



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

Year 7 Curriculum

Unit 4: Poetry – theme of place

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Curriculum Intent

We study poetry, as one of the main forms of literature, to garner a deeper understanding of different viewpoints and perspectives across the globe. This unit, in which a range of poems from across the world will be explored, will consider how poets present the importance of place in determining their sense of self.

Through the study of poetry, however, we are also able to focus in on how writers create meaning to convey a range of emotions. A poem, as a shorter text, asks us, as readers, to consider more deeply the singular impact of each word, something pupils will consider in the poems they read and the poems they then go on to craft.

Finally, the lyrical nature of poetry will be explored as pupils consider how to translate words from the page into a performance in a way that helps to convey the writer's (the poets and their) intended meaning.

Building upon what is taught in KS2 ?	Year 7 <i>Identity</i> How important is place in determining a sense of self?	Preparing pupils in year 8 for Poetic voices Unseen poetry – tbc
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Curriculum-related expectations

Pupils can define

Alliteration (L4, L6, L8)	Imagery (L9, L12)	Sibilance (L5)
Analogy (L12)	Juxtaposition (L5, L6, L7)	Speaker (L9)
Caesura (L10)	Line (L2)	Stanza (L2, L6)
Contrast (L2, L3)	Metaphor (L6, L7)	Structure (L2)
End-stopping (L10)	Motif (L9)	Symbolism (L9, L12)
Enjambment (L10)	Personification (L6, L7)	Volta (L2, L3)
Figurative language (L6,L7,L9)	Rhythm (L6)	
Free verse (L2)	Sensory language (L5, L6, L7)	

Pupils can define additional terms

Adjectives (L2, L3, L6, L7)	Gestures (L16)	Person – 1 st , 2 nd , 3 rd
Colon (L2, L3)	Homophone (L6)	Rhetorical question (L9)
Context (L4)	Imperative sentence (L12)	Verbs (L2, L3, L9)
Declarative sentence	Nouns / Noun phrases (L2, L3)	Semi-colon (L2, L3)
Emphatic stress (L16)	Pace (L16)	

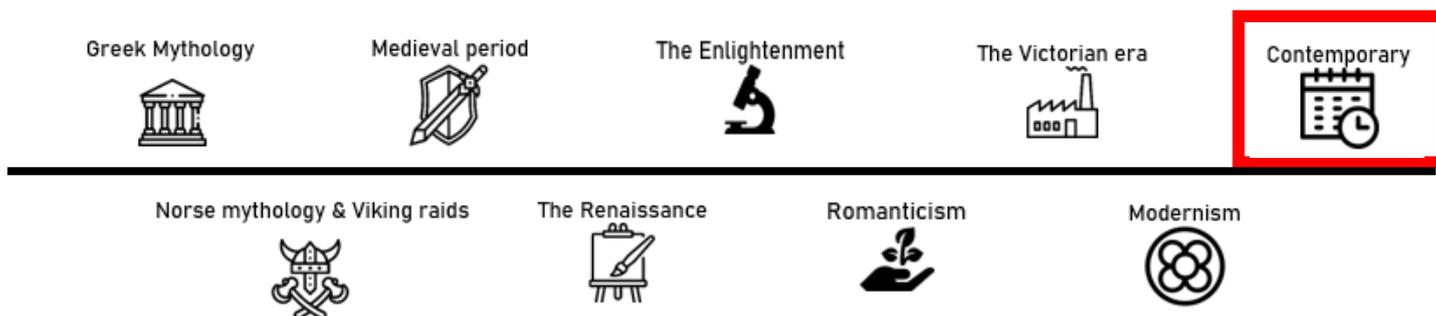
Pupils know

- what is meant by place and how our identity can be affected by our sense of connection to a place
- a range of poems to include Stewart Island, Island Man, What Were They Like? And The British
- the conventions of poetry
- a range of linguistic and structural techniques specific to poetry
- what an excellent analytical paragraph looks like
- how to write thesis statements (central concerns), how to embed textual detail and introduce analysis of writers' methods and intent

Pupils can

- identify the central concern of a poem – i.e. the presentation of place
- construct personal viewpoints in the form of thesis statements (central concerns)
- select and embed relevant textual detail
- make inferences
- analyse the writer's language and structural choices with the central concern in mind
- evaluate the writer's intent and impact on reader

Literary Timeline: *How does this unit represent the key literary movements?*



Assessment

Assessment task: A poetry assessment on one poem studied from the anthology exploring how the theme of identity is conveyed in the poem.

