

**Scheme of Work 2020-2021**  
**Subject: English Literature**  
**Unit: Poetry – Love and Relationships**

**Year Group: 10**

**Specification: AQA English Literature**

**This scheme of work is intended to prepare students for the Poetry unit of the GCSE Literature exam by:**

- **Understanding comparisons between poems**
- **Be able to analyse effects of the poets language, structure and form**
- **Understanding the relationship between the poems and their contexts**
- **Writing in a mature and academic style**

Les so n 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	<b>Poetry Introduction</b>	To <u>understand</u> the requirements of the poetry section of literature exam  <u>Identify</u> the different types of love and the emotions that are displayed	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Discussion of literature units &amp; poetry anthology</li> <li>• Watch clips &amp; define what love is <a href="https://www.youtube.com/watch?v=w4O46P_T7uY">https://www.youtube.com/watch?v=w4O46P_T7uY</a></li> <li>• <a href="https://www.youtube.com/watch?v=HkUGSNNy4dl">https://www.youtube.com/watch?v=HkUGSNNy4dl</a></li> <li>• <a href="https://www.youtube.com/watch?v=BcYIA58E_ss">https://www.youtube.com/watch?v=BcYIA58E_ss</a></li> <li>• Complete table on Romantic/Familial relationship using a wordle.</li> <li>• Students analyse the language in the wordle and decide which column the poem belongs in</li> <li>• Class discussion of nature – students make notes on the poems which use nature</li> </ul>	Write 5 lines defining what love is.	GCSE POD	M2  So7  C1  C3  C5  Sp9

			<ul style="list-style-type: none"> <li>Plan of answering a poetry question – how to do it</li> <li>Looking at unseen poetry</li> <li>How many poems can the students remember</li> </ul>	Listing the poems by name		
2	<b>Winter Swans</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>Key Vocabulary</li> <li>Watch short clip about swans <a href="https://www.youtube.com/watch?v=M6AtjU2_gio">https://www.youtube.com/watch?v=M6AtjU2_gio</a></li> <li>Students note what they are learning about swans/discuss symbolism of the swan and how it can link to the poem</li> <li>Reading of the poem – students decide if romantic or familial/positive or negative view of love</li> <li>Structure analysis – discuss title and weather at beginning of poem – students spend 2 minutes in pairs discussing meaning</li> <li>Students discuss possible meaning of tercets and why each stanza has 3 lines – what could the imbalance represent?</li> <li>Model example of writing up structure + students complete own</li> <li>Students in pair analyse the language in the poem making links to methods</li> <li>Students chose a word and write up what it tells them about the love in the relationship</li> <li>Last task – students create a table – 3 columns choosing 2 language for each column that represent the changing relationship</li> </ul>	Write up short paragraph analysing structure	GCSE POD  Doddle Winter Swans Quiz	Sp9 So7 C1 C3
3	<b>Singh Song!</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p>	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler Quiz – Winter Swans</li> <li><a href="https://www.youtube.com/watch?v=t_Jaf2uhQS8">https://www.youtube.com/watch?v=t_Jaf2uhQS8</a> – use as first reading of poem</li> </ul>		GCSE POD	Sp9 So7 C1

		<p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Students to identify aspects of the poem that show a romantic relationship and aspects that show familial relationships – students decide which is a more positive relationship based on language used</li> <li>• Students write a short paragraph comparing the romantic relationship between Singh Song! And Winter swans</li> <li>• Discussion of structure and how it links to overall meaning of the poem</li> <li>• Language analysis stanza by stanza in pairs – feedback findings</li> <li>• Quiz recapping methods</li> </ul>	Paragraph comparing with Winter Swans	Singh Song! Quiz - Duddle	C3
4	Eden Rock	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – quiz Winter Swans + Singh Song!</li> <li>• Listen to song ‘Photograph’ students analyse lyrics – what does he remember and what is important?</li> <li>• First reading of poem - <a href="http://www.youtube.com/watch?v=iHwH_JdrYjQ">www.youtube.com/watch?v=iHwH_JdrYjQ</a></li> <li>• Students find words/phrases that show strong family bonds</li> <li>• Analyse structure + link to meaning</li> <li>• Analyse language in poem + link to family bonds</li> <li>• Produce a table that shows – security/small details/heavenly images + match to methods</li> <li>• Questions to secure knowledge at end</li> </ul>	Write a paragraph linking structure to meaning	GCSE POD  Duddle Quiz	So7 C1 C5 M2 Sp9
5	Review of poetry so far	To show <u>understanding</u> of anthology and how poems link	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler quiz on poems so far</li> <li>• Thinking frame – themes in poems so far</li> </ul>	Targeted questioning  Write up		So7 C1 C5

