

Yr 9 Unit 4	Year 9 Love and Relationships Poetry Unit	
Why are you teaching it?	To provide students with the opportunity to study poetry that is similar to the poems they will be studying for their Literature GCSE Paper 2. To practice analytical and comparison skills.	<p>Misconceptions</p> <p>Poetry is boring. Poetry has to rhyme. Poetry doesn't make sense. Some students lack confidence to read and understand poetry.</p>
Why are you teaching it now? What prior learning do students have?	Students start the year with the faster read and then spend a term focusing on language skills. Post-Christmas is a good time to introduce a GCSE style approach to students. Students have been developing literature analysis to a good standard so far this year, poetry allows students to build on these skills further.	
How will students be assessed?	<ul style="list-style-type: none"> Weekly key concept tests, reviewing key vocabulary for the unit. Peer assessment of a paragraph on <i>Hour</i> by Carol Ann Duffy. End of Unit assessment: How do the poets present ideas about love in <i>To His Coy Mistress</i> and <i>Porphyria's Lover</i>? 	
Cultural Capital	Students will learn about the eight types of love from Ancient Greece, to explore a wider definition of love. They will examine their preconceptions about the meaning of poetry and the reasons for studying it, before exploring poems by critically acclaimed poets such as Carol Ann Duffy, Charlotte Mew, and the current poet laureate Simon Armitage. Students will use the poems as a spur for discussions about their own experiences and understanding of love and relationships. This will also be an opportunity for students to encounter a wider range of poetry terminology than in previous modules, learning more of terms required for a detailed analysis of poetry form and meaning.	
What are you expecting students to be able to do at the end of this module that they couldn't do	<p>LPA Analyse one poem using the SMILE structure for poetry analysis (Structure, Meaning, Imagery, Language, Effect).</p> <p>MPA Analyse two poems using the SMILE structure for</p>	<p>Tier Three Vocabulary</p> <p>Blank/Free verse Caesura Enjambment Stanza Simile Metaphor</p>

<p>at the start?</p>	<p>poetry analysis (Structure, Meaning, Imagery, Language, Effect), identifying similarities and differences between the poems.</p> <p>HPA Compare and analyse two poems using the SMILE structure for poetry analysis (Structure, Meaning, Imagery, Language, Effect). Analyse similarities or differences in themes but how these are presented through the use of similar poetic devices.</p>	<p>Personification Alliteration Repetition Assonance Onomatopoeia Oxymoron</p>
<p>As a result of assessment, what % of students can achieve these focus skills?</p>	<p>LPA 85%</p> <p>MPA 90%</p> <p>HPA 75%</p>	<p>In order to get this data, subject leads will need to have an overview of all assessment data for all students. In a perfect world, 100% of all students would achieve targets, however, realistically this won't happen. The next step is to identify barriers and misconceptions to feed into planning evaluation.</p>