YEAR 8 - Poetry and Prose

In this unit you will study the modern poetry anthology text Prejudice and Injustice. You have previously studied texts, such as The Strange Case of Dr Jekyll and Me Hyde, 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
Prejudice Discrimination Poetic Conventions Choice and Predetermined Destiny Free will Conflict Social harmony	Enjambment Caesura Semantic Field Imagery Oxymoron Construct Inference Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations Poetic form Direct address Facts and Opinions Rhetorical questions Repetition Statistics Triples	British values poetic conventions The role of individuals in society. Attitudes to race and identity. Prejudice and discrimination poetic structure analysis 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 socio-historic 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 use language and structure to present their views?	You will be given an extract from the text, alongside the set question. Things to consider: ● What is the central idea being expressed? ● How does his language reflect his views? ● Why does the writer use this structure? ● How successfully do they express 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 do the poets present their viewpoints and opinions in their poetry?	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 a creative monologue to reflect a character's thoughts and feelings.	As a group, you will be expected to review, rewrite, perform and evaluate a scene inspired from a considered text. 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; ● Drama vocabulary (such as subtext, tension, status or emphasis); ● Link to audience understanding.	● Use dramatic expression ● Vocal and physical performance ● Historical and cultural understanding ● Confident and clear delivery ● Evaluate performance choices

Milestone assessment: Speech about issues of identity; oracy presentation		
Vocabulary: Social expectations Values Prejudice discrimination Construct	Knowledge tasks: Understanding of key themes, its link to inside the set text and wider analysis outside the text. Understand pitch, gesture, tone and intonation	Disciplinary skills: 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: selects 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 our role in society and wider intentions and messages.

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