

Scheme of Work 2019- 2020

Subject: A Level English Language and Literature

Year Group: Year 12/13 (Linear)

Specification: AQA 7707 English Language and Literature: Poetic Voices

Summary of skills learnt in this unit:

- The presentation of time: understanding the past, reviewing past experiences, the manipulation of time
- The importance of place: locations and memories, the ways in which these are captured in voice(s), and their effect on individuals
- How people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought
- The presentation of events through the poet's selection of material, the use of narrative frames and other poetic techniques.

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1	Introduction to Heaney	Who is Seamus Heaney?	<ul style="list-style-type: none"> • Image of blackberries. Write down 7 adjectives to describe the images on the board. • Look a list of the titles of the poems. What connections, themes, ideas can they see emerging? • Introduce/ Recap a number of technical terms: persona, stanza, free verse, declarative, lexical field, referential, direct address, assonance, plosives. • Read and annotate the poem in groups on A3. Read the poem <i>Blackberry Picking</i> and pass it on. When the poem has been passed on five times gather the group together and discuss the poem. • Identify the themes, time, structure, voice and place. • Discussion of findings and questions. 	Questioning Group Work	To find out 10 facts about Seamus Heaney and Northern Ireland in the 1960s.	Lit Num SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

2	To understand aspects of Heaney's life. Digging	How can we understand aspects of Heaney's life through his poems?	<ul style="list-style-type: none"> • Collect facts and contextual details about Heaney's early years. • Look again at the titles of the poem. Now make links to Heaney's childhood, upbringing, life and background. • To read and annotate the poem Digging. As they read students should be looking to connect language devices to context and to meaning. To identify and explore the use of time and place in the poem. How is family presented in the poem? • Discuss what we can see about his life and the time that he was living in. 	Questioning Independent Work	Students to create a timeline of Heaney's life, Heaney's poetry and key historical events. Students to ensure they have a copy of the timeline in their folders.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
3	To analyse and explore the poem Follower .	How is family presented in <i>Follower</i>	<ul style="list-style-type: none"> • What do we know about life in Northern Ireland in the 20th century? Pass paper round for different categories such as class, politics, women and religion. Students to make a point on each paper and pass it on. Keep passing the paper on for 5 mins. Next ask students to highlight the two most important points from each paper. • Look at the exploded version of Follower – what do they notice about the lexical field? What predictions can they make about the poem? <p>Students to annotate the poem for form, language, voice, structure and purpose.</p> <ul style="list-style-type: none"> • Then students should write two paragraphs about the poem. Analysing the sense of place and the presentation of relationships in the poem. How is family presented in the poem? • Swap the paragraphs and mark using the Success Criteria. Highlight the technical language and set one target. 	Questioning Analytical paragraphs	Students read and summarise the ideas in this article from the English and Media Centre Heaney, Seamus: The steady gift of finished art https://www.englishandmedia.co.uk/e-magazine/articles/14482	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

4	To explore connections between the poems Blackberry Picking, Digging, Follower	What are the links between the poems we have studied so far?	<ul style="list-style-type: none"> • Images on the board of key images from the poems. Students to identify the poems and the quotations. • Discussion of the thematic links, linguistic links, structural and contextual links. <p>Family and relationships linked to place.</p> <ul style="list-style-type: none"> • <i>Watch 30 mins of the Heaney documentary.</i> • Students to complete the grid on connections between the poems. What patterns can they see emerging? • Teacher to show a model comparative paragraph on the board and explain how this meets the assessment criteria. • Students to write one paragraph of their own. • Students to peer assess their paragraphs. WWW EBI. 	Questioning Analytical paragraph Peer assessment	Students read and write a summary of ideas from this article from English Media Centre <i>Heaney and Ireland</i> https://www.englishandmedia.co.uk/e-magazine/articles/14971	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
5	To explore poetry as a means of exploring self and identify.	How can poetry be used to explore one's identity?	<ul style="list-style-type: none"> • Read an extract from Catcher in the Rye and watch a clip of a film exploring rites of passage and To Kill a Mockingbird. • Introduce the term Rites of Passage. • What experiences and ceremonies do we associate with this? • Recap! What is the purpose of an elegy? Why were elegies written? • Students to read and annotate Mid-Term Break. Focus on the use of register, Non SE for Language and the use of structure and imagery for Lit. • Students summarise findings 	Questioning Independent Work	Students start creating a revision resource for each of the poems they have studied so far	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

6	To explore different layers of meaning within <i>Death of a Naturalist.</i>	How many layers can there be to the meaning of a poem?	<ul style="list-style-type: none"> • Divide the class into two. <p>One group to focus on the presentation of nature in the poem.</p> <p>The second group to focus on the presentation of sex in the poem.</p> <ul style="list-style-type: none"> • Feedback and discuss as a class. • Watch a clip from The Virgin Suicides and Adrian Mole. Discuss the idea of sexual awakening – link to the theme of Rites of Passage. <p>Remind the students to look for layers of meaning!</p> <p>Students to annotate the poem in pairs for two mins and then pass it on. Continue this for 15 mins. Then students to highlight the best annotation for each poem.</p> <p>Students to write a paragraph about the tone and language of the poem.</p> <ul style="list-style-type: none"> • Ensure the mark scheme is displayed on the board and remind them to use short embedded quotations and extended explanations. • Peer assess paragraphs and students to give feedback. • Students to write on a post it any questions they would like to have answered about this poem. Share the questions and see if they can answer them as a class. Help when necessary. 	Questioning Group work Analytical paragraph Peer Assessment	<p>Students learn key quotations from this poem and create a revision resource about it</p> <p>Students read and summarise ideas from this article from English Media Centre</p> <p>Intimations of Mortality in Seamus Heaney’s The Human Chain Adam Oliver</p> <p>https://www.englishandmedia.co.uk/e-magazine/articles/15449</p>	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
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7	To explore the presentation of the self in Personal Helicon.	How is the 'self' presented in Personal Helicon?	<ul style="list-style-type: none"> • Students read story of Narcissus (Greek Mythology). • What ways do young people explore identity? Music, fashion, dance, writing, piercings etc. • Students to read the poem and identify the extended metaphor in the poem. • Students write an analytical paragraph based on the poem and how it explores the self. 	Questioning Independent Work Analytical paragraph	Students learn key quotations from Death of a Naturalist and create a revision resource about it	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
8	<i>Rites of Passage – brought together</i>	How can we link these poems through the idea of Rites of Passage?	<ul style="list-style-type: none"> • Watch a clip of Dead Poet's Society where they discuss Carpe Diem? Why do the class think the teenage years are so crucial and that many writers explore this age? • Discussion of the presentation of Rites of Passage in these early poems. • Complete grid comparing the early poems. • Show students a model comparative paragraph. Discuss how this is successful and grade it using the mark scheme. • Students to write their own paragraphs. • Students to peer assess paragraphs. 	Questioning Analytical Paragraph Peer Assessment	Students recap all they have learnt so far for a BB assessment next lesson	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
9	BB Assessment	BB Assessment	How does Heaney present nature in his early poetry?	BB Assessment	Students read and summarise this article from the English Media Centre Witnessing Barbarity – Seamus Heaney's Poem 'Punishment' https://www.englishandmedia.co.uk/e-magazine/articles/18291	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

10	To explore the language and form of the poem Night Drive	Why are journeys often explored in literature?	<ul style="list-style-type: none"> • Read an extract of Kerouac's <i>On the Road</i> and watch a clip of <i>Thelma and Louise</i>. • Discuss why road trips and journeys are often explored in literature. • Look at <i>The Road Not Taken</i>. • Give students a collapsed version of Night Drive. What semantic patterns can they identify? • Students to annotate the poem and identify the most significant aspects of the poem. • Discussion of journeys and students to establish links back to the texts discussed at the start of the lesson. 	Questioning Independent Work	Students continue with revision resource for poems	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
11	To explore and evaluate the importance of nature in Literature. The Otter	How might other poets compare to Heaney?	<ul style="list-style-type: none"> • Split the group into three. Give each group a different Ted Hughes poem. Explain that he was a friend and contemporary of Heaney. • The students should look for similarities and differences in the presentation of nature. • Display images of Tuscany and discuss what impressions they have of this place. • Watch an image of an otter swimming. • Why does Heaney choose to tell us this is in Tuscany? Why focus on the otter? • Read The Otter through independently. <p>Read the poem together. What are the students' first impressions of the poem? What is the subject of the poem? What is the tone of the poem? What key devices are employed in the poem? What is the form of the poem? Class feedback.</p>	Questioning Independent Work Thinking Frame	Students write a paragraph from their compare and contrast frame suggesting the similarities and differences of both poets.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

