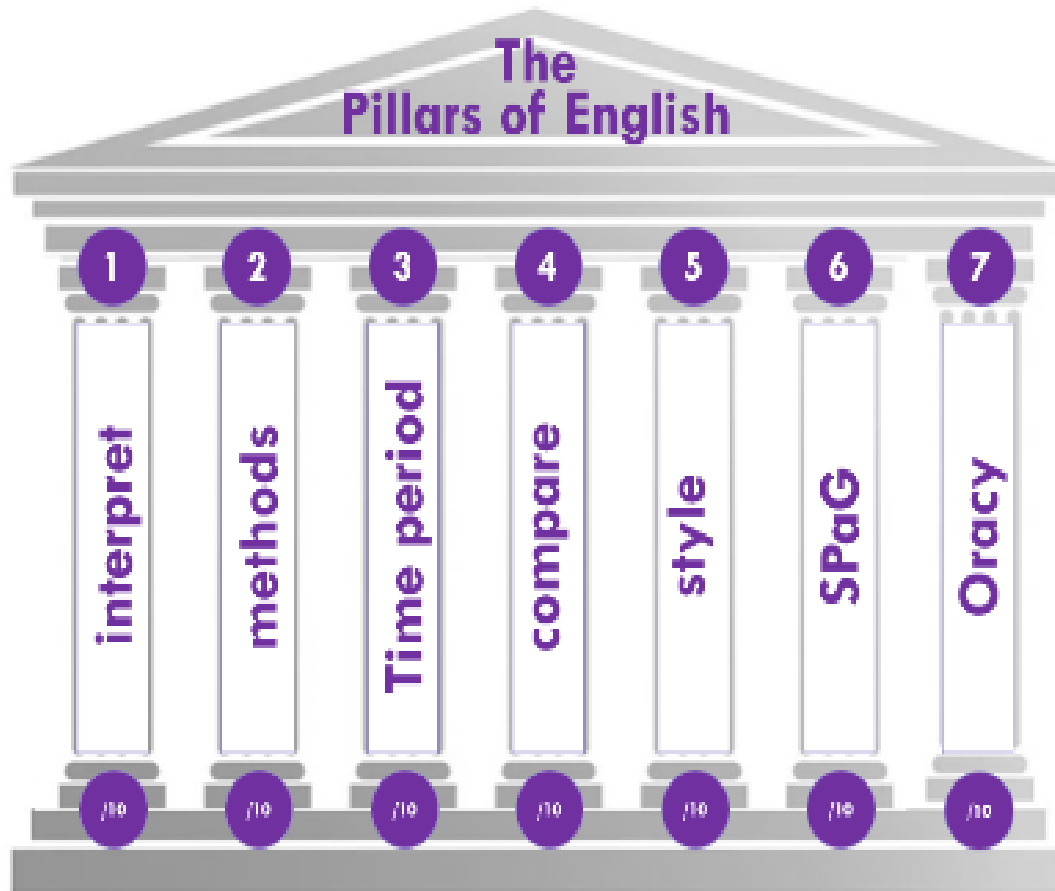


# English Year 9: (Powerful Poetry)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Personalised: Big Write (% marked for Pillars 5,6 ) : Using a poem of your choice as a stimulus, produce a creative write.</p> <p>Write a description of the Industrial Revolution image. Collective:</p> <p>Vocabulary Assessment (% marked): Diversity, Heritage, Appropriation, Stereotypes, Revolutionary, Rebellious, Innovative, Establishment, Political, Immersive.</p> <p>Students are tested on synonyms, antonyms, definitions and application of the word in a sentence.</p> <p>Use Wilfred Owen’s poem as inspiration for a creative write.</p>	<p>The reading of poems which include:</p> <p>I wander lonely as a cloud Love’s Philosophy The Tyger The Chimney-Sweeper When We Two Parted Dulce Et Decorum Est An Anthem for Doomed Youth In Flanders Fields Resistance</p> <p>AQA Anthology: <i>Worlds and Lives</i>.</p>	<ul style="list-style-type: none"> <li>- Historian</li> <li>- Politician</li> <li>- Councillor</li> <li>- Social work</li> </ul>

## Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



**Pillar 1 'Interpret'**: This assesses a student's ability to make personal inferences about characters and plot events they are studying.

**Pillar 2 'Methods'**: This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

**Pillar 3 'Time Period'**: This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

**Pillar 4 'Compare'**: This assesses a student's ability to make connections between texts- both similarities and differences.