			<ul style="list-style-type: none"> <li>• Give exam style question - Compare how poets present relationships in 'Singh Song!' and one other poem from the Love and Relationships cluster.</li> <li>• Give example of essay opening – students write own connecting the poems</li> <li>• Create a table – choose quotes that answer question from both poems</li> <li>• Link to methods</li> <li>• Students write up 3 quotes from each poem &amp; Linking</li> <li>• Plenary – Select quotes from Eden Rock to show relationships</li> </ul>	Class discussion		M2 Sp2 Sp9
6	<b>Before You Were Mine</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – quick fire recap</li> <li>• Watch clip on parenting <a href="https://www.youtube.com/watch?v=uFQfyIQ2Jgg">https://www.youtube.com/watch?v=uFQfyIQ2Jgg</a></li> <li>• Discuss in pairs – How do you think parents lives changed after the birth of a child?</li> <li>• What are the biggest differences in their lives?</li> <li>• First reading of poem - <a href="https://www.youtube.com/watch?v=nDXnEgD3_Yw">https://www.youtube.com/watch?v=nDXnEgD3_Yw</a></li> <li>• Students discuss if positive/negative view</li> <li>• How does the structure link to the meaning of the poem? Discussion of title/stanzas/rhyme scheme</li> <li>• Students analyse language in relation to possession/life before/life after and annotate blank poems</li> <li>• Last task – create a table and best quotes and link to methods</li> </ul>	<p>Questioning</p> <p>Creating a table showing understanding of language</p>	GCSE POD  Doddle Quiz – Before You Were Mine	So7 C1 C5 M2 Sp2 Sp9

7	<b>When We Two Parted</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – create a table of poems covered so far Romantic/familial</li> <li>• Watch clip regarding ending of a relationship <a href="https://www.youtube.com/watch?v=Fvqmo5TMyeQ">https://www.youtube.com/watch?v=Fvqmo5TMyeQ</a></li> <li>• Students list emotions you could feel at the end of a relationship</li> <li>• First reading of poem - <a href="https://www.youtube.com/watch?v=zMGjDLzPBbl">https://www.youtube.com/watch?v=zMGjDLzPBbl</a></li> <li>• Students create a table linking poem with other poems studies so far</li> <li>• Discussion of structure + how it links to ideas in the poem</li> <li>• Students bullet point the main ideas about structure</li> <li>• Language analysis + annotation of poem</li> <li>• Students make a 3 point list of the key points in the poem</li> </ul>	<p>Questioning</p> <p>Listing key points in the poem</p>		<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp9</p>
8	<b>Poetry Skills for AP</b>	<p>To <u>apply</u> language techniques + structural features to the poems so far.</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – Quiz on poems so far</li> <li>• Terminology match up exercise</li> <li>• Students explain key terms</li> <li>• Students choose 5 key terms and link to poems studied so far – Writing up a quote and explanation for each term</li> <li>• Recap of structural features – and link to poems studies so far</li> <li>• Write up paragraph comparing two of the poems structurally</li> <li>• Plenary- Create a table showing links between poems</li> </ul>	<p>Quiz</p> <p>Questioning</p> <p>Write up</p>	<p>GCSE POD</p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp3</p> <p>Sp5</p> <p>Sp9</p>

