writing assessment assesses student's ability to write for a specific purpose and genre which is a key component of the KS4 curriculum. It allows students creativity to write in different forms which supports the national curriculum yet consolidates their understanding of poetry and its key messages.***Oracy: Poetry performance recital** |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |