

Year 7: Poetry

Rationale and ambition for The Purbeck School English Curriculum:

- Our English curriculum aims to transmit a culturally enriching knowledge of literature to students by drawing from the literary Canon and also texts that reflect wider voices in a diverse society, developing the cultural capital of students at the school.
- Our English curriculum aims to develop empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination.
- Our English curriculum aims to support students in developing confidence in expressing their own views and opinions.
- Our English curriculum aims to prepare students for work and life through the development of soft skills such as communication, teamwork, adaptability, problem solving, public speaking.
- Our English Curriculum aims to offer suitable challenge to students of all abilities.
- Our English curriculum aims to offer opportunities for creativity with written and spoken language.

Key concepts:

The concepts that The Purbeck School English curriculum aims to support student progression in are:

- 1.) **Form, structure and coherence** – understanding that texts are organised with intent.
- 2.) **Spelling, punctuation and grammatical rules** – understanding word classes, key spellings, sentence forms and varied punctuation.
- 3.) **Awareness of Impact and Intent** - Understanding that writing is shaped by the priorities of a writer and the needs of a reader, including the teaching of genre, audience and purpose.
- 4.) **Context** – understanding how production and reception shape meaning.
- 5.) **Evidence** - Understanding how to read and listen for meaning and use evidence from texts to support personal critical viewpoints.
- 6.) **Methods** - Understanding how writers and speakers choose from a variety of methods to communicate and engage readers and audiences.

<p>What are students going to be studying?</p>	<p>Norman Silver's "I want trainers" and "Life is a Ball" provide a glimpse into contemporary society, specifically focusing on the desires and struggles of ordinary people. In "I want trainers," the author explores the consumerism prevalent in the modern world through the lens of a child's desire for a trendy pair of shoes. This narrative encapsulates the influence of materialism on young minds and the societal pressure to conform to certain standards. Similarly, "Life is a Ball" presents the readers with the theme of societal expectations, as the protagonist feels trapped within an upsetting existence. Through these stories, students can analyse the implications of consumer culture and the impact of societal norms on individual freedom.</p> <p>Walt Whitman's "I hear America" provides a patriotic view of the nation, showcasing the diversity and inclusivity that makes America unique. By studying this poem, students can analyse the values and ideals associated with the concept of America, exploring themes ranging from unity and freedom to cultural diversity. Whitman's celebration of America encourages students to critically examine the nation's principles and consider their implications in contemporary society.</p> <p>Lastly, Langston Hughes' "I too" explores themes of racial identity and the desire for equality. Hughes addresses the experience of being excluded from the American narrative, highlighting the struggles faced by marginalized communities. By studying this poem, students can analyse the historical context of racial discrimination and examine how it has shaped American society. "I too" serves as a catalyst for discussions on racial equality, social justice, and the importance of representation.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>Norman Silver's 'I want trainers' and 'Life is a Ball' are two engaging stories that resonate with Year 7 students. These stories offer relatable characters and situations, allowing students to explore topics such as aspiration, peer pressure, and personal growth. Through the struggles and triumphs experienced by the protagonists, students can gain empathy and develop a greater understanding of the complexities of human emotions. Additionally, these stories provide opportunities for students to analyse narrative structures and elements such as characterization, plot development, and symbolism - crucial skills for literary analysis.</p> <p>Walt Whitman's 'I hear America' serves as a powerful social commentary and captures the essence of American identity and democracy. As students transition to Year 7, the study of this classic poem allows them to reflect on concepts such as freedom, equality, and national pride. The poem's lyrical style and its celebration of the diverse voices and landscapes of America provide an excellent opportunity for students to explore Whitman's use of language, rhythm, and imagery.</p> <p>Finally, Langston Hughes' 'I too' offers students a chance to engage with important themes of discrimination, resilience, and identity. This poem challenges societal norms and confronts the issue of racial inequality head-on. By studying 'I too,' students can analyse Hughes' use of language, tone, and perspective to convey a powerful message of hope and determination. Additionally, this poem encourages students to reflect on their own identities and explore the experiences of marginalized individuals, fostering empathy and promoting a more inclusive classroom environment.</p>
<p>How does this unit link back to content of prior learning?</p>	<p>Teaching of poetry and usual poetic convention in primary school</p>