9	<b>Sonnet 29 – I Think of Thee</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – Questions relating to title of poem - Who do you think the narrator of the poem will be?</li> <li>• Who is this person thinking of?</li> <li>• Why do you think the poem has a number?</li> <li>• What does this imply about it?</li> <li>• First reading of poem <a href="https://www.youtube.com/watch?v=46QS2TmR-rl">https://www.youtube.com/watch?v=46QS2TmR-rl</a></li> <li>• GCSE Pod background on poet</li> <li>• Class discussion structure – A sonnet/lines/rhyme scheme – making links to overall meaning</li> <li>• Analysis of language – students annotate poem and find language that links to nature</li> <li>• Students link to poems studies so far using themes nature/love/desire/fulfilment</li> </ul>	<p>Questioning</p> <p>Paragraph on why the poet has used nature to express feelings in the poem</p>	<p>GCSE POD</p> <p>Doddle quiz</p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp9</p>
10	<b>Love’s Philosophy</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler – Back ground reading on Percy Bysshe Shelley to help understand context and atheism.</li> <li>• Students firstly consider the Title of the poem and in pairs discuss what they think a ‘philosophy’ is/means – Share ideas</li> <li>• First reading of poem – students decide if positive/negative view of love</li> <li>• Discussion of structure – students asked to consider rhyme/rhythm/narration/repetition etc</li> <li>• Discussion of language and natural/heavenly imagery. Students annotate poem independently linking to key features</li> </ul>		<p>GCSE POD</p> <p>Doddle Quiz – Loves Philosophy</p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp9</p>

			<ul style="list-style-type: none"> <li>Students produce a comparative paragraph analysing the nature used in 'Loves Philosophy' and nature within 'Sonnet 29'</li> <li>Students self - assess highlighting quotes and language features</li> </ul>	Comparative paragraph on the poets use of nature		
11	<b>Poetry Links</b>	To create thematic links between poems	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler – students write a one line summary of poems studied so far</li> <li>Show over view of poems – Students write down which poem they think it is</li> <li>Students list poems that show a parents love/Breakdown of a relationship/A child view</li> <li>Write up paragraph comparing two of the poems thematically</li> <li>Plenary- Create a table showing links between poems</li> </ul>	Identifying poems  Write up	GCSE POD  Doddle	So7  C1  C5  M2  Sp2  Sp3  Sp5  Sp9
12	<b>Follower</b>	To <u>analyse</u> the poem in detail  To <u>understand</u> the structure of the poem  To <u>relate</u> context and ideas behind the poem to structure and language  To <u>recognise</u> key language features used by the poet	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler - Quiz</li> <li>Engaging with the title – students asked to discuss in pairs connotations of the word follow/follower – generating whole class discussion</li> <li>First reading of poem – students decide positive/negative + what kind of relationship is being discussed</li> <li>Exploration of structure of poem + how it links to meaning</li> <li>Engaging with the poem – students complete a detailed summary of each stanza thinking about thoughts/feelings/emotions of the narrator</li> </ul>	Questioning	GCSE POD  Doddle quiz	So7  C1  C5  M2  Sp2  Sp9

			<ul style="list-style-type: none"> <li>Language and poetic devices task – annotation of poem</li> <li>Recap – find quotes that show fathers strength/role reversal/child’s image of parent</li> <li>Write up one quote using quote/method/what we learn</li> </ul>	Writing up quotes to show understanding		
13	<b>Mother, Any Distance</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Silent settler – Quiz on poems so far</li> <li>Starter – Which poem is this? Images on board – students work out which poem they represent</li> <li>Watch growing up clip - <a href="https://www.youtube.com/watch?v=OLTfq6JjPus">https://www.youtube.com/watch?v=OLTfq6JjPus</a></li> <li>Questions on growing up. What are the milestones?</li> <li>Students produce a list of the things they would need/buy if they were to move out of parents home and decide which they could do alone and what they would need help with</li> <li>Read biographical information about Simon Armitage to set poem in context</li> <li>Read poem aloud to class and answer questions</li> </ul> <ol style="list-style-type: none"> <li>Who do you think is speaking in the poem?</li> <li>What is happening in the poem?</li> <li>How does the son feel about this?</li> <li>What kind of relationship do you think the mother and son have?</li> </ol> <ul style="list-style-type: none"> <li>Give exam style question - Compare and contrast how <u>family relationships</u> are shown in ‘Mother, Any Distance’ + one other poem and students decide which poem from poems studied so far they would use and why</li> </ul>	<p>Questioning</p> <p>Language + structure analysis</p> <p>Writing up a metaphor linking to ideas in the poem</p>	GCSE POD	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp9</p>