			<ul style="list-style-type: none"> Compare and Contrast Frame on the board comparing and contrasting Heaney and Hughes' work. 			
12	To explore <i>The Skunk</i>	How can we apply what we have learnt so far to <i>The Skunk</i> ?	<ul style="list-style-type: none"> Students jot down ideas on What is it to be an Exile? What is the Irish Diaspora? Why have so many people left Ireland over the last 200 years? Watch 30 mins of the Heaney Documentary. Look at images of skunks. <p>Watch a cartoon clip of Pepé Le Paw. Collect words you would use to describe a skunk.</p> <ul style="list-style-type: none"> Look at a collapsed version of the poem. What words can you identify connected to scent and smell. Students to annotate the poem. Feedback and discussion of the poem. 	Questioning Independent Analytical Work	Continue with revision resource on poems	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
13	To discuss the connection between place and identity in poems.	How does translation and pronunciation effect how the poem is understood?	<ul style="list-style-type: none"> Broagh – how would you pronounce this word? Eoighen, Aoife, Siobhan Caoimhe – how would you pronounce these names? Discussion of how language links to identity. Students to read an extract of Translations by Brian Friel. What do they notice about the importance of language in this scene? Students to read an LKJ poem? What do we see about language and identity? Students to watch a clip of Heaney discussing language and place names. <ul style="list-style-type: none"> Students to read and annotate <i>Broagh</i> for aspects of language, structure and form. 	Questioning Independent Work	Students research into the effects and impacts of translation on literature ad summarise their findings	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

			<ul style="list-style-type: none"> • What are the most significant words in the poem? What is the message of the poem? Students justify their thoughts 			
14	Analyse and evaluate the presentation of nature in Hailstones .	How does Heaney present nature in Hailstones?	<ul style="list-style-type: none"> • Give each student a line from the poem and ask them to make a prediction about the poem. Now, ask them to put them into the correct order? How did they do this? What clues did they look for? Now, compare their order to Heaney's order. • Students to read the poem and decide the following: <ul style="list-style-type: none"> ○ What type of poem is it? ○ What is the subject matter? ○ What is the tone? ○ What do they notice about the structure? ○ Can they link it to any other poems we have read? ○ Is it just about nature? • Discuss findings and write two paragraphs about the presentation of nature in the poem. • Peer assess the paragraphs 	Questioning Independent Work Analytical write up Peer Assessment	Students continue with and update revision resource	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
15	To introduce Bogland and the bogs as a place and symbol.	What can place in literature symbolise?	<ul style="list-style-type: none"> • Around the room have images of the bogs and the bodies discovered in the bogs. • Introduce the Irish bogs and importance. Explain the bodies in the bogs. • Around the room there should be different articles about the bogs. Students should jigsaw in groups of three. By the end of the lesson they 	Questioning Independent Work	To annotate the poem Bogland and prepare for the timed essay.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

			<p>need to have read at least three articles each.</p> <ul style="list-style-type: none"> At the end of the lesson the groups feedback their findings to each other. At this point they should read the poem Bogland. Students write down three things they understood about bogs 			
16	BB Assessment	BB Assessment	How does Heaney explore place and identity in his poetry?	BB Assessment	Continue to update revision resource	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
17	Essay Feedback	What are our strengths and areas of improvements in our essays?	<ul style="list-style-type: none"> Students to read comments and respond to targets. Students to swap and peer assess improved paragraphs. Give students an essay from the AQA we bsite and the mark scheme. Students to grade each essay and comment on its strengths and weaknesses. Compare students' marks and comments with those of the examiners. What do you need to work on to improve your essays? Collect five examples of best practice. Collect five things to avoid 	Questioning Peer and self-assessment	Students create their own improvement success criteria for next assessment piece.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
18	To analyse and evaluate a group of poems. To explore shifts in	How can we link poems together in terms of themes and meanings?	<ul style="list-style-type: none"> Watch an extract from documentary about the bog. Each group will be assigned a different poem to look at Tollund Man, Strange Fruit, Punishment and Bogland. <p>Students should explore: to what extent these are pastoral poems and to what extent they are</p>	Questioning Group Work	Learn quotations from the Bog poems.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