**Pillar 5 'Style'**: In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

**Pillar 6 'Spag'**: This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

**Pillar 7 'Oracy'**: This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Assessment tasks	Career Links	Tier 2 Vocabulary Assessment.	Additional information
<p><b>Week 5 Lesson 8 :</b> Big Write: Using a poem of your choice as a stimulus, produce a creative write.</p> <p><b>Week 7 Lesson 25:</b> Vocabulary Assessment. [Self-marked/Collective feedback sheet]</p> <p>At KS3, students will be given vocabulary sheets and reciprocal reading to revise for their vocabulary assessments.</p> <p>This homework will allow students to prepare for their termly assessments on 10 selected Tier 2 words which relate to their scheme of learning.</p> <p>The impact of homework will be evident through low stake quizzes on vocabulary which happen regularly throughout schemes of learning.</p> <p><u>Course overview:</u></p> <p>During this term, students will study a range of poetry, acquiring the skills to depict meaning, theme, language and structure from a new mode of literature. Students will travel a timeline, meeting war poets, feminist poets and world poetry. They will study all 15 of the AQA <i>Worlds and Lives</i> poems.</p>	<ul style="list-style-type: none"> <li>- Historian</li> <li>- Politician</li> <li>- Councillor</li> <li>- Social work</li> </ul>	<p style="text-align: center;"><b>Tier 2 Vocabulary Assessment.</b></p> <ol style="list-style-type: none"> <li>1. Diversity</li> <li>2. Heritage</li> <li>3. Appropriation</li> <li>4. Stereotypes</li> <li>5. Revolutionary</li> <li>6. Rebellious</li> <li>7. Innovative</li> <li>8. Establishment</li> <li>9. Political</li> <li>10. Immersive</li> </ol>	<p><b>Additional information</b></p> <ul style="list-style-type: none"> <li>✓ The following grammatical terms are used and applied in this unit: <ul style="list-style-type: none"> <li>▪ Simple sentence</li> <li>▪ Compound sentence</li> <li>▪ Complex sentence</li> <li>▪ Holophrastic sentence</li> <li>▪ Adjectives</li> <li>▪ Simile</li> <li>▪ Allusion</li> <li>▪ Foreshadowing</li> <li>▪ Stanza</li> <li>▪ Sonnet</li> <li>▪ Iambic pentameter</li> <li>▪ Quatrains</li> <li>▪ Volta</li> <li>▪ Enjambment</li> <li>▪ Caesura</li> </ul> </li> </ul> <p>Note: Class annotations to be modelled via a visualiser. When possible, link back to the previous scheme of learning as much as possible to make connections for the students.</p> <p>Green pen tasks are planned in.</p>

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Lesson	Learning objective	Prepare for learning	New information	Clarify understanding	Apply learning	Review learning	Homework
	<b>TBAT: Explore the conventions of poetry</b>	Which poet do you think this wrote these love lines? Which language features can you spot?	In your books, write down your initial definition of poetry.  What similarities can you see between these famous poets definitions of poetry?  So if poetry is all about human feelings, emotions and memories: what topics might poets write about?	In this unit, you will need to understand the following <b>new</b> terms: 1. Stanza 2. Quatrain 3. Rhyming couplet 4. Enjambment 5. Caesura 6. Refrain 7. Sonnet 8. Iambic pentameter	Stick this paragraph into your books. Can you insert the correct word?  Can you apply the new terminology you have acquired today to Shakespeare's poem?  Green pen in the correct annotations on your poem!		
	<b>TBAT: Analyse how Shakespeare subverts the expectations of a sonnet</b>	1. How many lines are in a sonnet? 2. What is a paragraph in a poem called? 3. What do we call it when the lines keep going without stopping?	1. What did the singer say he'd do for his love? List 2 things. 2. What would he sacrifice for his love? 3. What did he say his love is in his eyes?	1. Highlight any language which seems negative about his love. 2. How does this <b>subvert</b> our expectations of a sonnet? 3. Does this mean Shakespeare doesn't love this woman? 4. What might Shakespeare be suggesting about 'true love'?	Using the example on the board to help you, write your own WHAT HOW WHY Response.	Unscramble the poetic terminology: 1. Zastna 2. Benajbmene 3. Tsnnoe 4. iraref	

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		<ol style="list-style-type: none"> <li>4. How many lines are in a quatrain?</li> <li>5. What is a refrain?</li> </ol>		<ol style="list-style-type: none"> <li>1. Why did Shakespeare think it was 'silly' to compare a woman to the sun or to flowers?</li> <li>2. How is his attitude to love similar to Lana Del Rey's song?</li> </ol>			
	<p><b>TBAT: Name poets who are part of the literary canon</b></p>	<p>If you had to make a fantasy team of the best writers in the world, who would you put in your team and why?</p>	<p>Introduce the literary canon.</p> <ol style="list-style-type: none"> <li>1. Copy this diagram into your books.</li> <li>2. What did Romantic poets believe in and value?</li> <li>3. What do you notice about all of the poets on this list?</li> <li>4. What problems might exist in the literary canon then?</li> </ol>	<p>Can you complete the sentences on the board?</p>	<p>"The literary canon needs revisiting- it does not give a reflection of all of the poetic talent in the world."</p>	<p>Name 3 poets who are part of the literary canon.</p>	

	<p><b>TBAT: Annotate the Tyger by William Blake.</b></p>	<p>What do you associate with tigers as animals?</p>	<p>List 4 things you learn about William Blake- today's poet.</p> <p>1. How do you think the Industrial Revolution would have changed and impacted society? 2. What do you think Blake's views of the Industrial Revolution and child labour would have been?</p>	<p>1. Highlight any language which seems threatening or dangerous. 2. What is Blake's question to God? 3. What might the tyger symbolise in this poem? 4. Can you find any words connected to your idea?</p>	<p>How does Blake present the Tyger in his poem?</p>	<p>What do you notice about Blake's stanzas in The Tyger?</p>	
	<p><b>TBAT: Compare ideas about child labour across two poems.</b></p>	<p>What do you think it would be like to be a young chimney sweeper in the 19<sup>th</sup> century?</p>	<p>1. Why do you think Blake uses the juxtaposition of the dark soot and 'white' hair of the child? 2. Why is every stanza in quatrains? 3. Why has he used the metaphor 'coffins of black?' 4. Where do you think,</p>	<p>2 minutes- 4 similarities What similarities can you spot between The Tyger and The Chimney Sweeper?</p> <p>Did you suggest...</p> <p>1. Both argue for the liberation of the oppressed in society. 2. Both are written by Blake- a Romantic poet who valued nature and freedom over</p>	<p><i>Stick in Miss Kady's analysis of The Tyger.</i></p> <p>1. Label the: WHAT, HOW, WHY. 2. Now, you will write a comparative paragraph exploring how the Industrial Revolution is presented in The Chimney Sweeper.</p>	<p>Select one piece of poetic subject terminology that you can verbally explain to the class!</p>	

			<p>symbolically, the children are sent when they 'wash in a river and shine in the sun?'</p>	<p>control and power.</p> <ol style="list-style-type: none"> <li>3. Both highlight the dangers of the Industrial Revolution.</li> <li>4. Both use language associated with death and suffering.</li> <li>5. Both are written in consistent stanzas to show the lack of progress in society.</li> </ol>			
	<p><b>TBAT: Use a poem as a creative writing stimulus</b></p>	<p><b>Challenge ladder:</b></p> <ol style="list-style-type: none"> <li>1. What is a paragraph in a poem called?</li> <li>2. Name 2 Romantic poets.</li> <li>3. List 3 defining features of a Romantic poet.</li> </ol>	<p>What are the first things that draw your attention? What could you taste/smell/touch/hear/see if you were a worker here?</p>	<p>This is your 5 minute plan. Inside, make notes of what you will focus your description on and any ideas you can explore!</p>	<p>Annotate Miss Kady's piece of descriptive writing for success criteria:</p>	<p>Write a description inspired by this image of the Industrial Revolution.</p> <p>Green pen annotate your descriptive response for where you have used:</p> <ol style="list-style-type: none"> <li>1. A simile</li> <li>2. Alliteration</li> <li>3. Repetition</li> <li>4. Personification</li> <li>5. Metaphor</li> <li>6. Juxtaposition</li> </ol>	

	<p><b>TBAT: Analyse how Byron portrays love in his poem: When We Two Parted.</b></p>	<ol style="list-style-type: none"> <li>1. What impression do we gain of Lord Byron from the words his lover used to describe him?</li> <li>2. How might this idea of 'rebellion' link to Romantic poets and their beliefs?</li> </ol>	<p>Create a factfile for Byron which details interesting information about him.</p> <p><b>RECIPROCAL READING</b></p>	<p>Class annotation: How is love presented in When We Two Parted?</p>	<p>Apply Learning: How is love presented?</p>	<p>Label your answer: WHAT, HOW, WHY, CONTEXT.</p>	
	<p><b>TBAT: Analyse how Shelley portrays love in his poem: Love's Philosophy</b></p>	<p>Name 6 things that make excellent pairs!</p>	<p>Based on what you know so far about Romantic poets, what type of values is Percy likely to have?</p> <p>Having read the article, answer the following questions:</p>	<p>Identify a quotation to support each of the following points:</p> <p>The speaker uses the unity of nature as an argument to suggest the object of his love should naturally be with him.</p> <p>The speaker romanticises relationships, elevating and idealising love in a</p>	<p>What are the differences between Byron's version of love and Shelley's?</p>	<p>Apply Learning: How is love presented in When We Two Parted and Love's Philosophy?</p> <p>Name the 3 Romantic poets you have studied.</p> <p>What is a quatrain?</p> <p>What is a stanza?</p>	



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			<p>Why was Shelley expelled from Oxford University?</p> <p>He eloped with two women- why is this not surprising of a Romantic poet?</p> <p>Shelley led an 'unconventional life'- what do you think this means?</p>	<p>way that doesn't seem realistic.</p> <p>The speaker makes love sound innocent.</p> <p>The speaker uses the structure of the lines in the poem to make his wishes stand out.</p>		<p>Name 1 fact about the Romantic period.</p> <p>Name 1 fact about the Industrial Revolution.</p>	
	<b>TBAT: Use Wordsworth's poetry as creative stimulus</b>	Name the poets:	<b>RECIPROCAL READING</b>	Class Annotation: How is nature presented in Wordsworth's 'I wandered lonely as a cloud...'	Look how Miss Kady has used ideas from the poem to help inspire her writing...	<p>Create a description based on this image</p> <p>1. Label in your partner's work with green pen which literary devices they have used!</p>	
	<b>TBAT: Expand our knowledge of WW1 context.</b>	<p>What do you know about World War One?</p> <p>Can you list 4 facts to share with the class?</p>	<p><a href="https://www.youtube.com/watch?v=...">What It Was Like To Be a Trench Soldier in WW1 (youtube.com)</a></p>	<ol style="list-style-type: none"> <li>Why do you think Owen might have decided to write poetry during WW1?</li> <li>How do you predict he might have felt about</li> </ol>	<b>) What makes the Sergeant Major's speech so persuasive?</b>	<p><b>Based on the knowledge you have acquired today, write 4 sentences explaining why men like Wilfred Owen went to war.</b></p>	

				<p>the war based on what we have just seen?</p> <p>Now we know the reality of how brutal WW1 was, what could have incentivised men like Wilfred Owen to go to war</p>			
	<b>TBAT: Annotate Wilfred Owen's 'Dulce Est Decorum Est'</b>	What do you think is happening in this famous painting of WW1?	Listen to this reading of our poem. What key images did you take from this poem?	Class Annotation	1. <b><u>How does Owen present the reality of war in 'Dulce Est Decorum Est'?</u></b>		
	<b>TBAT: Use Wilfred Owen's poem as stimulus for a creative write</b>	Today, we are going to start by watching a 7 minute clip of 1917. I want you to write down everything you can see, touch, taste, smell, hear if you were one of these soldiers.	Green pen ideas.	Which elements of description could we magpie for our creative writing?	With your partner, label the devices Miss Kady has used in her writing:	Using the film clip and Owen's poem, write a description of No Man's Land	<b>Read out a line that was inspired by Owen's 'Anthem for Doomed Youth'</b>
	<b>TBAT: Use a film clip from Atonement as a stimulus for</b>	Name 4 devices that improve your creative writing.	<b>New information: How to describe</b>	The following clip is from the film 'Atonement'. It is famed for its flawless use of a 'moving camera' and the entire clip is just one continuous shot.		Using the film clip, write a description of the beach scene.	

	<p><b>a creative write.</b></p>	<p><b>Edit the following sentences so that they use a semi-colon:</b></p>		<p>As we watch the clip, make a note of the different sights and sounds that the camera picks up. You should also consider what other senses the film draws attention to. Touch/smell/taste.</p> <p>Stick the image on your page/label any zoom opportunities.</p>			
<p><b>TBAT: Compare the theme of war in two poems.</b></p>		<p>What has the poppy become a symbol of?</p>	<p>After reading the 10 facts about John McCrae, draw either an illustration of him or a poppy in your books. Record the key facts around him</p>	<p>Through your knowledge, what similarities or differences do you already spot between John McCrae and Wilfred Owen?</p>	<p>Annotate as a class.</p> <ol style="list-style-type: none"> <li>1. How is the imagery different from that used in Owen's poems?</li> <li>2. Which poem would you say has an angrier tone?</li> <li>3. What different purposes do you think the poems have?</li> </ol>	<p>In your own words, record what differences you noticed between the poems 'In Flanders Fields' and 'Anthem for Doomed Youth'/'Dulce Et Decorum Est' You may choose to discuss:</p> <ul style="list-style-type: none"> <li>✓ The differing jobs/positions John and Wilfred held in the war.</li> <li>✓ The reasons they wrote the poems.</li> <li>✓ Quotes or language that sound very different.</li> </ul>	
<p><b>TBAT: Analyse the meaning of a modern war poem.</b></p>		<p>What do you notice about the images used in today's poem?</p>	<p>Look at the definitions of 'bathos' on the left.</p>	<p><u>Task 1:</u> Read today's poem. <u>Task 2:</u> Highlight any examples of bathos you can see-</p>	<p>As a group feedbacks about their stanza, take notes of what they are saying in your grid.</p> <p>Review Learning: Name the poet</p>		

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			<p>Write down one definition in your book.</p> <p>Bathos is about a change in tone from something very serious to something very every-day and casual.</p>	<p>this is when something everyday is mentioned just after something very serious! e.g. trigger of a gun-- → embrace</p> <p><u>Task 3:</u> What is Agard's message about the aftermath of war?</p> <p>Task 4: Why did Agard start with quatrains and end with a two-lined stanza?</p> <p>You will now be split into groups. Your job is to decide what the key meaning is behind your stanza. You will be sharing this with the class so they can fill in their grid.</p>		
	<b>TBAT: Analyse Armitage's 'Resistance'</b>	-What do you know about this war already?	Discussion: Why do you think the poem might be called 'Resistance'?	Independently complete the SMILE sheet Structure Messages of the poem Imagery Language Emotions of the poem	<b>Review Learning: Have opinions change of war over time?</b>	
	<b>TBAT: Use Armitage's</b>	Excellent writers don't need to	<b>You are a writer and have chosen to</b>	Analyse your own writing	<ul style="list-style-type: none"> <li>At the start of this unit, we</li> </ul>	

	<p><b>'Resistance' to inspire creative writing</b></p>	<p>always have experienced what others have but... They can <b>empathise and relate...</b>          What might you feel if your country was at risk of invasion?</p>	<p><b>compose a piece to convey your feelings about the conflict to others.</b>          Choose up to three key emotions to convey to your readers in your poem. How would you show your feelings in this writing? What techniques would you use?          Example: <i>Repetition would help to accentuate the anger of the speaker, perhaps by repeating a powerful image again and again.</i></p>		<p>explored the definition of poetry as being an outburst of emotion.</p> <ul style="list-style-type: none"> <li>Which poem has stayed in your memory as the most emotionally impactful and why?</li> </ul>		
	<p><b>TBAT: Plan which poem I will use as my inspiration for a Big Write</b></p>	<p>At the end of last lesson, you were asked which poem has stayed in your memory – Can you share with the class which poem and why?</p>	<p>Introduce required skills for BIG WRITE.</p>	<p>Examples.</p>	<p>Clarify Learning:          Planning: Complete your plan</p>	<p>True or false:</p> <ol style="list-style-type: none"> <li>A sonnet has 12 lines.</li> <li>Blake was a Romantic poet.</li> <li>Wilfred Owen wrote 'Resistance'</li> <li>Shelley wrote 'Love's Philosophy'</li> <li>The literary canon has lots of</li> </ol>	

						writers from different cultures in. A quatrain has 4 lines.	
	<b>TBAT: Complete our Big Write Assessment</b>	What devices have you seen these famous poets use which you can 'magpie' for your work today?		"Using a poem you have studied as a stimulus, produce a creative piece of writing."	Write up.	<ul style="list-style-type: none"> <li>• Look at your planning sheet.</li> <li>• Tick off every device you can see in your writing.</li> <li>• Now highlight that device in your assessment book.</li> </ul>	
	<b>TBAT: Explore feminist ideas in poetry 'Mrs Midas'</b>	How many different perspectives could you write from in this image? Did you think outside the box: <ul style="list-style-type: none"> <li>- The bottles on the wall</li> <li>- The paintings</li> </ul>	Carol Ann Duffy decided to take very famous men from history and literature such as Shakespeare and write from the perspective of the females in their lives- to lend a new voice to the old stories  Challenge: How does this link to the key word 'patriarchy'?	If you had 3 wishes, what would you wish for and why? <ol style="list-style-type: none"> <li>1. Does money provide happiness?</li> <li>2. Is there anything in life more important than money?</li> </ol>	In Year 7, we studied 'Medusa' by Carol Ann Duffy. She also wrote a poem called 'Mrs Midas' <b>Predictions-</b> what feelings do you think the wife of King Midas would experience?  <b>Class annotation- how does Mrs Midas feel?</b>	How does Duffy present Mrs Midas' feeling in this poem?  How did poetry help us to gain a new perspective of an old legend?	
	<b>TBAT: Explore feminist ideas</b>	What did we learn about Shakespeare	<a href="#">Anne Hathaway by Carol Ann Duffy (youtube.com)</a>	Shakespeare wrote to his wife a very famous quote: " Life is too short	Green pen any additional		

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	<p><b>in poetry 'Anne Hathaway'</b></p>	<p>during 'Othello' lessons?  How might life have been different for his wife, Anne?</p>	<p>Is being granted the 'second best bed' in a will what you would expect from Shakespeare to his wife?</p>	<p>to love you alone in one, I promise to look for you in the next life".  Using the SMILE method, independently annotate without your teacher the poem 'Anne Hathaway' Look for.. Structure- what can you say about the structure of the poem? Message- what is the key message of the poem? Imagery- What devices can you spot in the poem? Language- What language features can you spot? Effect- What is the effect/emotions this poem illicit from its reader?</p>	<p>annotations on your poem!</p>		
	<p><b>TBAT: Explore ideas of empowerment in poetry 'Still I Rise'</b></p>	<p>What do you think a key message of our poem today might be?</p>	<p>Why did these images trend on social media? How do they link to our unit of 'prejudice' last year?  Key Themes in the Poem</p>	<p>Poetry analysis.</p>			

			Keep track of these as we go through				
	<p><b>TBAT: Respond to feedback to improve our assessment.</b></p>	<p>1. <b>What do you think you have improved in your writing?</b></p> <p>2. <b>What would you like to get better at?</b></p>	<p>This was the success criteria for effective creative writing.</p>	<p>Stick the model example in your book.</p> <p>What is the purpose of each of these pieces of punctuation?</p>	<p>As a class, we will write a sentence for each punctuation based on this image.</p>	<p>Return to your creative piece of writing.</p> <ol style="list-style-type: none"> <li>1. Highlight any piece of punctuation you have used.</li> <li>2. Make a list of the punctuation you did not use.</li> </ol> <p>Green pen challenge: Re-write or re-create a paragraph to include your missing punctuation.</p>	
	<p><b>TBAT: Use poetry as stimulus for our own poem.</b></p>	<p>What do you associate with Britain? Do you think this is an accurate depiction?</p> <p><a href="#">50 things we love about the UK (and know you'll love too)   EF GO Blog   EF Global Site (English)</a></p>	<p><b>RECIPROCAL READING</b></p> <ol style="list-style-type: none"> <li>1. What similarities were there between his view and your view of what it means to be British?</li> <li>2. What feature of recipes does he use in his poem? Why</li> </ol>		<p>MAKE YOUR OWN RECIPE FOR A PERFECT WORLD</p>		



