

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: 3 weeks	Number of lessons: 10 lessons	Unit title: Unseen Poetry - Exploring Writer's Choices to Identify Meaning	
Assessment outcome: GCSE Literature Examination Questions (November Assessment)			Fertile question? What makes poetry the most impactful form of literature?		
Key skills/ concepts/ prior knowledge that students should have when starting this unit:			Start RAG	End RAG	Resources to Support Revision of Prior Knowledge
AO1: Identify the key messages in 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					Year 10 Poetry: Power and Conflict - Poetry Booklets, Google Classroom, Revision Guides
Key skills/concepts/knowledge that students should master			Start RAG	End RAG	Key vocabulary/subject terminology that students should cover Reviewing Year 10 Poetic Vocabulary: • Voice • Image • Language - semantic/lexical field, colloquial language, dialect • Imagery - metaphor, personification, simile, symbol • Structure - volta - turning point, journey, progression, repetition, contrast, juxtaposition, motif • Form - stanza, italic, indent, dramatic monologue, sonnet, controlled, rigid, free • Sound - rhyme, rhythm, alliteration, anaphora
Reading Skill: Confidently use the steps to engaging with the ideas in an unseen poem					
AO1: Identify explicit and implicit meanings in an unseen poem					
AO1: Craft a conceptual thesis that responds to the question focus					
AO1: Craft three discreet topic sentences that work together to prove your thesis					
AO1: Identify the speaker and tone created by the writer					
AO1/2: Judiciously select 3 key language/image choices a writer has made to convey their conceptual idea					
AO1/2: Identify how a writer develops their ideas across a poem by commenting on what has changed between the key images you have identified					
AO2: Use the <i>By using/choosing....., the writer.....</i> sentence starter to comment on how a choice creates meaning.					
AO2: Explore three layers of meaning in each paragraph by zooming in (<i>More specifically...</i>) or synthesising (<i>In addition...</i>)					
Stretch. Key skills/concepts/knowledge that students should cover					Suggested materials teachers: Unseen Poems, Google Quiz Reviews, Lesson Slides

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AO2: explore how a poet has used form and/or sound to convey their message (remember the top bands of the mark scheme require you to discuss language, structure and form)

AO1: Offer an alternative interpretation of the poem's meaning using the sentence starter *Although...*

Key home learning tasks students should complete - Weekly teacher-set preparation, review and consolidation activities to stretch and embed in-class learning.