	Heaney's poetry.		<p>political poems and the presentation of place/memory. How do they mark a shift in Heaney's work? How are they similar to any of his earlier poems? Students to make notes on language, form and structure.</p> <ul style="list-style-type: none"> Each pair to present their findings to the rest of the class. The rest of the class should make notes and ask questions. <p>A range of articles will be around the room. Students need to read at least three different articles.</p> <ul style="list-style-type: none"> As a class how would they categorise these poems? How significant do they think they are? What is the purpose of these poems? 			
19	Explore and analyse the presentation of the landscape in the Bog poems.	How is landscaping presented in poems?	<ul style="list-style-type: none"> Introduce hot-seating exercise and assign roles. Someone to be in role as: Heaney, T.P. Flanagan, A Peat Farmer, A resident who lives near Toner's Bog and Germaine Greer. Those in role to spend 10 mins preparing. The audience should spend 10 mins preparing questions for the panel. Hot-seating activity. Feedback – what have we learnt about this collection of poems? 	Questioning Targeted Questioning	Students write a paragraph on how a character of their choice is presented in their poem.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
20	Compare and contrast the Bog Poems.	How can we compare and contrast the bog poems?	<ul style="list-style-type: none"> Quotation Test on the Bog Poems. Students to annotate the Bog Poems and ensure they have full notes on all of the poems. Comparative table for Bog Poems (Tollund Man, Punishment, Strange Fruit and Bogland) <p>Points of comparison:</p>	Questioning Independent Work	Students to peer assess the paragraphs and give one target on how to improve for the essay. Students to self-assess and set themselves one	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

			<p>Poetic form Poetic devices Subject matter Tone Structure Language, Semantic and Lexical Field Context</p> <ul style="list-style-type: none"> Students present their five most interesting comparisons and justify their reasoning 		target on how to improve.	
21	To explore critical responses to Seamus Heaney.	How are Heaney's poems received?	<ul style="list-style-type: none"> Look at key images on the board and connect them to the poems and themes of Heaney's poetry. Students to read two articles. (There should be a selection around the room) and annotate using three different colours. <p>One colour: critical vocab One colour: key points made. One colour for evaluative phrases.</p> <ul style="list-style-type: none"> Class discussion: What do you notice about the writing style? What do you notice about the use of language? What do you notice about the use of textual detail? <ul style="list-style-type: none"> Students to write two paragraphs, in the style of the critic, about two bog poems of their choice. Students to peer assess the paragraphs and give one target on how to improve for the essay. Students to self assess and set themselves one target on how to improve. 	Questioning Independent Work Analytical paragraphs Peer Assessment Self-Assessment	Students to revise the bog poems and learn quotations.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.

22	Timed Essay on The Bog Poems	BB Assessment	Timed essay on The Bog poems	BB assessment	Students recap themes of all poems and complete revision resource	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
23	To introduce recreative writing	What is recreative writing?	<ul style="list-style-type: none"> • Students to choose a poem and genre. Each student should do a different poem. • Students to start preparing by looking back at the poem and decide which words and techniques they will replicate in their recreation. • Students to write plan their response and write their opening. • Students to identify which of Heaney's techniques they have used in their own work. To plan which other ones they will use tomorrow. 	Questioning Independent Work	Students recap all key terminology to help them with recreative writing	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.
24	Students to produce a recreative piece and commentary	How do we comment on our recreative pieces?	<ul style="list-style-type: none"> • Re-cap of recreative writing and critical writing. Top 5 devices used by critics. • Students to write a 300 word recreation of chosen poem. • Students to write 300 word commentary of recreation. • WWW and EBI 	Questioning Independent Work	Students update all notes on Heaney.	Lit SMSC So7, So8, C1, C2, C3, C5, M2, Sp3, Sp5, Sp9.