

Home-School Learning Collaboration – GCSE English Literature

Topics in this cycle: Poetry from different cultures	Taught: Spring 1/Spring 2	Year Group: 8
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p>What are the different forms and features of poetry?</p> <ul style="list-style-type: none"> Define 'form' and 'convention'. Identify the form of each poem in the anthology. Describe the features of the different forms found in the anthology. Explain why a poet might select one form or feature over another form. <p>What are the intersections of poetry and cultures?</p> <ul style="list-style-type: none"> Describe the intersection of the poems within the poetry anthology. <p>How can we make effective analytical comparisons between poem? .</p> <ul style="list-style-type: none"> Identify the similarities between poems within the anthology. Explain and analyse how poets use methods within a poem and compare with poems within the anthology. <p>How do poets use dialect as a construction with specific effects?</p> <ul style="list-style-type: none"> Define 'dialect' and its importance within poetry. Explore how poets have used dialect to explore feelings and ideas. <p>How can we analyse linguistic choices used to create mood and meaning?</p> <ul style="list-style-type: none"> Identify linguistic choices used within the poet to create mood and meaning. Analyse the effect of the linguistic choices made by the poet. <p>How can we use PEEZL to analyse how poets construct voice, tone and theme?</p> <ul style="list-style-type: none"> Describe how to construct a PEEZL paragraph. 		<p>National literacy trust for inspiring young poets.</p> <p>https://literacytrust.org.uk/resources/?keyword=&age=11-14-ks3-s1-s2-s3&filter=true&gclid=EAlaIQobChMI0b-VpoKa_QIVBbDtCh3CfqpWEAAYASAAEgK8ZfD_BwE</p> <p>The joy of poetry: article</p> <p>Write like a literary critic - resource</p> <p>Poems in the anthology</p> <ul style="list-style-type: none"> Benjamin Zephaniah – The British Grace Nichols – Island Man Langston Hughes – I Too Walt Whitman – I Hear America Singing John Agard – Half Caste Liz Berry – Birmingham Roller Judith Wright – Eve to her Daughters Anne Sexton – Her Kind Maya Angelou – Still I Rise

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Stanza	A group of lines forming the basic recurring metrical unit in a poem; a verse.	<p>The way we assess at KS3 is currently undergoing changes due to the introduction of the November and June assessment weeks.</p> <p>As the assessment weeks have a traditional 'Language' focus (exploring writer's methods / using methods in your own writing), students will sit a more formal assessment as well, at the end of this unit, to gauge how individuals and the cohort access the 'Literature' element of the curriculum.</p> <p>The assessment will include the retrieval of key knowledge linked to the study of poetry, short responses to support with comprehension of the assessment texts, and an essay style question asking students to compare two poems from the anthology around a key theme.</p> <p>Students will be awarded a BASE level for their work.</p>
Culture	The ideas, customs, and social behaviour of a particular people or society.	
Feminism	The advocacy of women's rights on the basis of the equality of the sexes.	
Patriarchy	A system of society or government in which the father or eldest male is head of the family and descent is reckoned through the male line.	
Intersectionality	The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage	
Imperative	Giving an authoritative command; peremptory.	
Tone	The general character or attitude of a place, piece of writing, situation, etc.	<h3>Family Learning Opportunities</h3> <p>Create flashcards on key quotations / concepts from each poem and test each other. Leitner Flashcard method</p>
Cyclical structure	In literature, a cyclical structure refers to the narrative structure which begins and ends in the same place or with the same idea.	
Enjambment	The continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.	
Caesura	A break between words within a metrical foot or middle of a line.	
Semantic field	A lexical set of words grouped semantically (by meaning) that refers to a specific subject.	
Analogy	A comparison between one thing and another, typically for the purpose of explanation or clarification.	
Dialect	A particular form of a language which is peculiar to a specific region or social group.	
Symbolism	The use of symbols to represent ideas or qualities.	

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Imagery	Visually descriptive or figurative language, especially in a literary work	
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