



English: Y9		MAGHULL HIGH SCHOOL – CURRICULUM MAP				
<p><b>TOPIC (S)</b></p> <p><b>Power and Conflict Anthology Poetry and Unseen Poetry</b></p>	<p><b>Lessons Sequence</b></p>					
	<p>1. Unseen Poetry: Coat</p> <p>2. Unseen Poetry: Old Photographs</p> <p>3. Unseen Poetry Comparison</p> <p>4. Unseen War Poetry: The Solider and Anthem for Doomed Youth</p> <p>5. Unseen War Poetry Comparison: The Soldier and Anthem for Doomed Youth</p> <p>6. Identity Poetry: Won't you celebrate with me?</p> <p>7. Won't you celebrate with me? And I, Too Comparison</p> <p>8. Unseen Poetry Summative Assessment</p> <p>9. Percy Shelley's Ozymandias</p> <p>10. Shelley's Purpose</p> <p>11. Ozymandias Knowledge Test</p> <p>12. Describing Ozymandias</p> <p>13. William Blake's London</p> <p>14. Oppression and Social Structures in London and Ozymandias</p> <p>15. Creating Mood and Atmosphere</p> <p>16. Unseen Poetry: Daffodils</p> <p>17. William Wordsworth's The Prelude</p> <p>18. Planning: How does Wordsworth Present Nature?</p>	<p>19. Writing an Extended Response</p> <p>20. Describing Nature</p> <p>21. Robert Browning's My Last Duchess</p> <p>22. My Last Duchess and Ozymandias Comparison</p> <p>23. Creating Characters</p> <p>24. Alfred Tennyson's The Charge of the Light Brigade</p> <p>25. Presentation of War</p> <p>26. Wilfred Owen's Exposure</p> <p>27. War and Nature in Exposure</p> <p>28. Writing an Extended Response</p> <p>29. Topic Test: Ozymandias to Exposure</p> <p>30. Seamus Heaney's Storm on the Island</p> <p>31. Nature in Storm on the Island</p> <p>32. Ted Hughes' Bayonet Charge</p> <p>33. Abandoned Ideals</p> <p>34. Simon Armitage's Remains</p> <p>35. Conflict in Remains</p> <p>36. Jane Weir's Poppies</p> <p>37. Memory in Poppies</p> <p>38. Poppies Knowledge Check</p>	<p>39. Carol Ann Duffy's War Photographer</p> <p>40. Memory</p> <p>41. How is memory presented in two poems in the anthology?</p> <p>42. Imtiaz Dharker's Tissue</p> <p>43. Symbolism in Tissue</p> <p>44. Exploring Memories in Narrative Writing</p> <p>45. Carol Rumens' The Emigree</p> <p>46. Imagination and Convention</p> <p>47. Checking Out Me History</p> <p>48. Social Structures and Oppression</p> <p>49. Beatrice Garland's Kamikaze</p> <p>50. War, Nature and the Individual</p> <p>51. Assessment Preparation</p> <p>52. Poetry Summative Assessment</p>			
<p><b>Knowledge &amp; Skills development</b></p>	<ul style="list-style-type: none"> <li>• Examine context relating to each poem and its influences on the poem</li> <li>• Analyse both anthology poetry and unseen poetry effectively using poetic terminology</li> <li>• Identify and analyse how key themes e.g. power and conflict are presented in the anthology poems</li> <li>• Identify and analyse the conventions of fiction writing using accurate terminology and utilise them effectively</li> <li>• Create complex characters</li> <li>• Plan and write detailed academic analysis</li> </ul>					
<p><b>Assessment / Feedback Opportunities</b></p>	<p>Students will complete a range of creative writing pieces.</p>	<p>Students will complete a range poetry analysis tasks.</p>	<p>Summative Unseen Poetry Assessment</p>	<p>Summative Poetry Assessment</p>	<p>Summative Language Paper 1 Question 5 Assessment</p>	<p>Topic Test to recall key knowledge from each poem</p>

<b>Cultural Capital SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	As part of the department's ongoing vision for students to develop a love of literature, this unit continues to develop this. Students will study a rich and varied range of writers including both modern writers and those in the literary canon. Through the study of power and conflict poetry students will be given opportunities to examine and discuss topics relevant to the world around us such as equality, war, gender roles. Students will be given opportunities to formulate their views and justify with evidence.					
<b>Reading opportunities</b>	Daffodils by William Wordsworth <i>Birdsong</i> by Sebastian Faulks The Solider by Rupert Brooke Anthem for Doomed Youth by Wilfred Owen <i>Wuthering Heights</i> by Emily Bronte <i>To the Lighthouse</i> by Virginia Woolf Won't you celebrate with me? By Lucille Clifton I, too by Langston Hughes					
<b>Key Vocabulary</b>	Ephemeral	Oppression	Sublime	Perturbed	Hostile	Dominant
	Vigour	Despicable	Detestable	Repugnant	Destructive	Futile
	Necessity	Sacrifice	Patriotism	Incessant	Exposed	Monotonous
	Ambiguity	Exasperated	Futility	Ostracised	Noble	Omniscient
	Irony	Sonnet	Oxymoron	Rhyme	Rhythm	Mood
	Atmosphere	Blank Verse	Figurative Language	Foreshadow	Dramatic Monologue	Caesura
	Tone	Voice	Semantic Field	Juxtaposition	Modal Verbs	Symbolism
<b>Digital Literacy</b>	Visual stimulus for each lesson Audio versions of the poems Interviews with poets					
<b>Cross-Curricular Links</b>	History: students study poetry from 1818 to the modern day and are given opportunities to see how historic events influence the writing of poetry Religious Education: there are references to religion in a range of poems giving students opportunities to study how religion influences poetry					
<b>Careers</b>	Advertising, marketing, writing, journalism, law, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages and media					