<p>What is the essential Knowledge</p>	<p>L1/2: What you will know about poetry:</p> <ul style="list-style-type: none"> • Know and understand the usual conventions that make a poem a poem including metre, rhyme scheme, extended metaphor and stanza, syllables and poetic methods <p>You will be able to:</p> <ul style="list-style-type: none"> • <i>Students to look at a number of poems and identify what makes them a poem. These should be a range that use all the different methods and structural choices above.</i> • Take part in exploratory talk about what makes a poem a poem. • Write a short poem on what makes a poem a poem including areas discussed in exploratory talk. <p>L3: What you will know about limericks and haikus:</p> <ul style="list-style-type: none"> • What is meant by fixed verse poetry including metre, form, rhyme scheme and stanza, syllables. • The fixed verse rules for Limerick • The fixed verse rules for Haiku (and where the Haiku form originated from) <p>What you will know how to do:</p> <ul style="list-style-type: none"> • Write your own limerick and haiku, labelling where the fixed verse rules are met. <p>L4/5: What you will know about sonnets:</p> <ul style="list-style-type: none"> • How a sonnet is structured and the rhyme scheme used by a sonnet as well as quatrains and rhyming couplets. • Information about the history of the sonnet form. <p>You will be able to:</p> <ul style="list-style-type: none"> • Complete a sonnet by adding your own quatrain and rhyming couplet. • Answer the following question using the key ingredients on the analytical writing mat: 'How does the poet present potatoes in the poem 'Praising Potatoes'?' • Big Ideas: <i>Knowledge of how to write developed and detailed 'Big Idea' sentences about how the poet presents potatoes.</i> • Evidence: <i>Knowledge of how to select relevant quotations and references to support their big idea sentences</i> • Evidence: <i>Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.</i> • Impact: <i>Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases.</i> • Methods: <i>Knowledge of Identify and comment on the poetic methods that the poet has used in the poem in order to achieve their effects</i> <p>L6/7: What you will know about poetic methods:</p> <ul style="list-style-type: none"> • You will understand what is meant by the following poetic methods: simile, metaphor, personification, alliteration, sibilance, alliteration, assonance, caesura, enjambment. <p>You will be able to:</p> <ul style="list-style-type: none"> • Work collaboratively in a pair to write a poem about winter that focuses on using the poetic method(s) that you have been given. • Students to perform their poem as a pair, each considering tone, emphasis and pauses. <i>Use exploratory talk framework to aid student feedback.</i> <p>L8: What you will know about 'I Want Trainers' by Norman Silver:</p> <ul style="list-style-type: none"> • Know about the key events and big ideas explored in the poem. • Know relevant context about the poem including his job and work supporting vulnerable young people. • Understand how narrative voice is used by the poet • Know how language and structure is used by the writer in order to explore the effects of materialism/jealousy on children. <p>You will be able to:</p> <ul style="list-style-type: none"> • Answer the following question using the key ingredients on the analytical writing mat: 'How does Silver use language and structure in the poem 'I Want Trainers' to present the child?' • Big Ideas: <i>Knowledge of how to write developed and detailed 'Big Idea' sentences about how Silver uses language and structure to present the child?'</i>
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- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases.
- **Methods:** Knowledge of Identify and comment on the poetic methods that the poet has used in the poem in order to achieve their effects
- **Context:** Knowledge of relevant context to aid understanding of why the child is presented this way (ie: victim of materialistic/consumerist society.)

L9: What you will know about 'Life is a Ball' by Norman Silver:

- The **key events and big ideas** explored in the poem.
- The relevant **context** of the poem such as the poet's job supporting vulnerable young people
- The way that **extended metaphor** used by the poet.
- How **language and structure** is used by the writer in order to raise awareness and sympathy for vulnerable and upset children.

You will be able to:

- Answer the following question using the **key ingredients on the analytical writing mat:** 'How does Silver use language and structure in the poem 'Life is a Ball' to present the child?'
- **Big Ideas:** Knowledge of how to write developed and detailed 'Big Idea' sentences about how Silver uses language and structure to present the child?'
- **Evidence:** Knowledge of how to select relevant quotations and references to support their big idea sentences
- **Evidence:** Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact:** Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases.
- **Methods:** Knowledge of Identify and comment on the poetic methods that the poet has used in the poem in order to achieve their effects
- **Context:** Knowledge of relevant context to aid understanding of why the child is presented this way (ie: victim of care community failing the child/non-supportive school/parents.)

L10: You will know how to:

- **Plan** a response to a poetry comparison question.
- Answer the following **assessment** question using the **key ingredients on the analytical writing mat:** 'Compare how Silver presents the experience of being a child in his two poems.'
- **Synthesise** two pieces of information.
- Use different **comparative connectives** to compare.
- **Select relevant quotations** from both poems.
- Comment on what a writer's/speaker's **perspectives** are.
- **Analyse** the different methods two writers use to convey their perspectives.
- How to compare **impact** of the language on the readers.
- The write an introduction (where students will need to explain briefly how both poets present a child's experience,) one analytical paragraph on poem A followed by a comparative connective before writing one analytical paragraph on poem B followed by a conclusion (where students will need to explain which is the more convincing exploration of a child's experience and briefly why.)

L11/12: You will know how to:

- **Plan** your own poem about experiences of being a child, making decisions about whether the poem will be **free verse** or **fixed verse** and considering which **poetic methods** you will use within your poem.
- **Write your own poem** about the experiences of being a child.

L13: What you will know about 'I hear America' by Walt Whitman:

- The **key events and big ideas** explored in the poem.

