

<b>Topic: Y9 – Poetry</b>		<b>Duration: 24 lessons</b>		<b>Composite:</b> Compare the way poets compare a theme in two poems (different theme and poems each year)	
<b>Key vocabulary:</b>	<b>Core knowledge Components</b>		<b>Powerful knowledge components crucial to commit to long term memory</b>		<b>Links to previous and future topics</b>
Journeys Immigrant Dialect Spiritual Refrain Comparison Perspective Interpretation Epic poetry Modernism Pilgrim Slang Prologue	<ul style="list-style-type: none"> <li>• Different types of Journeys</li> <li>• Grace Nichols 'Wherever I Hang'</li> <li>• W. H. Auden 'The Night Mail'</li> <li>• Wallace Willis 'Swing Low, Sweet Chariot'</li> <li>• Geoffrey Chaucer 'The Canterbury Tales' (Stanza One)</li> <li>• Robert Frost 'The Road Not Taken'</li> <li>• Simon Armitage 'My Father Thought It'</li> <li>• Jackie Kay 'Gap Year'</li> </ul>		<ul style="list-style-type: none"> <li>• Using Standard English to write about poems</li> <li>• Making references to poems without using quotations</li> <li>• Structuring comparison essays</li> <li>• Referring to writers correctly</li> <li>• Using pronouns with precision</li> <li>• Using academic tone</li> <li>• Context Simon Armitage and his poetry</li> </ul>		Builds on towards understanding of metaphors in poetry from Y7 and ahead of GCSE poetry anthology text.
<b>Impressive reading</b>		<b>Impressive speaking</b>	<b>Impressive writing</b>	<b>Resilience</b>	<b>Employability via:</b>
<ul style="list-style-type: none"> <li>• Reading a range of challenging prose texts.</li> <li>• Applying knowledge of newly-acquired vocabulary items when reading texts.</li> </ul>		Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class.	<ul style="list-style-type: none"> <li>• Constructing high quality analytical paragraphs.</li> <li>• Constructing a formal essay – including linking paragraphs using appropriate discourse markers.</li> <li>• Developing clear, accurate and precise summaries and explanations.</li> </ul>	To develop the confidence to write about a challenging Victorian literature text.	<p><b>Employability:</b> Developing clear explanations Working as part of a team Working independently Following guidance</p> <p><b>Careers:</b> Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>

## SEND

- The text is used to support cultural capital in KS4 by preparing SEND learners for the context of the Victorian era, as well as topics such as children and childhood, religion and illness.
- In every lesson the 'Do Now' activity and end of lesson 'Mastery Quiz', plus the 'Fortnightly Quizzes', provide opportunities for retrieval practice and building on prior-knowledge.
- Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit.
- Links to prior learning – the Victorian era, constructing analytical paragraphs and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning.
- Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence.
- Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas.