YEAR 7 - 'Lakes Poetry'

In this unit you will study a range of poetic forms and some travel writing. You have previously studied texts, such as The Crooked Man and A Midsummer Night's Dream, 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 Literature studies, 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 Key Stage 3 and GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
structure Construct Poetic form Conventions of poetry Rhyme rhythm Nature and nurture Conflict Exploration	Perspective Narrator Chronology Inference Character tracking Analysis Theme tracking Oracy Direct address Facts and Opinions Rhetorical questions Repetition Statistics triples Narrative perspective Figurative language Critical reading Alternative interpretations Symbolism Pathetic fallacy alliteration	English nature poetic conventions The role of the natural world to challenge social views Attitudes to nature. Symbolism Writing for a specific form Socio-historic aspects of the Romantics Use of PETAL Use of DAFORREST	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant poetic context. KLI 3b: Evaluates the writer's 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 do the poets compare their views on the natural world?	You will be given an extract from the text, alongside the set question. Things to consider: ● What are they focusing on that is similar and different? ● How does their language reflect their views of the natural world? ● How does their use of structure support their viewpoints? ● Consider big ideas/writer's intentions.	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant socio-historic context. ● KLI 3b: Evaluates the writer's wider intentions and messages.
Checkpoint 3: How does the writer present the speaker's feelings about nature in the named poem?	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 ● 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 writer's intentions ● write a conclusion that offers insight into the potential impact of the text	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant socio-historic context. ● KLI 3b: Evaluates the writer's wider intentions and messages.
Checkpoint 4: Write and perform a poem that you have studied	As a group, you will be expected to review, rewrite, perform and evaluate a poem from their research into the natural world. Things to consider: ● Understanding the Original Scene: ● Thinking About Audience and Purpose ● Shape the Scene for Performance ● Draft, Revise, and Improve ● Speaking Clearly and Confidently ● Rehearsing and Refining for an Audience ● Why a particular tone, gesture or movement was chosen; ● Link to audience understanding.	● Use dramatic expression ● Vocal and physical performance ● Historical and cultural understanding ● Confident and clear delivery ● Evaluate performance choices

Milestone assessment:

Presenting a travel writing piece linked to exploring the natural world.

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Exploration Experience Enjoyment Engagement Anecdote Persuasion	Understanding of key theme, purpose, function and deliberate crafting of literary devices for a specific effect	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Employs language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains relevant features. KLI 3b: employs linguistic choices for a specific intention and message.

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
- Use excellence models, scaffolds and success criteria