

Islip Manor High School

Scheme of Learning Overview

This scheme of learning has been designed to ensure that you make progress, develop, and master key knowledge, skills, and ideas through academically rich content that reflects, values, and celebrates the diverse experiences, identities, and contributions of our school community.

Year group: Year 10	Term: Autumn	Unit duration: 7 weeks	Number of lessons: 25 lessons	Unit title: Power and Conflict Poetry	
Assessment outcome: Midpoint: Single poem analysis End of Unit: Poetry Comparison (GCSE Style)			Fertile question? How does the poetic form explore the nature of power and conflict?		
Key skills/ concepts/ prior knowledge that students should have when starting this unit:			Start RAG	End RAG	Resources to Support Revision of Prior Knowledge - Power and Conflict Poetry 1 (available on Google Classroom) - Poetry Booklet 1 (Clusters 1 and 2) AO2: Define the terms: imagery, metaphor, personification, enjambement, caesura, dramatic monologue, semantic field, rhyme, sonnet, RomanticAO1: Use the Power and Conflict vocabulary - fragility, vulnerability, marginalisation, tyrannical, legacy, corruption, transience, patriarchy,
Summarise the key differences between poems and other forms of Literature AO1: Identify the key messages in the poems: Checking Out Me History, Emigree, Tissue, Ozymandias, London and My Last Duchess using the vocabulary listed. AO2: Use the poetic terms on the right to identify choices in the poems listed above. AO3: Summarise the contextual influences associated with the poems above.					
Key skills/concepts/knowledge that students should cover			Start RAG	End RAG	Key Poems for Study - <i>The Charge of the Light Brigade, Bayonet Charge, Exposure, War Photographer, Remains, Poppies, Kamikaze, Extract: The Prelude, Storm on the Island</i> Literacy: Key vocabulary - patriotism - glorification - honour - dignity - desensitised - lament - sacrifice - nonchalance - cowardice - awe - brutality - inferiority - superiority
By the end of the scheme you should be able to:					
AO1: Identify the key messages in each poem					
AO1: Identify the shared themes in given poems.					
AO1: Support my interpretations with a judicious selection of quotations					
AO2: Analyse how writers use language choices to convey meaning					
AO2: Analyse how writers use structural choices to convey meaning					
AO2: Analyse how writers use form choices to convey meaning					
AO3: Use contextual information to inform our interpretation(s)					
AO1/ AO3: Construct detailed thesis statements that explore the conceptual ideas explored in each poem.					
AO1: Identify similarities and differences between the meaning of two poems					
AO1: Begin to construct comparative thesis statements that compare similar/different conceptual ideas in two poems.					
Stretch. Key skills/concepts/knowledge that students should cover AO1: Offer multiple readings of a poem using different lenses AO2: Offer a critical judgement on how successfully a poet has converted their ideas AO2: Begin to compare the methods that writers use to convey their messages					
Suggested materials: Poetry Booklets 2 and 3 Home Learning: Review quizzes, vocabulary application, contextual reading, meaning comparison					

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Cycle 1 - Complete at the start of unit						
Poem	I have read/ studied this poem before. Y/N	I am confident discussing the themes of this poem.	I am confident discussing the messages of this poem.	I am confident discussing the writer's choices in this poem?	I am confident comparing this poem to others in the anthology?	My overall confidence with this poem.
Cluster 1: Who am I? - The Impact of Power and Conflict						
Checking Out Me History						
The Emigree						

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Tissue						
Cluster 2: What does it mean to have power? What does it mean to be powerless? (The Romantics)						
London						
Ozymandias						
My Last Duchess						
Cycle 2 - Complete at the end of the unit						
Cluster 3: Is war a place of honour?						
The Charge of the Light Brigade						
Bayonet Charge						
Exposure						
Cluster 4: What is the impact of conflict?						
War Photographer						
Remains						
Poppies						
Kamikaze						
Cluster 5: Is there a conflict between humankind and nature?						
Extract: <i>The Prelude</i>						
Storm on the Island						

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Teacher Overview

Covered in Year 9

Covered in this unit

	Learning Question	Poem Focus	Key Words (Choices)	Themes/Concepts
Lesson 1	What makes poetry an interesting form?	n/a	Meaning Emotion Concept	
Lesson 2	Why do we study the themes of power and conflict?	n/a	Theme	Power and Conflict Universal human experience
Lesson 3	How do writers create a tone through their narrative voice?	Checking Out Me History	Dialect Standard English Repetition	Marginalisation
Lesson 4	How is metaphor used to convey feeling?	Checking Out Me History	Metaphor Connotation	Colonisation Identity
Lesson 5	How is imagery used to convey feeling? How can recurring images represent wider ideas?	The Emigree	Personification Repetition	Identity Tyrannical powers
Lesson 6	How can structure be used to present conflict in a text?	The Emigree	Contrast Reconcile	Inner conflict The individual
Lesson 7	How can writers use symbols as vehicles to comment on the human experience?	Tissue	Symbolise	
Lesson 8		Tissue		

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Lesson 9	What was the Romantic movement? How did Romantic views present themselves in literature?	London	Romanticism	The Establishment - corruption Society's Structures Inequality
Lesson 10	How can writers use repetition and sound to reflect emotion and ideas?	London	Anaphora Alliteration Rhyme	Innocence Cycles
Lesson 11	How can structure be used to convey meaning?	Ozymandias	Irony Juxtaposition	Arrogance Loss of power
Lesson 12	How can poets play with form to reflect their ideas?	Ozymandias	Sonnet Volta	Transience
Lesson 13	How can a poet create a voice through which to deliver their message?	My Last Duchess	Voice Dramatic Monologue	
Lesson 14	How can poets play with symbolism and form to reflect their ideas?	My Last Duchess	Symbol Metre Caesura	
Lesson 1	How do poets use their language choices to glorify their subjects?	Charge of the Light Brigade		Glorify
Lesson 2		Charge of the Light Brigade		
Lesson 3	How do writers use poetry to comment on real world events and experiences?	Bayonet Charge		Haphazard Psychological
Lesson 4	How can imagery reflect meaning?	Bayonet Charge	Imagery - metaphor tenor, vehicle, ground	
Lesson 5	What is comparison? How do poets present different ideas about patriotism?	Bayonet Charge and COTLB		

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Lesson 6	How do writers use poetry to comment on real world events and experiences?	Exposure		Exposure Futile
Lesson 7	How can a writer use linguistic and structural methods to reflect meaning?	Exposure	Personification Refrain	
Lesson 8	How do poets present different ideas about the reality of war?	Bayonet Charge and Exposure		
Lesson 9	How can a writer use a different perspective to make a comment on the impact of conflict ?	War Photographer		Ambivalence Indifference
Lesson 10	How can a writer use linguistic and structural methods to reflect meaning?	War Photographer	Caesura Internal Rhyme Lexical Field	
Lesson 11		Poppies		Loss Lament
Lesson 12		Poppies	Lexical Field Dramatic Monologue Enjambement	
Lesson 13	How can poetry reflect a personal experience?	Remains		PTSD
Lesson 14	How can a writer craft a first person speaker to express the psychological impact of war?	Remains	Speaker Dramatic Monologue Colloquial	Colloquial Nonchalance
Lesson 15		Kamikaze		
Lesson 16	How do different poets present different ideas about the effects of conflict ?	Kamikaze		
Single Poem Analysis - Thursday 10th Feb (50 mins) - Given Poem - Exposure				

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Lesson 17		Extract from the Prelude		
Lesson 18		Extract from the Prelude		
Lesson 19		Storm on the Island		
Lesson 20		Storm on the Island		
Assessment Prep				
Assessment				