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			<p>might he do this?</p> <ol style="list-style-type: none"><li>3. Look at the adjectives he uses in the third stanza. What are they implying?</li><li>4. How could the following 3 sentences reflect the attitudes of some people? 'Turn up the heat' - 'Leave the ingredients to simmer' - 'Allow time to cool'.</li><li>5. Zephaniah uses the term 'the melting pot'. Why do you think he chose this phrase?</li><li>6. What is the purpose of the 'Note' and 'Warning' at the end?</li></ol>				
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	<p><b>TBAT: Annotate 'The Blessing'</b></p>	<p>What did the writer think got in the way of him 'counting his blessings'?          What sort of things was he grateful for?          Why does he think human beings forget to be grateful?</p>	<p>How might these two human beings have different 'blessings' that they value and seek?</p>	<p>Class annotation</p>	<p>You are now going to write your own poem called 'The Blessing'.          It can be about anything you value highly in your life.          Ideas might be</p> <ul style="list-style-type: none"> <li>- A family member</li> <li>- A pet</li> <li>- Your education</li> <li>- A sport</li> </ul>	<p>Annotate your poem:</p> <ul style="list-style-type: none"> <li>-Simile</li> <li>-Metaphor</li> <li>-Alliteration</li> <li>-Quatrains</li> <li>-Sonnet</li> <li>-Enjambment</li> <li>-Caesura</li> <li>-Personification</li> </ul>	
	<p><b>TBAT: Use 'Nothing's Changed' as a stimulus for a creative write</b></p>	<ol style="list-style-type: none"> <li>1. What was the difference between District 12 and the Capitol?</li> <li>2. Where do we see this type of inequality in our real world?</li> </ol>	<p>Can you recall from Year 8 what 'District 6' was?</p>	<p>Poem annotation</p>	<p>Using the poem as a stimulus, write a description of District 6.</p>	<p>We will now hear our 'best line' from our writing!</p>	
	<p><b>TBAT: Explore the themes of our 'Worlds</b></p>	<p><b>Think deeply:</b></p> <ol style="list-style-type: none"> <li>1. As humans, what makes us different?</li> </ol>	<ol style="list-style-type: none"> <li>1. Which types of wider issues in the world do the poems in our</li> </ol>	<ol style="list-style-type: none"> <li>1. Do leaders/Kings/politicians always use their power for good?</li> </ol>	<p>Draw an English flag in the centre of your page-</p>	<p>What different themes might we see in our poem 'England in 1819' next lesson?</p>	

	<p><b>and Lives' anthology</b></p>	<ol style="list-style-type: none"> <li>2. What do we all share?</li> <li>3. How might your country shape your life experience?</li> </ol>	<p>anthology explore?</p> <ol style="list-style-type: none"> <li>2. Which theme runs throughout all poems?</li> <li>3. What is the one thing the poems reveal we have in common?</li> <li>4. What types of influences shape our identity?</li> </ol>	<ol style="list-style-type: none"> <li>2. What examples, both literary and real-life, do you have of bad or abusive leaders?</li> </ol> <p><a href="https://www.youtube.com/watch?v=AY39oFrNGCE">https://www.youtube.com/watch?v=AY39oFrNGCE</a></p>	<p>Add the key information you have learned about George the Third.</p> <p>What other knowledge can we acquire about England in 1819?</p> <p>Write 5 sentences explaining what you think England was like in 1819 (200 years ago).</p> <p>Consider: What differences can you spot between the England of today and Shelley's England?</p> <p>What issues might still exist today that existed then?</p> <p>What might a Romantic poet say about the state of the country in 1819?</p>		
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	<p><b>TBAT: Annotate 'England in 1819'</b></p>	<p>Brain dump: Write down everything you recall from last lesson about 1819</p>	<p>Today, we are working in rows.</p> <p>Row 1: Structure- what do you notice?            Row 2: Message            Row 3: Imagery            Row 4: Language devices            Row 5: Effect of the poem</p>	<p>Teams feedback on their designated 'SMILE' analysis.</p>	<p>Complete your Anthology table for 'England in 1819'</p>		
	<p><b>TBAT: Write analytically about 'England in 1819'</b></p>	<p>Think back to your 'Big Write' on Othello last half-term.</p> <p>What skills do we need for analytical essays?</p>	<p>There is one final number that will be important in analytical writing about poems...</p> <p>It's number....</p>	<p>Put number 1, 2, 3 above anywhere Miss Kady scores marks.</p>	<p>Write your analysis.</p>	<p>Just as you did with Miss Kady's, mark your partner's work with 1, 2, 3.</p>	
	<p><b>TBAT: Prepare for our vocabulary assessment</b></p>	<p>Stick in the definitions of your new Tier 2 words.</p> <p>You will now have a quiz 1-10 which we will green pen at the end of the quiz.</p>	<p>Name the word!</p>	<p>Round 2/3/4 vocabulary challenge.</p>		<p>Using the words you have learned today, write a summary of Shelley's poem, using as many of these Tier 2 words as possible!</p>	