- The relevant **context** of the poem such as the **American Dream**.
- How **repetition** is used by Whitman to create a specific **tone**.

You will know how to:

- Use **exploratory talk** with peers to discuss how America is presented in the poem.
- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does Whitman use language and structure to present America?'
- **Big Ideas**: Knowledge of how to write developed and detailed 'Big Idea' sentences about how Whitman uses language and structure to present America?'
- **Evidence**: Knowledge of how to select relevant quotations and references to support their big idea sentences
- **Evidence**: Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact**: Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases.
- **Methods**: Knowledge of Identify and comment on the poetic methods that the poet has used in the poem in order to achieve their effects
- **Context**: Knowledge of relevant context to aid understanding of why Whitman presents America this way?'

L14: What you will know about 'I Too' by Langston Hughes:

- The **key events and big ideas** explored in the poem.
- The **context** of the poem such as Hughes' experiences of racism.
- How the poem links to modern issues about racism.
- How **language and structure** is used by the writer in order to show how Hughes feels about racism and racial identity.

You will know how to:

- Use **exploratory talk** with peers to discuss how America is presented in the poem.
- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does Hughes use language and structure to present America?'
- **Big Ideas**: Knowledge of how to write developed and detailed 'Big Idea' sentences about how Hughes uses language and structure to present America?'
- **Evidence**: Knowledge of how to select relevant quotations and references to support their big idea sentences
- **Evidence**: Knowledge of how accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and to embed them within sentences.
- **Impact**: Knowledge of how to show a personal response to how chosen quotations make them and others feel, commenting on individual words and phrases.
- **Methods**: Knowledge of Identify and comment on the poetic methods that the poet has used in the poem in order to achieve their effects
- **Context**: Knowledge of relevant context to aid understanding of why Hughes presents America this way?'

L15/16: You will know how to:

- **Plan** a response to a poetry comparison question.
- Answer the following **assessment** question using the **key ingredients on the analytical writing mat**: 'Compare how Hughes and Whitman present America in the two poems.'
- **Synthesise** two pieces of information.
- Use different **comparative connectives** to compare.
- **Select relevant quotations** from both poems.
- Comment on what a writer's/speaker's **perspectives** are.
- **Analyse** the different methods two writers use to convey their perspectives.
- How to compare **impact** of the language on the readers.
- The write an introduction, one analytical paragraph on poem A followed by a comparative connective before writing one analytical paragraph on poem B followed by a conclusion .

<p>How will this unit link to the content of future learning?</p>	<p>All years: Analysis of poetry interleaved throughout Y8 Poem's from different 'Worlds and Voices' in Y9 Analysis of poetry required for GCSE Content of poems reflective of The Purbeck School rationale empathetic and engaged citizens through careful text choice, reflecting contemporary concerns and debates such as those about class, gender and intolerance and discrimination</p>
<p>Assessment 1: Success criteria –</p>	<ul style="list-style-type: none"> • Compare how Norman Silver presents the experience of the child in 'Life is a Ball' and 'I want trainers'? <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> • To know how to plan and write two comparative paragraphs that use comparative discourse markers to express similarities and/ or difference between two poems. • To know how to write their comparative big ideas in relation to how the Silver presents the children in each poem. • Big ideas – to know and include two of big idea sentences, using discourse markers, in their main paragraphs which respond to the question compares both poems. • Evidence – To know and include two key quotations from each of the poems to support their comparative big ideas. • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences. • Impact and effect: Show a personal response to how chosen quotations might make readers feel and know possible intentions of the writer that support their comparison of the two poems • Methods: Identify and comment on poetic methods that the writers has used in each of the quotations. Know a range of poetic methods and be able to explain the writers' intended effects. • Context: Make simple comment on the impact of Silver's work with vulnerable children and how this may have impacted his work.
<p>Assessment 2: Success criteria –</p>	<ul style="list-style-type: none"> • 'Compare how Hughes and Whitman present America in the two poems.' <p><i>What should students know and what should they be able to do?</i></p> <ul style="list-style-type: none"> • To know how to plan and write two comparative paragraphs that use comparative discourse markers to express similarities and/ or difference between two poems. • To know how to write their comparative big ideas in relation to how the poets present America. • Big ideas – to know and include two of big idea sentences, using discourse markers, in their main paragraphs which respond to the question compares both poems. • Evidence – To know and include two key quotations from each of the poems to support their comparative big ideas. • Evidence: Show knowledge of how to accurately use quotations and quotation marks and demonstrate knowledge of how to use quotations after a colon, after a comma and embed them within sentences.

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| | <ul style="list-style-type: none">• Impact and effect: Show a personal response to how chosen quotations might make readers feel and know possible intentions of the writer that support their comparison of the two poems• Methods: Identify and comment on poetic methods that the writers has used in each of the quotations. Know a range of poetic methods and be able to explain the writers' intended effects.• Context: Know contextual knowledge about the poets and relate it to their different experiences in/views of America. |
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