			<p>narrators feelings + how the title relates to this</p> <ul style="list-style-type: none"> <li>Students given another list of words and think about</li> </ul> <p>What do the words mean? How do they create a negative tone? How do they relate to the title?</p> <ul style="list-style-type: none"> <li>In pairs students identify themes and link to poems studies so far</li> <li>Students link themes to Hardy's life</li> <li>Plenary – Use a diagram to show similarities and differences with WWTP</li> </ul>			
15	<b>Farmer's Bride</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler</li> <li>Starter – Read contextual information poet/19<sup>th</sup> century/women</li> <li>Watch clip – 7 brides 7 brothers looking at male dominance <a href="https://www.youtube.com/watch?v=QhDUR4IK1f4">https://www.youtube.com/watch?v=QhDUR4IK1f4</a></li> <li>Discussion of title of poem</li> </ul> <p>What strikes you about the poem's title? Who do you think the poem will be about? Who do you think the narrator of the poem will be?</p> <ul style="list-style-type: none"> <li>First reading of poem – how do the farmer and his wife show their isolation?</li> <li>What do we learn about the narrator?</li> <li>Structure analysis – discuss Rhyme/ How many people actually speak in the poem/Why Mew might have varied the indentation of her lines of poetry/Where you see the use of enjambment and caesura/What changes you see to the structure of the poem in the last 5 lines.</li> </ul>		GCSE POD  Doddle quiz	So7  C1  C5  M2  Sp2  Sp9

			<ul style="list-style-type: none"> <li>• Analysis of language – stanza by stanza in detail in pairs – discussion</li> <li>• Students make a list of themes in the poem</li> <li>• Exam style question- Compare how poets present negative relationships in ‘The Farmer’s Bride’ and one other poem. Create a table showing links made with other poems</li> <li>• Plenary - Find three examples of language use in the poem. These could be repetition, metaphor, use of dialect. Write about how and why these language features are effective.</li> </ul>			
16	<b>Farmer’s Bride 2</b>  <b>Creating links</b>	<p>To <u>recognise</u> key language features used by the poet</p> <p>Make thematic links with other poems in the anthology</p>	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Silent settler</li> <li>• Detailed language analysis</li> <li>• <b>Compare how poets present negative relationships in ‘The Farmers Bride’ and one other poem.</b></li> <li>• Poems that link thematically</li> <li>• Create table – choose quotes – link to methods</li> <li>• Mini write up</li> </ul>	<p>Questioning</p> <p>Essay question mini write up using structure and language</p>		<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp9</p>
17	<b>Porphyria’s Lover</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Settler – Consider title with questions – discuss</li> </ul> <p>What do you think the poet means by this title?</p> <p>Does it make a difference to know that ‘porphyria’ is not just a name but an illness as well?</p> <p>How does this change your understanding of the poem’s title?</p> <ul style="list-style-type: none"> <li>• Read context on Robert Browning + 19<sup>th</sup> century to help understand poem</li> </ul>	<p>Questioning</p> <p>Analysis of characters</p> <p>Table linking to other poems.</p>	<p><b>GCSE PODS</b></p> <p><b>Doddle Quiz</b></p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp3</p>