	<p><b>TBAT: Annotate Thirteen</b></p>	<p>What comes to mind when you see this number...</p> <p>Does it carry any significance?</p>	<p>Watch the following clip: How did the film build tension? Explain- what happened here?</p>	<p>What type of social issues are explored in this extract? What contextual factors inspired Caleb Femi's poem 'Thirteen' which we will read today?</p>	<p>Can you relate to Caleb- have you ever experienced a moment in which you were blamed for something you didn't do?</p>		
	<p><b>TBAT: Use Thirteen as stimulus for a creative write.</b></p>	<p>Using your Tier 2 words, write a short summary of what Caleb Femi's poem 'Thirteen' was about yesterday!</p>	<p>What does the word compassion mean?</p>	<p>We will now read the moment Khalil is killed in 'The Hate U Give'</p>	<p>You are going to write from the perspective of Khalil as he is pulled over by the policeman.</p> <ul style="list-style-type: none"> <li>- How does this injustice feel?</li> <li>- What emotions are going through your body?</li> <li>-How will you have an emotional effect on your reader?</li> </ul>	<p>Who is willing to share their important writing today? Complete your Anthology table for 'Thirteen'</p>	
	<p><b>TBAT: Analyse the differences between 'England 1819' and 'Thirteen'</b></p>	<p>Shelley who wrote his poem in 1819, and Caleb who wrote his in 1990, have nothing in common.</p> <p>Write a sentence agreeing or disagreeing with this idea.</p>	<p>What injustices did Shelley not like to witness in society? What injustices did Caleb Femi not like to witness in society?</p>	<p>How can I compare 2 poems?</p>	<p>Complete the comparison grid.</p>	<p>Green pen any comments you may have missed.</p>	

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	<b>TBAT: Complete our vocabulary as sessment</b>	Half an hour to complete.  Half an hour to green-pen mark our answers!					
	<b>TBAT: Annotate 'Like an Heiress'</b>	What type of world do you think people in the future will inherit from us?  Will it be a good thing to be an 'heiress' of our world?	Today, you will annotate 'Like an Heiress' independently for 10 minutes.	Class feedback and annotation	Let's mark Miss Kady's comparison of 'Thirteen' and 'England in 1819'	How can we connect 'Like an Heiress' to the other two poems you have studied from the Anthology?	
	<b>TBAT: Compare 'Like an Heiress' to one other poem of your choice</b>	What skill is behind each number!?	Let's discuss what similarities/differences you can think of between each poem. Spend 5 minutes talking with a partner!	You will now have 30 minutes to write a comparison piece between 'Like an Heiress' and one other poem of your choice.	Swap your book with your partner. Can you mark their work with 1, 2, 3, 4 in green pen?		
	<b>TBAT: Annotate 'A Century Later'</b>	Why do you think it's important we learn about poets who have never been in the literary canon?	Let's read today's poem by Imtiaz Dharker.	<ol style="list-style-type: none"> <li>1. What do we know about Malala Yousafzai from studying her speech last year?</li> <li>2. Why might her story</li> </ol>	Class annotation.	Building on our ability to use poetry as stimulus, we are going to imagine we have been told we cannot come into school by the establishment- that we are no longer allowed an education!	Annotate this examples for creative devices.

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				<p>have inspired Dharker's poem?</p> <p>3. What is currently going on in Afghanistan and how might this affect our reading of this poem?</p>		<p>Using this poetry as stimulus, write creatively about a world in which we no longer have school!</p>	
	<p><b>TBAT: Annotate 'pot'</b></p>	<p>What accomplishments might our country be proud of?</p> <p>Are there any landmarks/pieces of art/ trophies we would want to always keep?</p>	<p>First, watch the video below: As a class, read the article attached 'Emmanuel Macron is right to want to return African art to Africa'</p>	<p>Reciprocal Reading.</p>	<p>Read Shamshad's poem 'pot'</p> <p>In 6 lines, using your knowledge of the article and video, explain what inspired Shams had to write this poem</p>	<p>Art created in a country should always remain in that country. Write 6 sentences explaining your views on this.</p>	<p>Complete your poetry grid for 'pot'- Shamshad Khan.</p>
	<p><b>TBAT: Annotate 'On An Afternoon Train from Purley to Victoria, 1955'</b></p>	<p>What does 'patriotic' mean?</p> <p>Would you consider yourself to be patriotic?</p> <p>What might we be proud of as British country?</p>	<p>The Windrush Generation.</p>	<p>Reciprocal Reading.</p>	<p>Annotate the poem with your partner for the SMILE aspects</p> <p>Class feedback.</p>	<p>How does the poet present the idea of belonging in 'An Afternoon...' and one other poem of your choice?</p>	<p>Complete your poetry grid for 'An Afternoon Train from Purley to Victoria'</p>

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		Is there any heritage or history that might bring us shame?					
	<b>TBAT: Explore the mythological context of 'Name Journeys.'</b>	Name 5 challenges of moving to a new country.	AO3 context video.	Key words. KS3 video of mythology.	Write a summary of the poem.		
	<b>TBAT: Annotate 'Lines Written in Early Spring'</b>	What do you already know about the poet William Wordsworth?	When you look at the problems facing our world, what do you think Wordsworth meant?  What then does nature represent?	Team effort annotation!	How do these images juxtapose the imagery of Wordsworth's poem?  What kind of conversations might Blake and Attenborough have had about Nature if they'd been born in the same generation?	You are Wordsworth and have returned from the dead! As a Romantic poet, you are devastated by what is happening to nature in the 21st century Write a letter to the government, demanding more action to save our planet!	
	<b>TBAT: Use Bronte's poem as stimulus for a creative write.</b>	Listen to today's poem written by Emily Bronte.  What sort of <b>mood</b> and <b>atmosphere</b> is created here?	1. What events in Emily's life might explain the melancholy and depressing tone of her poem? 2. What offered her comfort	What do you think helped Emily Bronte at a time when no-one would be discussing mental health?	1. Find a quote that reveals Emily's mind is troubled currently. 2. Find a quote that shows Nature is a	Write a description inspired by Emily's imaginary Gondal in which nature is described as a comfort.  Complete your poetry grid on Emily's 'Shall	



