

Subject: English

## Medium term plan Y10 - Anthology Poetry Unit

Unit planning and evaluation sheet:

Y10 Term 4	Title: Anthology Poetry (Power)
Why are you teaching it? <b>What do they need to know? Misconceptions?</b>	<ul style="list-style-type: none"><li>• We are teaching this unit to expand students' comparative skills with literary texts, encouraging them to make developed links through considering contextual factors as well as the way different texts are constructed.</li><li>• They need to know how poems are constructed to create meaning and achieve their purposes. They also need to know how to identify and analyse a variety of poetic techniques.</li><li>• Misconceptions around mental health and historical context will be corrected to ensure students' cultural capital is developed.</li></ul>
Why are you teaching it now? What <b>prior learning</b> do students have?	Revising and building on the poetry analysis skills students gained in Y7 War Poetry and the Y9 Love and Relationships poetry unit. We teach the majority of the Literature texts in Y10 so that we can interleave and revisit in Y11. We have sorted the Anthology Poetry into two groups - one group in Y10 and one in Y11. We teach the power poems in Y10 and the war poems (which require more maturity) in Y11.
<b>How will students be assessed?</b>	<ul style="list-style-type: none"><li>• Weekly key concept tests, reviewing key vocabulary for the unit.</li><li>• Peer assessment of ....</li><li>• End of Unit assessment:</li></ul>
Tier 3 vocabulary used in the unit	abstract, <b>alienated, culture, disillusioned, hierarchy</b> , imperialistic, nostalgic, <b>Romantic (poetry movement)</b> , philosophical, xenophobic, ambiguous, cynical, domesticity, industrialisation, militaristic, misogyny, superficial, The Sublime, tyrant, The Uncanny

Cultural Capital	Students will develop their cultural capital through learning about different types of power: instrumental power, personal power, political power, influential power. They will also look at the role of the monarchy and the government in UK society through time. We will also revisit the Industrial Revolution and explore the Romantic poetry movement.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start?	<b>Oracy:</b> Express their opinions on texts eloquently and using a varied vocabulary. Debate different interpretations of the poems.
	<b>Literacy:</b> Improved spellings of unfamiliar words, improved written comparative and analysis skills.
	<b>SEND:</b> Express their opinion on texts; understand and analyse use of poetic techniques; improve their essay writing and planning skills.
As a result of assessment, what % of students can achieve these focus skills?	