

WAR POETRY SOW - Y7

Subject: English

Medium term plan Y7 - Unit planning and evaluation sheet:

Y7 Unit 3	Title: War poetry and Non-Fiction
<p>Why are you teaching it? What do they need to know? Misconceptions?</p>	<p>We are teaching this unit to further develop the students' reading comprehension, particularly developing their inference skills and their ability to form their own interpretations of what they have read. We are also teaching this unit in order for them to improve their close language analysis skills as they focus on the writers' use of linguistic devices and write analytically about these. This unit also provides opportunities for the students to improve their own creative writing, using a range of poems to explore the writer's intentions and their ability to use a variety of techniques to explore war in both a positive and negative light.</p> <p>The work provided in this module will help introduce students to key skills to aid them in their analysis of poetry as well as highlight important concepts and themes that will reoccur in their study of poetry in KS4 with the AQA Power and Conflict cluster. The cluster of War poems (WW1 and WW2) will also link to other departments modules and foster a cross curricular based education. Frequent opportunities for class discussion will also improve students' oracy skills and their confidence in discussing and putting forward their own opinions about any given text.</p> <p>The students will need to know:</p> <ul style="list-style-type: none">● How to select appropriate quotes to analyse.● How to use linguistic devices to make their own creating writing engaging for the reader.● How writers use linguistic devices to create a range of effects.● How to use a range of reading strategies.● How writers explore a range of themes and ideas in their texts (e.g. power, conflict, trauma).● How to spot poetic devices (e.g. stanza, simile, repetition and metaphor).● How to explore a range of opinions on a sensitive and relevant topic.● How to use persuasive writing techniques. <p>Misconceptions around more complex vocabulary will be addressed throughout the module with targeted questioning provided in class through the teacher.</p>

<p>Why are you teaching it now? What prior learning do students have?</p>	<p>→ We are teaching this module now to help support students in accessing a range of analytical skills to support them in their exploration of poetry. The module will also help plant knowledge which will support their learning of poems later or in their time at school (with the power and conflict poetry cluster).</p> <p>→ Prior learning includes how to write analytically about a character, inference skills, how to select quotes, empathy/personal response skills, identifying genre and a variety of reading strategies.</p>
<p>Tier 3 vocabulary:</p>	<p>5 key words to learn -</p> <ol style="list-style-type: none"> 1) Propaganda Information, especially of a biased or misleading nature, used to promote a political cause or point of view. 2) Patriotic Having or expressing devotion to and vigorous support for one's country. 3) Memorial A statue or structure established to remind people of a person or event. 4) Remembrance The action of remembering the dead. 5) Post traumatic stress disorder (PTSD) A condition of persistent mental and emotional stress occurring as a result of injury or severe psychological shock, typically involving disturbance of sleep and constant vivid recall of the experience, with dulled responses to others and to the outside world. <p>Keywords for the unit: Ammunition, authority, explosion, fatigue, recruit, dehumanise, courage, futility, patriotic, jingoism, propaganda, artillery, carnage, grenade, injuries, solemn, conscientious objector, morality, shellshock, somme.</p>
<p>Cultural Capital:</p>	<p>Students will learn about British poets who wrote about Britain's involvement in World War I including Siegfried Sassoon, Rupert Brooke and Wilfred Owen. They will also study propaganda posters, extracts from newspaper articles and other literary and non-fiction texts from the period. They will learn about the cultural position of poetry at the beginning of the 20th century. They will also be studying and comparing contemporary war poetry from the Ukraine war. Studying Flanders Fields will give them a greater understanding of Remembrance Sunday, its historical significance and the origins of the Poppy appeal. They will also learn about the World War I Christmas ceasefire and football game between Germany and England. They will use this as inspiration for their own script-writing.</p>

Key Assessments	
<p>What are you expecting students to be able to do at the end of the module that they couldn't do at the start?</p>	<p>Oracy:</p> <ul style="list-style-type: none"> - Students discuss ideas verbally 1-1 as well as in a group. - Students will use tier 2 and 3 vocabulary in their verbal answers. Students will give extended verbal answers. <hr/> <p>Literacy:</p> <ul style="list-style-type: none"> → Students will read through a range of poems focusing on WW1 and WW2 → Students will practice a range of writing skills both non-fiction (newspaper articles, propaganda and posters) and fiction (e.g. stories, poems) → Students will use DAFOREST in their writing → Students will use and learn a range of poetic/linguistic devices → Improved extended writing with a clear success criteria. <p>Reading:</p> <p>Use of the three whole school reading strategies where appropriate:</p> <ol style="list-style-type: none"> 1. Skim, scan and zoom. 2. Use of tier 2 and 3 vocabulary. 3. Group reading (where appropriate) <hr/> <p>SEND</p> <ul style="list-style-type: none"> - Support tasks given on the slides - Sentence starters given by the teacher and on the slides - Think, pair, share to writing tasks to support and inspire pupils - Use of PCS 10 for SEND strategies. - Targeted questioning - Modelling work, such as the live modelling of analytical paragraphs in Lesson 7, 12 & 15 - Group work pairings to support the student to succeed