

Year 9: 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><i>Pot</i> by Shamshad Khan, <i>A Century Later</i> by Imtiaz Dharker, <i>A Portable Paradise</i> by Roger Robinson, and <i>Thirteen</i> by Caleb Femi are four poetic works that intimately delve into the theme of identity. Through their use of language and structure, these poems explore different dimensions of identity, illuminating its complexities and intersections with various aspects of one's life, including race, culture, history, and personal experiences.</p> <p>In <i>Pot</i>, Shamshad Khan employs a raw and visceral language to vividly depict the struggles and challenges faced by a Pakistani immigrant in the United Kingdom. The poem's structure consists of short, fragmented lines, which mirror the fragmented nature of the protagonist's identity as well as his fractured sense of belonging. The use of colloquial language emphasizes the narrator's struggle to reconcile his Pakistani heritage with the reality of being an outsider in a foreign land. Through this language and structure, Khan delves deep into the immigrant experience, questioning notions of identity, assimilation, and home.</p> <p>Similarly, <i>A Century Later</i> by Imtiaz Dharker explores the theme of identity through language and structure. The poem reflects on the legacy of the British colonial rule in India and its lasting impact on Indian identity. Dharker employs a blend of English and Indian languages, interweaving Punjabi and Gujarati into her verses, as well as adopting a non-linear structure. This mixture of languages and the fragmented structure mirror the complexities of Indian identity formed under the influence of colonial power. Dharker's choice of language and structure highlights the need to honor and embrace diverse linguistic and cultural heritages in the process of reclaiming and shaping a multifaceted identity.</p> <p>In <i>A Portable Paradise</i>, Roger Robinson also explores the theme of identity, focusing on the experiences of the Black community in Britain. The poem employs a conversational and direct language, creating an intimate connection with the reader. Its structure consists of short, sharp stanzas, each functioning as a standalone statement, which emphasizes the urgency and directness of Robinson's exploration of identity. Through his powerful words, Robinson highlights the importance of finding solace and resilience in a world that often attempts to marginalize and erase the identities of marginalized communities.</p> <p><i>Thirteen</i> by Caleb Femi delves into the theme of identity through the lens of Black masculinity in London. Femi's use of language is dynamic and rhythmic, invoking the energy and vibrancy of the city. The poem adopts a narrative structure, utilizing a series of vivid episodes and scenes that explore the intersecting identities and experiences of Black boys in a diverse and complex urban environment. Through his evocative language and vivid storytelling, Femi confronts stereotypes and challenges societal perceptions, ultimately reclaiming and celebrating a multifaceted Black identity.</p>
<p>Why are students studying this content and what are the links to our rational and ambition?</p>	<p>The study of poetry holds immense value for students in terms of intellectual and emotional growth. Through the works of poets like Shamshad Khan, Imtiaz Dharker, Roger Robinson, and Caleb Femi, students are provided with a window into diverse perspectives, enabling them to broaden their understanding of the world and connect with their own experiences. These poems, "Pot," "A Century Later," "A Portable Paradise," and "Thirteen," respectively, encapsulate the power of language to evoke emotions, challenge societal norms, and foster empathy, making the study of poetry an essential part of education.</p> <p>Firstly, poetry has a unique ability to evoke deep emotions and contemplation through its carefully chosen words and rhythmic patterns. Within the poem "Pot" by Shamshad Khan, the poet explores themes of identity and cultural heritage, tapping into the emotions that arise from feeling</p>

	<p>disconnected from one's roots. The use of vivid imagery, such as "A pot without a handle/ Is just a hollow chunk of mud," allows students to visualize and empathize with the poet's struggle. By studying this poem, students are encouraged to delve into their own emotions and reflections, fostering introspection and encouraging the development of emotional intelligence.</p> <p>Moreover, poetry has the power to challenge societal norms and shed light on the realities faced by marginalized communities. In Imtiaz Dharker's "A Century Later," the poet juxtaposes the powerful imagery of a "poppy seed dressed in red" with the somber theme of war. This poem highlights the devastating consequences of conflict and prompts students to question the systems and decisions that lead to such suffering. By engaging with thought-provoking poems like this, students cultivate critical thinking skills, questioning the status quo and developing empathy towards those affected by injustice.</p> <p>Furthermore, poetry offers a portable paradise, as Roger Robinson conveys in his eponymous poem. "A Portable Paradise" explores themes of hope, resilience, and humanity's collective connection to nature. The use of evocative language and vivid descriptions, such as "All the bees /are ded,/ the birds are too," transports readers to a world where solace can be found amidst chaos. By studying this poem, students discover the potential of language to inspire and uplift, nurturing their own creativity and resilience while providing a sense of escapism from harsh realities.</p> <p>Lastly, poetry, like Caleb Femi's "Thirteen," can capture the complexities of adolescence and the unique experiences young people face. This poem discusses the challenges of youth, particularly for Black boys growing up in inner-city environments. Femi's poem offers a nuanced portrayal of identity, capturing the joy and pain of coming of age. By studying such poems, students are encouraged to examine their own experiences and empathize with different perspectives, fostering greater understanding and acceptance of others.</p>
<p>How does this unit link back to content of prior learning?</p>	<p>How to annotate poetry Understanding the significance of identity through writing Understanding the different poetic forms and language features Linked writing exercises to revise previously taught creative writing tasks (targeting LP1 & 2 Q5)</p>
<p>What is the essential Knowledge</p>	<p style="text-align: right;"><u>'pot' by Shamshad Khan – 3 hrs</u></p> <p>(Peer discussion – for planning grids – 4x 'big ideas' for each)</p> <p>What they will know about 'pot' by Shamshad Khan:</p> <ul style="list-style-type: none"> ○ What big idea are explored in the poem – history has been 'whitewashed' / the importance of history to ones identity / the importance of cultural artefacts / the fear of losing ones cultural identity. ○ The context of the poem such as artefacts taken from colonised countries, the experiences of people with migrant heritage. ○ How extended metaphor is used by the poet. ○ How language and structure is used by the poet in order to present their ideas on identity. <p>What they will know how to do:</p> <ul style="list-style-type: none"> ○ To be able to work with peers to create effective planning to support analytical writing.

- To be able to plan analytical writing on identity by considering which big ideas about identity they will discuss and the quotations they will use to do so.
- To **annotate** the poem, commenting on methods used.
- Be able to use their planning to **write an analytical paragraph** about how Khan uses **language and structure** in order to present their ideas on identity.
- **Big Ideas:** Knowledge of how to write developed and detailed 'Big Idea' sentences about how Khan uses **language and structure** in order to present their ideas.
- **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. Knowledge of how to **infer** what Khan suggests about identity.
- **Methods:** Knowledge of Identify and comment on the poetic methods that Khan has used in the poem in order to achieve their effects.
- To be able to explore two of the planned big ideas to write the answer to the following question: 'How does Khan use **language and structure** in order to present their ideas on identity?'
- Students are able to write their own poem using an **extended metaphor**.

'A Portable Paradise' by Roger Robinson – 3 hrs

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

- What big idea are explored in the poem – the significance of childhood memories / the feeling of trying to hide ones identity / the effects of struggles in society / the importance of inner strength and optimism.
- The **context** of the poem such as Robinson was born in London. His parents were from Trinidad and they went to live there as a family after he was born. He returned to England when he was nineteen, initially living with his grandmother.
- To know and understand the **different thoughts and feelings** the speaker has throughout the poem.
- To know and understand how the writer uses **language** to convey the thoughts and feelings of the speaker.
- How **language and structure** is used by the poet in order to present their ideas on identity.

What they will know how to do

- To evaluate how this poem is similar or different to the W.B. Yeats poem.
- To be able to read each poem aloud and imagine what Roger Robinson might say to W.B. Yeats about his poem and vice versa.
- To be able to create an original performance combining the two poems.
- To be able to write a formal letter as either of the poets to the other, explaining what you liked about their poem and how it relates to yours.
- To be able to use conventions of letter format including an introductory paragraph, two main paragraphs, an appropriate signing off, correct layout including address to be sent to and of sender.
- To be able to explore the language used in poem in the letter (including quotations.)

Assessment 1 – see below (assessment section)

'A Century Later' by Imtiaz Dharker – 3 hrs

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

- What big ideas are explored in the poem – the challenges faced in some countries by girls seeking education / the fight needed for equality / a better future is possible / the importance of unity in fighting for a better future.
- The context of the poem. Dharker described herself as a Scottish Muslim Calvinist, summarising the different influences on her identity. Born in Pakistan, brought up in Scotland, and has lived in England, Wales, and India. Published in 2014, the centenary of the First World War; it is a response to Wilfred Owen’s Anthem for Doomed Youth and the experiences of Malala Yousafzai.
- How **language and structure** is used by the poet.