Assessment criterion:

	R01:	R02:
Excelling	I can confidently infer meaning from a text. I can explain a writer's intention and viewpoint. I can draw upon well-chosen references to the text to support my ideas and explain these.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features.
Advancing	I can identify and retrieve key details from a text. I can begin to make inferences and deductions. I can identify a writer's intention and viewpoint. I can support my ideas using relevant textual reference.	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect to show broad understanding.
Securing	I can begin to identify and retrieve key details from a text. I can show a literal understanding of a text. I can begin to make inferences. I can begin to identify a writer's intention and viewpoint. I can begin to support my ideas using relevant textual reference.	I can begin to identify language and structure features. I can begin to comment on how language and structure features have been used to create an effect.
Developing	I can begin to identify and retrieve key details from a text. I can show a literal understanding of a text. I can begin to identify a writer's viewpoint.	I can begin to identify language and structure features.

Overview of sequencing

Introductory lesson	
To what extent does 'place' impact our own sense of identity?	
Week 1	Week 2
<p>Stewart Island</p> <p>Literary concept: to express feelings about a place</p> <p>Writing poetry: about Rome</p> <p>Linked reading: To Autumn by John Keats</p> 	<p>Island Man</p> <p>Literary concept: to explore conflicted feelings about a place</p> <p>Writing poetry: about two places they have lived or experienced</p> <p>Linked reading: Presents from my aunt in Pakistan</p> 
Week 3 / 4	Week 4 / 5
<p>What Were They Like?</p> <p>Literary concept: to consider what makes a place and how this can be impacted by others</p> <p>Writing poetry: to consider how a significant event has changed a place.</p> <p>Linked reading: Night of the Scorpion</p> 	<p>The British</p> <p>Literary concept: to evaluate how places can be enriched</p> <p>Writing poetry: using another analogy to explore their own national makeup / their home</p> <p>Linked reading: Hurricane Hits England</p> 
Week 6	Concluding lesson
<p>Assessment: a response to one poem studied.</p> <p>Performing poetry</p> 	<p>Drawing upon all of the poems studied, respond to the following key question:</p> <p>How important is place in determining a sense of self?</p>

Short Term Planning

Big question	Do it now	New knowledge	Pen to paper	Reflection
Intro lesson				
<p>L1: To what extent does 'place' impact upon our own sense of identity?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a collective noun? 2. What is a comparative adjective? 3. What is an inference? 4. What is a simile? 5. What is an autobiography? 	<p>Recap prior learning and concept map: Identity – mythology (our origins), Barnaby Rooker (our differences), Memoirs (our memories and family).</p> <p>Introduce new unit: focus on place to ask ourselves the question: To what extent does place impact our own sense of identity?</p> <p>View through an international lens. Where is home? What places have been most significant for me? Model example: GB and Italy.</p>	<p>Independent work: What places have played a significant part in your life? Why? How do you feel about these places? Which place do you most align yourself to? Pupils then share in their talk partners.</p>	<p>Two short reflection questions:</p> <ul style="list-style-type: none"> • Home is where the heart is – how true do you think this statement is? • Is it problematic to feel aligned to two places? <p>BQ reflection – response in book: To what extent does 'place' impact our own sense of identity?</p> <p>Align to future poems for study – people who do or do not feel aligned to particular places.</p>
Week One				
<p>L2: How does Fleur Adcock express her feelings about Stewart Island?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a compound noun? 2. What is a superlative adjective? 3. What does the phrase 'implied meaning' when talking about a writer's work? 4. What's a metaphor? 5. What is a biography? 	<p>Where is Stewart Island? Refer pupils to the map at the start of the booklet.</p> <p>Complete class reading. Introduce poem – free verse – no stanzas – all one block.</p> <p>Introduce – recap what a central concern is. Share central concern for start of the poem. Explain that the central concern is articulated through Adcock's use of nouns / noun phrases.</p> <p>Explain that there is a volta within the poem – a turning point.</p>	<p>What is our initial impression of Stewart Island? Share photos with pupils and ask them to consider nouns and adjectives that might be used to describe Stewart Island? What is their initial impression as a result. Pupils jot down a quick response.</p> <p>Talk partners: How does Fleur Adcock view Stewart Island</p> <p>Pupils find nouns and noun-phrases that support the first central concern. Feedback. Key question: what do we learn about Adcock's viewpoint on Stewart Island as a result of the noun / noun phrase choices?</p> <p>Talk partners: Pupils read second half of poem. What central concern might Adcock be articulating in these lines?</p>	<p>Explain to pupils that the assessment for this term is a response using WHAT HOW WHY paragraphs. Recap Excelling criteria and share two paragraphs about HOW Adcock uses language and structural methods to convey her feeling about place. Read through the two paragraphs.</p> <p>Ask pupils to annotate the response, identifying why it is an example of an excellent paragraph.</p>

