



Year 9 – Poetry

L1-3: 'pot' by Shamshad Khan

What I will know about 'pot' by Shamshad Khan:

- The context of the poem such as artefacts taken from **colonised** countries, the experiences of people with **migrant heritage**.
- How the **extended metaphor** is used by the poet.
- How **language and structure** is used by the poet in order to present their ideas on **identity**.

I will be able to:

- **Annotate** the poem, commenting on methods used.
- Take part in **exploratory talk** to create effective **planning** to support **analytical** writing.
- **Plan** analytical writing on **identity** by considering which big ideas I will write about and the quotations I will use to support them.
- Answer the following question **using the key ingredients on the analytical writing mat**: 'How does Khan use **language and structure** in order to present their ideas on identity?'
- Write my own opening of a short story using an **extended metaphor**.

L4/5: 'A Portable Paradise' by Roger Robinson

What I will know about 'A Portable Paradise' by Roger Robinson:

- The **context** of the poem such as: Robinson's birth, his parent's birthplace, his struggles and memories, his return to England and initially living with his grandmother.
- How the writer uses **language** and **structure** to convey their ideas on identity.

I will be able to:

- **Evaluate** how this poem is similar or different to the W.B. Yeats poem 'He Wishes for the Clothes of Heaven.'
- **Read each poem aloud** and **imagine** what Roger Robinson might say to W.B. Yeats about his poem and vice versa.
- Create an original **performance** combining the two poems.
- Write a **formal letter** as either of the poets to the other, explaining what they liked about the others poem and how it relates to their own (using **conventions** of a **letter** and **quotations** from the poem)

L6/7: Assessment: Write an essay on 'pot' by Shamshad Khan exploring the way the poet presents ideas about identity?

I will be able to:

- Plan and write an essay that includes an **introduction**, **conclusion** and **three paragraphs using the features of The Purbeck School analytical writing mat**.

L10/11: 'A Century Later' by Imtiaz Dharker

What I will know about 'A Century Later' by Imtiaz Dharker:

- How the poet presents the **challenges** faced in some countries by girls seeking education.
- The context of the poem such as the different **influences** on her identity, her birthplace and where she grew up and the links to **Owen's Anthem for Doomed Youth**.
- How the poem links to the experiences of **Malala Yousafzai**.
- How **language and structure** is used by the poet.



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I will be able to:

- **Annotate** the poem, commenting on methods used.
- Take part in **exploratory talk** to create effective planning to support analytical writing.
- **Plan** analytical writing on ideas about **knowledge** and **power** in 'A Century Later' by considering which big ideas I will discuss and the quotations I will use.
- Answer the following question **using the key ingredients on the analytical writing mat**: 'How does the poet present ideas about **knowledge** and **power** in 'A Century Later'?'

L12: 'A Century Later' by Imtiaz Dharker

What I will know about rhetorical speech writing:

- The **rhetorical techniques** that are used to persuade (rhetorical questions, anecdotes, counter arguments, facts and opinions, hyperbole, expert evidence emotive language, triadic structures.)
- How the rhetorical techniques employed could **affect audiences**.
- How to express my **ideas** and/or **feelings** using **ambitious vocabulary**.
- How to make the purpose of my speech clear through a **strong opening**.
- How to use appropriate **standard English** and **formal register**.

I will be able to:

- Write a persuasive speech about the need for **equal access to education**.
- Use a range of rhetorical methods/topic sentences/discourse markers/viewpoint adverbials.)

L13-15: 'Thirteen' by Caleb Femi

What they will know about 'Thirteen' by Caleb Femi:

- The context of the poem such as his place of birth, his **memories and loss of hope, the police** and the proximity to where **Damilola Taylor** was murdered.
- That it is a **lyric** poem, written in the **second person** detailing a personal experience.
- How the poet presents how **systemic racism** is a shared experience for many people, as well as allowing white readers to put themselves in the speaker's position.
- How **language and structure** is used by the poet.

I will be able to:

- **Annotate** the poem, commenting on methods used.
- Take part in **exploratory talk** to create effective planning to support analytical writing.
- **Plan** analytical writing on identity by considering which big ideas about the police they will discuss and the quotations they will use to do so.
- Answer the following question **using the key ingredients on the analytical writing mat**: 'How does Femi use **language and structure** in order to present their ideas on the police?'

L16/17: Assessment: Write an essay to answer the following question: Compare the different experiences of children that are presented in 'A Century Later' by Imtiaz Dharker and 'Thirteen' by Caleb Femi?

I will be able to:

- To know how to plan and write a comparative essay that includes an introduction, conclusion and two main comparative paragraphs, using the AB comparative essay model.