			<ul style="list-style-type: none"> <li>• Watch clips around negative relationships  <a href="https://www.youtube.com/watch?v=gxMS9NIJy-l">https://www.youtube.com/watch?v=gxMS9NIJy-l</a>  <a href="https://www.youtube.com/watch?v=QC lpC_77cYM">https://www.youtube.com/watch?v=QC lpC_77cYM</a></li> <li>• List features of a negative relationships – discuss</li> <li>• Read poem – give overview to help understanding and answer questions  Who is the narrator talking about? What has happened between them?  What action has been taken by the end of the poem? Think not only about what you know but how you know it. What lines of the poem tell you these things?</li> <li>• Create a table with key stages of the poem with quotes to evidence</li> <li>• Discussion about narrator – What is impression of the narrator and his feelings? What is the narrator telling us about his feelings for this woman? Why does he do what he does?</li> <li>• Discussion about Porphyria - What is the impression of Porphyria and her feelings? What is the narrator telling us about this woman? How does he feel about her?</li> <li>• Analysis of structure in pairs students discuss  rhyme/rhythm/stanzas/irregularities/  how it affects the poem as a whole/  dramatic monologue</li> <li>• Plenary - Students identify themes in the poem and create a table linking to other poems studied so far</li> </ul>			Sp9
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18	<b>Porphyria's Lover</b> <b>2</b>  <b>Creating links</b>	To <u>recognise</u> key language features used by the poet  Make thematic links with other poems in the anthology	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Silent settler</li> <li>• Detailed language analysis</li> <li>• <b>Compare how poets present negative relationships in 'Porphyria's Lover' and one other poem.</b></li> <li>• Poems that link thematically</li> <li>• Create table – choose quotes – link to methods</li> <li>• Mini write up</li> </ul>	Questioning  Essay question mini write up using structure and language		So7  C1  C5  M2  Sp2  Sp3  Sp9
19	<b>Walking Away</b>	To <u>analyse</u> the poem in detail  To <u>understand</u> the structure of the poem  To <u>relate</u> context and ideas behind the poem to structure and language  To <u>recognise</u> key language features used by the poet	<ul style="list-style-type: none"> <li>• Key vocab</li> <li>• Settler – Independence/dependence</li> </ul> What are their definitions? How are they linked? Where are these evident in your own lives? <ul style="list-style-type: none"> <li>• Watch clip - <a href="https://www.youtube.com/watch?v=bjNzHmIQNv4">https://www.youtube.com/watch?v=bjNzHmIQNv4</a></li> <li>• Discuss - What is the mum's reaction to child going to school at first?</li> <li>• Why does she feel like this?</li> <li>• How does it change?</li> <li>• Title – discussed what the poem could be about</li> <li>• Read poem – what does the poem explore?</li> <li>• Read background information on poet to help understanding of ideas and context</li> <li>• Analysis of structure – create a paragraph showing how structure links to overall meaning of poem</li> <li>• Analysis of language – create a paragraph showing how language + features show how the father feels</li> </ul>	Questioning  Analytical paragraphs	GCSE Pods  Doodle quizzes	So7  C1  C5  M2  Sp2  Sp3  Sp9

			<ul style="list-style-type: none"> <li>Plenary – making links with other familial poems</li> </ul>			
20	<b>Climbing My Grandfather</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>Key vocab</li> <li>Silent settler – Why are grandparents important? List ideas</li> <li>Watch clip - <a href="https://www.youtube.com/watch?v=lasSu84MK7A">ps://www.youtube.com/watch?v=lasSu84MK7A</a></li> <li>Students think about a grandparent/older person and consider 1. What their skin is like and whether they have distinguishing marks. 2. What their eyes look like. 3. What kind of clothing they wear. 4. What signs of age they show. Discuss as a class</li> <li>Consider the title of the poem – what kind of language do students think will be used in the poem?</li> <li>Reading of poem</li> <li>Link to other poems in the anthology</li> <li>Structure analysis</li> <li>Language analysis – including extended metaphor</li> <li>Linking to other poems task</li> <li>Plenary – make a table to show themes in the poem</li> </ul>	<p><b>Questioning</b></p> <p><b>Language analysis</b></p>	<p><b>GCSE POD</b></p> <p><b>Doddle Quiz</b></p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp3</p> <p>Sp9</p>
21	<b>Letters From Yorkshire</b>	<p>To <u>analyse</u> the poem in detail</p> <p>To <u>understand</u> the structure of the poem</p> <p>To <u>relate</u> context and ideas behind the poem to structure and language</p> <p>To <u>recognise</u> key language features used by the poet</p>	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler – Students to list the ways that they communicate with each other now</li> <li>Discussion of advantages/disadvantages in the way we communicate now</li> <li>Students consider title of the poem</li> <li>Read poem</li> <li>Students think about what the male/female characters in the poem</li> </ul>	<p><b>Questioning</b></p> <p><b>PEE paragraph write up</b></p>	<p><b>GCSE POD</b></p> <p><b>Doddle Quiz</b></p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp3</p>