		Explain to pupils that in this instance, Adcock has thought about how she structures her writing – she uses contrasts.	Pupils explore Adcock's use of contrast. Model first one, talking pupils through the process. Feedback examples two and three.	
L3: How can I use language and structural features to convey my feeling about a place?	Recap questions: 1. What is a concrete noun? 2. What is a verb? 3. What does literal information mean? 4. What is personification? 5. What is a memoir?	Recap prior learning. Explain to pupils that they are going to create their own poem about Rome utilising Adcock's structure. Share with pupils key success criteria or challenges and show them my model.	Pupils identify the two central concerns from the poem 'Stewart Island'. Pupils also annotate their copy of the poem for language and structural features we have already explored / they have found interesting. Share four pictures of Rome. Pupils work independently to begin with on identifying nouns / noun phrases to describe the rubbish / busy traffic; contrasts (negative to positive) using semi-colons, conj and subordinating connectives and verbs. Pupils then cop and robber their ideas. Pupils construct their poem about Rome.	Hear pupils' poems.
L4: Why might Fleur Adcock have such a negative response to such a beautiful place? How might our lived experiences bias our feelings about a place?	Recap questions: 1. What is an abstract noun? 2. What is an adverb? 3. What is a noun phrase? 4. How are contrasts introduced in the poem 'Stewart Island'? 5. How does Fleur Adcock feel about Stewart Island?	Recap prior learning that despite Stewart Island's beauty, Fleur Adcock did not enjoy her time on the island. Question whether this is to do with place or more to do with her experiences whilst living there. Class reading about Fleur Adcock's life.	Pupils consider Adcock's experiences on Stewart Island by charting the positive and the negative experiences. Pupils respond to key questions: Were there more positive or negative experiences? How might this affect the way she viewed the island? Complete close textual analysis of Adcock's viewpoint. Model one example, complete one with the class, one example completed as a pair and the final one, individually. Explore the quotation, with a focus on language analysis and then whether links can be made to the experiences Adcock had whilst on the island. Take feedback – teasing out potential contextual links.	Reflection key question: To what extent might our lived experiences influence our feelings about a place? Fleur Adcock suggests the appearance of a place versus its reality is disarming. Is this true of most places? E.g. holidaying somewhere versus living somewhere offer very different experiences.

