



Big Question - War Poetry

AoLE: : Languages, Literacy and Communication	Subject: English	Year: 9
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How does poetry capture the experiences and emotions of individuals during times of war?	<p>This scheme of work requires students to study a range of texts from the War genre. Students will develop the following:</p> <ul style="list-style-type: none"> • their ability to evaluate the spoken word; • their ability to analyse the impact of a writer's language; • their ability to use language to achieve desired effects; • their ability to use inference and deduction; • their understanding of symbolism and its purpose/effect; • their ability to compare and contrast; • their understanding of the purpose and effect of using figurative devices; • their ability to structure an argument in a logical and convincing way. 	<p>Basic knowledge of WW1. Familiarity with basic literary and poetic devices. Understanding of the elements of poetic form, such as rhyme, rhythm, and stanza structure.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can critically evaluate key concepts and the impact of language choices and techniques on the reader/viewer using an assured selection of relevant textual detail.</p> <p>I can appreciate literature, showing empathy when evaluating different interpretations of literature, including my own.</p> <p>I can listen empathetically, respecting different people's perspectives and can critically evaluate them to arrive at my own considered conclusions.</p> <p>I can employ a range of strategies to recognise and predict the meaning across a wide range of texts and from this enhance my own expression and communication.</p> <p>I can use inference and deduction to gain in-depth understanding of complex texts, and can evaluate the reliability, validity and impact of what I read.</p>	<p>Evaluate the effectiveness of the poem in conveying its intended message or theme. Assess the use of literary devices and their impact on the reader's understanding and engagement. Evaluate the poet's use of imagery, symbolism, or other techniques in creating a vivid and meaningful experience. Create a personal response or interpretation of the poem, supported by evidence from the text. Compose an original poem inspired by the themes, style, or techniques found in the poem being studied. Develop and deliver a critical analysis or presentation of the poem, sharing insights and interpretations.</p>
Advancing	<p>I can explore, analyse and compare key ideas using relevant terminology, supporting my views with relevant textual detail.</p> <p>I can appreciate literature, showing empathy and understanding that literature can be interpreted differently.</p> <p>I can listen empathetically to different people's viewpoints on various subjects, using them to arrive at my own conclusions.</p> <p>I can read a range of texts, choosing strategies to understand them, and to improve my own expression and communication.</p>	<p>Analyse the use of poetic devices and their effectiveness in conveying emotions or ideas. Analyse the structure and organisation of the poem, including how it contributes to the overall meaning. Synthesise a number of poems to demonstrate how poetry captures the experiences and emotions of those in War. Compare and contrast two poems on similar topics.</p>



	<p>I can employ a range of strategies to summarise, synthesise and analyse information to gain in-depth understanding of texts.</p> <p>I can use inference and deduction to understand more complex texts and can consider the reliability and impact of what I read.</p>	
Securing	<p>I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.</p> <p>I can show empathy when responding to literature and understand that others may have different views from mine.</p> <p>I can listen emphatically to different people's viewpoints on various subjects.</p> <p>I can read texts, choosing strategies which best help me understand them.</p> <p>I can compare different things I read.</p> <p>I can use inference and deduction to understand texts and can consider the reliability of what I read.</p>	<p>Explain the meaning of figurative language and poetic devices used in the poem. Summarise the main ideas or events described in the poem. Apply knowledge of poetic devices to analyse how they enhance the meaning and impact of the poem. Infer meaning in the poems by analysing specific aspects of language. Compare two poems on similar topics.</p>
Beginning	<p>I can recognise the features of different types of literature and use appropriate language to talk about them.</p> <p>I am beginning to show empathy with characters in Literature.</p> <p>I can listen to others and understand that they might have a different perspective from my own.</p> <p>I can infer meaning from images and texts.</p> <p>I can read different texts using a range of strategies to make meaning.</p>	<p>Describe what happens in the poems and how the poet captures the emotions of those in War. Identify key words in the poems. Locate and retrieve relevant information from at least one poem. Recall key facts/events. Infer meaning by highlighting key words/phrases.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Students will be provided with excerpts from letters, diaries, or memoirs written by soldiers during World War I. Students can analyse and interpret these primary sources to gain firsthand insights into the experiences and emotions of individuals during the war. They can then compare and contrast the themes and perspectives expressed in the poetry they are studying.</p> <p>Students will write their own poems inspired by the themes and experiences depicted in World War I poetry. This activity allows them to engage creatively with the subject matter, explore emotions, and develop empathy for the individuals impacted by the war. Students can share their poems in class and reflect on the process of writing and connecting with the experiences of those who lived through the war.</p> <p>Students will be encouraged to have group discussions or debates around the themes and messages conveyed in World War I poetry.</p>	<p>Numerous literacy strands are covered. See SoW.</p>



Assessment (How will we know that students have learnt what we taught them?)

Formative assessment:

- Teacher circulating
- Q&A discussions on various language/themes
- Comprehension activities
- Debates
- Using inference skills for a range of poems/extracts
- Match key terms to definitions/examples
- Peer/self-assessment tasks
- Empathy demonstrated via diary entry tasks
- PQA writing tasks
- Hot seating
- Creative writing tasks
- Consolidation writing activities

Summative assessment: Students will respond to the following essay question: How does Wilfred Owen explore the reality of war in 'Dulce et Decorum Est?'

Evaluation (To be completed 2024)

Strengths

Areas for Development

Pupil Voice