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		What do you think is the mental state of the poet?	and joy in her childhood?		comfort to Emily. 3. Find 2 examples of Nature being personified. 4. Find a quote that demonstrates Nature has a higher power than fragile humans.	Earth no more inspire thee.'	
	<b>TBAT: Annotate 'In a London Drawing room'</b>	What might it be like to work in London today?	How might Victorian London have differed from today's London?	We will now mind-map any Victorian context we know!	Class annotation.	What is the importance of Nature in 'In A London Drawingroom' and one other poem of your choice? Write a WHW for each poem.	
	<b>TBAT: Develop our knowledge of the Industrial Revolution</b>	What can we learn from these sources?  What do you think is meant by the term 'revolution'?	Watch the Olympic opening ceremony video.	Reciprocal Reading-Industrial Revolution questions.	Oral discussion around the Industrial Revolution.		
	<b>TBAT: Use 'A Wider View' as a creative stimulus</b>	Why are older people valuable to society?  What can they teach us?	How does the poet present working-class life during the Industrial Revolution? Class annotation!		Using the poem 'A Wider view' and the image as stimulus, write a creative piece called 'The Past' or	Complete your poetry grid for 'A Wider View'	

		What would you ask your great, great grandfather?			describe the old man.		
	<b>TBAT: Use 'Homing' as a debate topic on accent.</b>	<p>What is your favourite accent and why?</p> <p>Do you think accents influence the way we perceive people?</p>	<p>Reciprocal Reading</p> <p><a href="#">Bias against working-class and regional accents has not gone away, report finds   Inequality   The Guardian</a></p>	<ol style="list-style-type: none"> <li>1. Watch this debate.</li> <li>2. How would you feel if someone who wasn't from Liverpool mocked your accent?</li> <li>3. Do you think there is a connection between intelligence and accent?</li> <li>4. How does this link to our studies of 'Our Day Out' in Year 8 an social stereotypes?</li> </ol>	<p>Class annotation: How is the power of accent presented in this poem?</p>	<p>"You should be able to judge people on their accent. It tells you a lot about them."</p> <p>Debate time!</p>	
	<b>TBAT: Build our own story stanza by stanza inspired by 'The</b>	<ol style="list-style-type: none"> <li>1. What does it mean to be a 'skilled' person?</li> <li>2. If you could have any skill that</li> </ol>	<p><i>Transform this poetry into prose!</i></p> <p><i>In your opening paragraph, you must mention:</i></p> <ul style="list-style-type: none"> <li>• The weather</li> </ul>	<p><i>Transform this poetry into prose!</i></p> <p><i>In your second paragraph, introduce your character:</i></p>	<p><i>Transform this poetry into prose!</i></p> <p><i>In your final paragraph, introduce his wife:</i></p>	<p>"The poem is designed to show that rich people enjoy the hard-work of poor people and that this is unfair."</p> <p>Debate time!</p>	

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	<p><b>Jewellery Maker'</b></p>	<p>you don't possess, what would it be?</p> <p>3. Do your parents or grandparents have any skills that you admire?</p>	<ul style="list-style-type: none"> <li>• <i>What his father is wearing</i></li> <li>• <i>The smells and sounds</i></li> <li>• <i>The surroundings.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>His mannerisms</i></li> <li>• <i>His passions</i></li> <li>• <i>What he is making</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Her clothes compared to other women's</i></li> <li>• <i>His feelings for his wife</i></li> </ul>		
	<p><b>TBAT: Analyse the importance of nature in 'With Birds You're Never lonely'</b></p>	<p>Name 3 poets you have studied who celebrate the glory of Nature.</p>	<p>As you listen to this audio, write down all the sounds you can hear.</p> <p>What <b>impact</b> do these sounds have?</p> <p>Can nature affect our mental health?</p>	<p>List 4 things you learn about today's poet: Raymond Anrobus.</p>	<p><b>Annotate 'With Birds You're Never Lonely'</b></p>	<p>There is a famous idiom: "Silence is golden." How might this apply to the poem?</p>	
	<p><b>TBAT: Analyse the importance of nature in 'A Portable Paradise'</b></p>	<p>What does the word 'Paradise' mean to you?</p> <p>Is it a place, a person or a state of mind?</p>	<p>Create a list of all the things you would pack in a suitcase to create the perfect paradise:</p>	<p>List 4 things you learn about today's poet: Roger Robinson</p>	<ol style="list-style-type: none"> <li>1. Annotate independently for 10 minutes.</li> <li>2. Annotate with your partner for 5 minutes.</li> <li>3. We will now annotate as a class.</li> </ol>	<p><i>How does the poet present his feelings towards nature?</i></p>	
	<p><b>TBAT: Compare how</b></p>	<p>Why was nature important?</p>	<p>Introduce comparison methods.</p>	<p>Miss Kady's comparison.</p>	<p>Compare how poets present their ideas about Nature in 'A</p>	<p>Look at your poetry grid- we have now</p>	

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	<b>two poets present the power of nature.</b>	nt to these two poets?			Portable Paradise' and one other poem of your choice.	completed all 15 poems of our Anthology. Which was your favourite and why?	
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