Week Two				
<p>L5: What is juxtaposition? How are Guyana and London juxtaposed in the poem 'Island Man'?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a proper noun and a common noun? 2. What is a pronoun? 3. What five senses might writers target in their writing to make it more evocative? 4. Identify three things you learnt about Fleur Adcock last lesson. 5. To what extent do you think our feelings about a place are influenced by our experiences whilst there? 	<p>Introduce pupils to the term 'juxtaposition' and read through definition and examples.</p> <p>Introduce the poem 'Island Man' and explain to pupils that there is a clear juxtaposition evident in this poem.</p>	<p>Present pupils with two images: one of Guyana and one of London. Ask pupils to consider how these images are juxtaposed using all of their senses.</p> <p>Pupils explore how the two places in the poem: Guyana and London are juxtaposed. Pupils focus in on morning routine, sounds, sights, colours and any other details they think are relevant. Feedback.</p>	<p>Response to key question: How are Guyana and London juxtaposed in the poem 'Island Man'?</p> <p>Read through my exemplar paragraph. Pupils identify WHAT HOW WHY framework.</p> <p>Pupils then write their own response to the question using a different example of juxtaposition.</p>
<p>L6: How does Nichols use language and structure to convey ideas about place?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a countable and uncountable noun? 2. When we 'structure' a text what are we doing? 3. How does a biography differ from a memoir? 4. What is juxtaposition? 5. How are Guyana and London juxtaposed in the poem 'Island Man'? 	<p>Link back to previous learning about context. What influenced Grace Nichols to write Island Man?</p> <p>Focus for lesson: how the juxtaposition of place is strengthened through linguistic and structural choices.</p>	<p>Pupils watch a short video and consider what might have influenced Grace Nichols to write Island Man. Feedback.</p> <p>Pupils find an example of the following techniques: rhythm, adjective, personification, metaphor, line lengths, play on words, alliteration and stanza lengths. Pupils consider what can be inferred about place as a result. Feedback.</p>	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1. What have you learn about Guyana and London from reading this poem? 2. How does Nichol's own experience come through in this writing? 3. What feelings are evoked about place when reading this poem? 4. What technique do you think has the biggest impact on you as a reader and why?
<p>L7: How can I use language and structural features to convey a contrast between places?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is an adjective? 2. If a text is written chronologically, how is it written? 3. Writing can use the first person, second person or third person. What do these look like in a text? 	<p>Introduce creative task.</p>	<p>Pupils brain dump what they have learnt about how we can use language and structural features to strengthen a juxtaposition.</p> <p>Pupils think about their two contrasting places and plan beautiful examples of language to use within their poem. This should include sensory language, adjectives, metaphor and personification.</p> <p>Pupils craft their own version of the poem using the framework to help them or, more independently, in their books.</p>	<p>Pupils share their creations with a focus on a. strong juxtaposition b. use of language to help strengthen the juxtaposition</p>

Week Three / Four

<p>L8: What impression is formed of Vietnam and the Vietnamese people at the start of the poem 'What Were They Like?' by Denise Levertov.</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is 'tense'? 2. What five reasons are there for starting a new paragraph? 3. When we look for evidence, what are we trying to do? 4. What is juxtaposition? 5. How can we create a juxtaposition? 	<p>Recap prior learning and introduce third poem.</p> <p>Introduce structure of the poem and task of looking at what we can infer about Vietnam and the Vietnamese people from the first half of the poem. Complete class reading of first stanza.</p>	<p>Pupils consider inferences linked to the title of the poem 'What Were They Like?'</p> <p>Pupils explore key words and phrases to help them form inferences about the Vietnamese people. Pupils use their devices to support them in their understanding of 'epic poem' etc. Feedback into a class discussion with pupils adding to notes.</p>	<p>Pupils bring their thinking together by identify 2-3 central concerns (as in how Levertov wishes to present the Vietnamese people) supported by evidence and pupil inference. Feedback examples from pupils.</p>
<p>L9: How does Levertov use language and structural features to convey the devastating impact of war on the people of Vietnam?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What three ways can we demarcate our sentences? 2. Identify three time connectives. 3. 'I', 'his', 'you', 'themselves' are all examples of? 4. Who wrote the poem 'What Were They Like' and when was it written? 5. What inferences did you make about the Vietnamese people based upon the first half of the poem? 	<p>Recap prior learning.</p> <p>Introduce the social and historical backdrop to the writing of this poem. Complete class reading.</p> <p>Share second half of the poem.</p> <p>Frame focus: consider how Levertov conveys the impact of war on Vietnam and the Vietnamese people.</p>	<p>Pupils use last lessons learning to frame Levertov's central concern for the first stanza.</p> <p>Pupils consider what the central concern of the second half of the poem might be based on their reading.</p> <p>Pupils mix and match stanzas. Focus on identify the repeating of key idea to link question and answer.</p> <p>Pupils jot down their immediate response to the answers provided. It is an emotive poem, especially given current context so pupils need space to sit with it.</p> <p>Pupils explore each response in turn, identifying what they can infer from the responses about the Vietnamese people post-war and any words or phrases that particular strike them. Feedback with a focus on methods used: (2) symbolism (3) alliteration (4) verb (5) verbs (6) rhetorical question, declarative sentence</p>	<p>Focus in on question and answer format and how this has been used to convey the devastating impact of the war on the people of Vietnam. Pose question for pupils to respond to.</p> <p>Share model response and deconstruct with pupils why it is a good exemplar.</p> <p>Pupils work in pairs to co-construct their own response using a different question and response.</p> <p>Hear examples of pupils work.</p>
<p>L10: How can poets structure the lines within their poems to convey meaning?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. How do we accurately punctuate speech? 2. What are the six stages of Freytag's narrative pyramid? 3. What is the difference between the definite 	<p>Introduce pupils to the terms end-stopped and enjambment.</p> <p>Explain to pupils why end-stopped lines and enjambment could be used within poetry in terms of the effect they create.</p>	<p>Pupils identify whether lines from 'What Were They Like?' are end-stopped or use enjambment. Feedback.</p> <p>Pupils work in pairs to consider why enjambment has been used in a number of examples from poems studied. Feedback and discuss their use.</p>	<p>Share with pupils a poem but divided into stanzas and presented without any line breaks. Pupils work in pairs on one stanza to organise the poem using end-stopped, enjambment and caesura. Pupils present their structuring of the stanza and compare with the original.</p>

