

Curriculum Connections!

Where have you seen women presented in similar ways in the texts you've studied this year?

At the end of this unit, I can:

Speaking and Listening

- Share poems crafted using language features for effect.

Porphyria's Lover

- Explain the effect of pathetic fallacy, personification, dramatic monologue, enjambment, semantic field, plosives and iambic tetrameter.

Non-fiction:

Female agency in society

Browning and Porphyria's Lover

Practise comparison skill.

Poet Laureate Competition Lens: Women

The Laboratory

- Explain the effect of plosives, tetrameter, consonance, enjambment.

Non-fiction
Madame de Brinvilliers

Non-fiction Reading and Writing
Violence against women

Non-fiction
Damaging effect of beauty standards

Sonnet 130 and She Walks in Beauty

- Practise comparison skill.

She Walks in Beauty

- Explain the effect of the sonnet form, simile, metaphor, personification, imagery, sibilance, assonance, consonance, rhyme.

Writing and redrafting opportunity

- Practise writing a sonnet.

Unseen

- Practise comparing two unseen poems.

Sonnet 130

- Explain the purpose of a sonnet and how Shakespeare mocks conventions of a Petrarchan sonnet.

Sonnet 130

- Explain the effect of hyperbole, enjambment, consonance, rhyming couplets.

Writing and redrafting opportunity

- Practise writing a dramatic monologue from a female perspective.

Havisham and Medusa

- Practise comparison skill.

Medusa

- Explain the effect of enjambment, caesura, sibilance and free verse.

Explain

- The difference between language, structure and form.

Non-fiction
Demonisation of women in society

Year 9

Analysing Language, structure and form in Poetry Lens: Women

Havisham

- Explain the effect of allusion, onomatopoeia, plosives and dramatic monologue.

Medusa

- Explain the purpose of the dramatic monologue.

Revisit

First read, second read and third read.

Curriculum Connections!

Where have you seen struggle presented in similar ways in the texts you've studied this year?

At the end of this unit, I can:

Blank box for student reflection on learning outcomes.

Poet Laureate Competition Lens: Struggle

My Boy Jack

- Explain the effect of repetition, enjambment, caesura and rhyme.

The Man He Killed

- Explain the effect of symbolism, consonance, assonance, symbolism and enjambment.

Invasion

- Explain the effect of enjambment, plosives and natural imagery.

Speaking and Listening

- Share poems crafted using language features for effect.

Non-fiction
How soldiers deal with the job of killing

Non-fiction
Apartheid in South Africa

Presents From My Aunt in Pakistan

- Explain the effect of assonance, enjambment, free verse and personification.

Nothing's Changed

- Explain the effect of enjambment, consonance and imagery.

Writing and redrafting

- Practise writing using allusion, parallelism and assonance.

Developing Analysis of Unseen Poetry

- Explain the effect of allusion, syntactic foregrounding, assonance, parallelism,

On My First Son

- Explain the effect of iambic pentameter and symbolism.

Non-fiction
Mortality in the past

Analysing Limbo

- Free verse, repetition, extended metaphor.

Writing and Re-drafting

- Practise using enjambment and caesura.

Unseen Poetry

- Practise analysing methods in an unseen poem.

Analysing Blessing

- Explain the effect of enjambment, oxymoron and plosives.

Island Man

- Explain the effect enjambment and caesura.

Year 8

Analysing Language and Structure in Poetry Lens: Struggle

Non-fiction Reading and Writing:

Mental health may be biggest factor in UK homicides

Analysing Hitcher

- Explain the effect of enjambment, caesura and juxtaposition.

Non-fiction:

How Caribbean migrants helped to rebuild Britain

Revisit first read, second read and third read.

Curriculum Connections!

Where have you seen voices presented in similar ways in the texts you've studied this year?

At the end of this unit, I can:

Speaking and Listening

- ☐ Share poems crafted using language features for effect.

Non-fiction Reading and Writing

Societal norms in Romantic era

The Tyger

- ☐ Build upon and develop alliteration, allusion, symbolism and repetition.

Writing and redrafting

- ☐ Practise writing Romantic poetry using allusions, alliteration and symbolism.

Poet Laureate Competition Lens: Voices

The Tyger

- ☐ Introduce conventions of Romantic Literature.

Writing and redrafting

- ☐ Practise using an unreliable narrator, gothic conventions and allusions.

Wider reading:

Mythical allusions

The Raven

- ☐ Introduce Gothic conventions and explain the effect of an unreliable narrator, alliteration, imagery and repetition.

Wider reading:

Religious beliefs about creation

Hope is a Thing With Feathers

- ☐ Explain the effect of an extended metaphor, pathetic fallacy, imagery, alliteration and rhyme.

Writing

- ☐ Practise using an extended metaphor to **create our own meaning**.

The Road Not Taken

- ☐ Explain the effect of personification, alliteration, imagery and symbolism.

Non-fiction Reading and Writing

Impact of grief

Rime of The Ancient Mariner

- ☐ Explain the effect of tone and alliteration.

El Dorado

- ☐ Revisit: explaining the effect of metaphors, allusion and imagery.

The Highwayman

- ☐ Explain the effect of imagery
- ☐ Explain the effect of repetition.
- ☐ Explain the effect of the use of metaphor.

- ☐ Introduction to first read, second read and third read.

Year 7

Analysing Language in Poetry Lens: Voices

Non-fiction Reading and Writing:

Historical search for El Dorado

Writing

- ☐ Practise using a metaphor, imagery and repetition to **create our own meaning**.

- ☐ Explain the difference between prose and verse.