YEAR 10 - Power and Conflict Poetry

In this unit you will study the poetry anthology from AQA with a focus on “Power and Conflict”. You have previously studied texts, such as Hamlet, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your GCSE Literature study, as it will give you core knowledge for the GCSE Literature texts, as well as developing high level skills which you can apply during your wider GCSE course.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Structure Tone Impact Nuance Connotations Context Intent Generic features	Authorial intent Literary devices Oxymoron Construct Inference Character tracking Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations	Apt socio-historic features Elements of power and conflict. Attitudes to conflict. thematic analysis poetic structure analysis	• Develops a conceptual interpretation using explicit and implicit evidence. • Selects, embeds and interprets quotations effectively. • Maintains a developed analytical paragraph with a clear argument. • Analyses language, form and structure. • Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. • Explains relevant socio-historic context. • Evaluates the writers’ wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary

Checkpoint 2: How does the named poet present aspects of power and conflict?	You will be given an extract from the text, alongside the set question. Things to consider: ● Socio-historic aspects ● Use of poetic structure ● Language devices and connotations ● Generic features ● Consider big ideas/writer's intentions.	● Close textual analysis ● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and interprets quotations effectively. ● Maintains a developed analytical paragraph with a clear argument. ● Analyses language, form and structure. ● Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● Explains relevant socio-historic context. ● Evaluates the writers' wider intentions and messages.
Checkpoint 3: How does the named poet and another poet present aspects of power and conflict?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: ● write an introduction that explains your overarching argument and links the poems ● use topic sentences for each paragraph that explain the main focus of the paragraph ● use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs ● Explode the quotes (in the diamond analysis style) ● write a concluding sentence for each paragraph that summarises the main focus with a focus on the writers' intentions and considers similarities and differences ● write a conclusion that offers insight into the potential impact of the text and compares and contrasts their poetic view	● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and interprets quotations effectively. ● Maintains a developed analytical paragraph with a clear argument. ● Analyses language, form and structure. ● Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● Explains relevant socio-historic context. ● Evaluates the writers' wider intentions and messages, differences and similarities
Checkpoint 4: Collate an overview of the poems and their comparisons and similarities:	As a group, you will be expected to collate all of the poems and be able to categorise and group them through similarities of theme and style Things to consider: ● Tone ● Structure ● Thematic aspect of 'power and conflict' ● Poetic and literary devices ● Authorial intent ● Generic features used or inverted	● Understand thematic grouping ● Identify and categorise by structure, language and intent ● Historical and cultural understanding ● clear collation and categorisation ● Aware of key quotes and key aspects of each poem

Milestone assessment:

How does the named poet and one other present the ideas of power and conflict?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Form Structure Tone Poetic devices Intention Linguistic connotations	Understanding of key themes,its link to inside the set text and wider analysis outside the text Comparative structure.	● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and interprets quotations effectively. ● Maintains a developed analytical paragraph with a clear argument. ● Analyses language, form and structure. ● Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● Explains relevant socio-historic context. ● Evaluates the writers' wider intentions and messages. ● Compare poetic structures for effect

How can I achieve in this topic?

- Complete tasks as homework including:key quotes; character sketches; mindmaps
- Use revision support material to prepare you for assessments, knowledge organisers, quote cards, theme maps
- Use excellence models, scaffolds and success criteria