What they will know how to do

- To be able to work with peers to create effective planning to support analytical writing.
- To be able to plan analytical writing on identity by considering which big ideas about identity they will discuss and the quotations they will use to do so.
- To **annotate** the poem, commenting on methods used.
- Be able to use their planning to **write an analytical paragraph** about how Dhaker uses **language and structure** in order to present her ideas on identity.
- **Big Ideas:** Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Dhaker uses **language and structure** in order to present their ideas.
- **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. Knowledge of how to **infer** what Dhaker suggests about identity.
- **Methods:** Knowledge of Identify and comment on the poetic methods that Dhaker has used in the poem in order to achieve their effects.
- To be able to explore two of the planned big ideas to write the answer to the following question: “How does the poet present ideas about **knowledge and power** in ‘A Century Later’?”
- To be able to write a persuasive speech about the need for equal access to Education .
- To be able to use a range of rhetorical methods/topic sentences/discourse markers/viewpoint adverbials.)

‘Thirteen’ by Caleb Femi – 3 hrs

What they will know about ‘Thirteen’ by Caleb Femi:

- What big idea are explored in the poem. The voice in the poem feels victimised / The police are presented as being oppressive / The voice in the poem questions the ‘establishment’/ There is a loss of hope in the poem.
- The context of the poem. Femi was born in Nigeria; he moved to England when he was seven and grew up on London’s North Peckham estate (where Damilola Taylor was murdered in 2000). Although a **lyric** poem, detailing a personal experience, it is written in the second person. This acknowledges how systemic racism is a shared experience for global majority people, as well as allowing white readers to put themselves in the speaker’s position.
- How **language and structure** is used by the poet. The poet repeats the phrase ‘you will’, using modality to assert that racial profiling and “stop and search” are regular occurrences.

What they will know how to do:

- To be able to work with peers to create effective planning to support analytical writing.
- To be able to plan analytical writing on identity by considering which big ideas about identity they will discuss and the quotations they will use to do so.
- To **annotate** the poem, commenting on methods used.
- Be able to use their planning to **write an analytical paragraph** about how Femi uses **language and structure** in order to present their ideas on identity.

	<ul style="list-style-type: none"> ○ Big Ideas: Knowledge of how to write developed and detailed ‘Big Idea’ sentences about how Femi uses language and structure in order to present their ideas. ○ 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. Knowledge of how to infer what Femi suggests about identity. ○ Methods: Knowledge of Identify and comment on the poetic methods that Femi has used in the poem in order to achieve their effects ○ To be able to explore two of the planned big ideas to write the answer to the following question: ‘How does Femi use language and structure in order to present their ideas on the police?’ ○ Write a letter to Femi showing empathy for his situation, showing clear understanding of the content of the poem and the language choices he uses. ○ Include how to lay out a letter, including different addresses, the date and how to address an individual (ie: Dear Mr Femi,) ○ To know levels of formality when greeting. ○ To know levels of formality when signing off. <p>Assessment 2 – see below (assessment section)</p>
<p>How will this unit link to the content of future learning?</p>	<p>All years: Lit poetry questions in GCSE Linked writing tasks focussing on LP1 & 2 Q5</p>
<p>Assessment 1: Success criteria –</p>	<p>➤ Write an essay on ‘pot’ by Shamshad Khan exploring the way the poet presents ideas of identity?</p> <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 an essay that includes an introduction, conclusion and three big idea paragraphs. ● To know how to write an introductory paragraph explaining their big ideas in relation to how the poet presents ideas of identity. ● Big ideas – to know and include a range of big idea sentences in their main paragraphs which respond to the question. ● Evidence – To know and include three key quotations from the poem to support their 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 big ideas. ● Methods: Identify and comment on poetic methods that the writer has used in each of the three quotations. Know a range of poetic methods and be able to explain the writer’s intended effects. ● Context: Know contextual knowledge about the poet and relate it to ideas of identity.

<p>Assessment 2: Success criteria –</p>	<ul style="list-style-type: none"> • Know the ingredients of an effective conclusion. <p>➤ Write an essay to answer the following question: Compare the different experiences of children are presented in ‘A Century Later’ by Imtiaz Dharker and ‘Thirteen’ by Caleb Femi?</p> <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 a comparative essay that includes an introduction, conclusion and four main paragraphs, using the AB comparative essay model. • To know how to use a range of comparative discourse markers to express similarities and/ or difference between two poems. • To know how to write an introductory paragraph explaining their comparative big ideas in relation to how the poet presents ideas of identity. • Big ideas – to know and include a range of big idea sentences, using discourse markers, in their main paragraphs which respond to the question compares both poems. • Evidence – To know and include three 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: Know contextual knowledge about the poets and relate it to ideas of different childhood experiences. • Know the ingredients of an effective conclusion.
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