	<p>article and the indefinite article?</p> <p>4. Which response from the poem 'What Were They Like?' has the most impact on you?</p> <p>5. Why did Levertov use the question and answer format in her poem?</p>	<p>Introduce pupils to the term caesura.</p>	<p>Provide pupils with three examples of where caesura has been used from different poems studied. Pupils identify where the caesura is and then why the poet might have inserted caesura at a particular point. Feedback and discuss impact.</p>	
<p>L11: How can I use language and structural features to convey how a place can be impacted by others?</p>	<p>Recap questions</p> <p>1. What is a simple sentence?</p> <p>2. 'I' is an example of what type of pronoun?</p> <p>3. What punctuation mark do you use to separate items in a list?</p> <p>4. What is the difference between a line that is end-stopped and enjambment?</p> <p>5. What is caesura?</p>	<p>Recap previous learning and introduce the task for this lesson. Share success criteria with pupils.</p> <p>Explain to pupils that they are going to use their two lists to have a go at writing their own poem using the same structure as Levertov. Share my own poem, explaining the process I went through.</p>	<p>Pupils use the two sets of images as stimulus for a poem. Pupils list everything they can see within the image. Set A is then focused on a forest fire, whilst Set B is focused on pollution entering the sea. Pupils consider how each of the elements they identified might be affected by either of those events.</p> <p>Pupils work on creating their own poetry to show the contrast between past and present.</p>	<p>Pupils share what they have come up with.</p>
Week Four / Five				
<p>L12: What is Zephaniah's central concern when presenting the British in his poem of the same name?</p>	<p>Recap questions</p> <p>1. What is a compound sentence?</p> <p>2. 'Myself' is an example of what type of pronoun?</p> <p>3. Why might you use a colon in your writing?</p> <p>4. What were Levertov's central concerns in her poem 'What Were They Like'?</p> <p>5. How did you go about constructing your own poem using the question-and-answer format?</p>	<p>What are cultural markers? Why do we have cultural signifiers? Model using Italy as an example.</p> <p>In his poem 'The British', Benjamin Zephaniah argues that one cultural signifier is really important when it comes to The British.</p> <p>Complete class reading of the poem 'The British (serves 60 million)</p> <p>Explain to pupils that, in fact, there are three central concerns in this poem:</p> <ol style="list-style-type: none"> 1. The poem is a celebration of Britain's history and diversity 2. The poem is a reminder of how interesting Britain is because of all the different nationalities living there. 3. The poem is a warning of what we must not do. 	<p>In talk partner, pupils identify cultural signifiers for Britain. Feedback.</p> <p>What is Zephaniah's central concern when presenting Britain and the British?</p> <p>Pupils find evidence to support all three central concerns and explain their choice of evidence. Feedback and discuss pupils ideas.</p>	<p>Explain Zephaniah's use of imagery to symbolise his key central concern – the melting pot. Ask pupils why this is such an excellent image to use to help Zephaniah convey his message.</p>

