YEAR 11 - Unseen Poetry

In this unit you will study the unseen poetry element of the course that requires an analysis of unseen poetry and a clear comparison of unseen poetry. You have previously studied texts, such as the Power and Conflict poetry, 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	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: Analysis strategy for unseen	Students will be asked to create a double page spread/product, which summarises the different strategies and methods related to unseen analysis. Students will identify typical language, form and structural features as part of this.	• Close textual analysis • Understand thematic presentation • Identify and categorise by structure, language and intent • clear collation and categorisation • Aware of key quotes and key aspects of each poem

Checkpoint 3: How does the named poet present their theme?	You will be given an extract from the text, alongside the set question. Things to consider: • Use of poetic structure • Language devices and connotations • Generic features • Consider big ideas/writer's intentions.	• 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 4: How does the named poet and another poet present aspects of their similar thematic viewpoint?	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

Milestone assessment:

How does the named poet and one other present their theme or idea?

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