<p>L13: How and why does Zephaniah use analogy in his poem 'The British'?</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is a complex sentence? 2. 'His' is an example of what type of pronoun? 3. What punctuation marks can a dash replace? 4. What is a cultural marker? 5. Why did Benjamin Zephaniah write the poem 'The British'? 	<p>Recap prior learning.</p> <p>The poem 'The British' uses an analogy. What is an analogy?</p> <p>What are the features of a recipe? Use a mentor text to identify and note the features of a recipe.</p> <p>Why did he choose to use a recipe format?</p>	<p>Talk partners: what analogy do you think Zephaniah has used? Feedback.</p> <p>Pupils compare these features identified for them to the poem to understand how Zephaniah has creatively used features of form in his own work. Pupils summarise what they have discovered. Feedback.</p> <p>Purpose of recipes. Match to poem.</p>	
<p>L14: How can I use language and structure to celebrate an aspect of place?</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is a compound-complex sentence? 2. Why might you use ellipsis? 3. What is an analogy? 4. What form of writing did Zephaniah draw upon for his poem? 5. What features of this form did he utilise in 'The British'? 	<p>Recap prior learning and Benjamin's Zephaniah's use of a recipe to present Britain and The British. Introduce task to pupils of writing their own recipe poem.</p> <p>Share a word bank of imperatives, additional recipe words and potential flavourings.</p>	<p>Pupils mind map the ingredients for their poem first.</p> <p>Pupils construct their poem using their notes and Zephaniah's poem as an example.</p>	<p>Hear examples of pupils' work with a focus on the analogy, features of the recipe form and overall message about a particular country.</p>

Week 6

<p>L15: Assessment</p> <p>The assessment will take place according to HOKS requirements so will slot in where appropriate.</p>	<p style="text-align: center;">Less of a lesson.</p> <p style="text-align: center;">Assessment guidance: what is the assessment? What is the assessment criterion? WHAT HOW WHY frame</p> <p style="text-align: center;">Pupils will complete the assessment in one lesson.</p> <p style="text-align: center;">Tbc by HOKS</p>
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<p>L15: How can we use our voice, body language and other paralinguistic skills to perform poetry with meaning?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is an appositive? 2. What is a phrase? 3. What is a preposition? 4. What is a juxtaposition? 5. Which poems have you studied in this unit? 	<p>Recap prior learning. Introduce the concept of performance poetry and the elements of performance pupils will consider: facial expressions, body language, voice, pace and rhythm.</p> <p>Share the poem 'The Miracle of Morning' by Amanda Gorman. Complete class reading.</p>	<p>Pupils watch a performance of the poem and consider how Gorman uses facial expressions, body language, gestures, voice and pace and rhythm. Feedback.</p>	<p>Pupils begin to practise their performance of one of the poems they have written within this unit or separately about a place that is important to them.</p>
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<p>L16: How can we use our voice, body language and other paralinguistic skills to perform poetry with meaning?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the difference between an appositive and a dependent clause? 2. What might a noun phrase be made up of? 3. When performing a piece of poetry, what four things should you consider? 4. What is emphatic stress? 5. Who is Amanda Gorman? 	<p>Recap prior learning.</p>	<p>Pupils work in groups of 3-4 to perform their poems. One person makes notes on the performance aspect to feedback.</p> <p>Pupils choose one member of their group to perform their poem in front of the rest of the class.</p>	<p>Reflection question: Having considered the written word and then seen the written word come alive through performance, why do you think so many poets now try to perform their own poetry? Is performing poetry important?</p>
<p>Concluding lesson</p>				
<p>L17: To what extent does place impact upon our own sense of identity?</p>	<p>Pupils construct a response to the Big Question for the lesson, drawing on a minimum of two poems studied in their response. No other criteria is provided as it functions as a free write and a reflection on the taught unit.</p>			