			<p>represent – how are their lives different? What contrasts can we see?</p> <ul style="list-style-type: none"> <li>• Consider if we can identify strong bonds between the couple</li> <li>• Analysis of structure + how it links to meaning in poem</li> <li>• Analysis of language – creating a table of methods used</li> <li>• Students choose a quote and method to write up showing the connections in the poem</li> <li>• Plenary – Record themes in the poem and make links to other poems studied</li> </ul>			Sp9
22	<b>Priority Poems &amp; Making connections</b>	To create a plan of priority poems	<ul style="list-style-type: none"> <li>• Starter – make list of key terms and link to poems</li> <li>• Discuss plan for poetry</li> <li>• Separate poems into Romantic/familial</li> <li>• Break poems down into categories know Really well/know well/know</li> <li>• Go through some poems to check knowledge</li> <li>• Begin to make links for the top 7 priority poems</li> <li>• Create table linking the poems with themes/methods/structure</li> </ul> <p>Plenary – colour code table</p>	Targeted questioning	GCSE POD Out of Hours Booklet	So7 C1 C5 M2 Sp2 Sp3 Sp9
23	<b>L &amp; R Links</b> <b>Sonnet 29 &amp; Love Philosophy</b>	To create links between poems using language and structure	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Read/Listen to Sonnet 29</li> <li>• From memory students list what they can remember about structure of poem – discuss</li> <li>• Highlight language that uses nature link to methods</li> <li>• Read/listen LP</li> <li>• List what they can remember about structure – discuss</li> <li>• Highlight nature imagery</li> </ul>	<p>Questioning – targeted</p> <p>Mini Write up</p> <p>Class discussion</p>	GCSE POD Out of Hours Booklet	So7 C1 C5 M2 Sp2 Sp3

			<ul style="list-style-type: none"> <li>Students choose 3 quotes from each poem and write up 3 analytical paragraphs</li> <li>Plenary – highlight where they have used methods</li> </ul>			Sp9
24	<b>L &amp; R Links</b>  <b>Follower &amp; Walking Away</b>	To create links between poems using language and structure	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>True/false task – Follower</li> <li>How are parents portrayed in both poems- students identify evidence</li> <li>Give question ‘Compare how poets present the role of parents in ‘Follower’ and in <b>one</b> other poem from ‘Love and Relationships’. Students write a brief introduction showing understanding of question</li> <li>Give blank copies of Follower/Walking Away – students annotate choosing language to answer question</li> <li>Contextual analysis of poem</li> <li>Plenary – Take one quote from each poem and write up</li> </ul>	Targeted questioning  Showing links between poems  Mini write up	GCSE POD  Out of Hours Booklet	So7  C1  C5  M2  Sp2  Sp3  Sp9
25	<b>L &amp; R</b>  <b>Blue Book</b>	To write up comparative essay	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Brief recap of poems Sonnet 29/Love’s Philosophy/Follower/Walking Away</li> <li>Write up</li> <li>Plenary – Self assess</li> </ul>	<b>Blue Book write up</b>	GCSE POD  Out of Hours Booklet	C1  C3  C5  Sp5  Sp9
26	<b>Unseen Poetry</b>  <b>90<sup>th</sup> Birthday &amp; My Grandmother</b>	To identify how to approach unseen poetry	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler - mini quiz</li> <li>Discuss exam requirements</li> <li>Make a plan of steps to take</li> <li>Turn to literature anthology Pages 6-7</li> </ul>	Targeted questioning  Discussion	GCSE POD  Out of Hours Booklet	So7  C1  C5



			<ul style="list-style-type: none"> <li>• In pairs discuss questions – ideas of what poems will be about – childhood/feelings/emotions</li> <li>• Focus on 90<sup>th</sup> Birthday –discuss old age+ attitudes -positive/negative</li> <li>• Write up brief introduction showing understanding of poem</li> <li>• Choose quotes that show something about birthdays – link to methods – discuss</li> <li>• Link structure to overall meaning</li> <li>• Plan steps for analysing both poems comparatively</li> <li>• Read My Grandmother – analyse language</li> <li>• Thinking frame – comparing poems – discuss connections</li> <li>• Plenary Choose a quote from each and write up comparatively</li> </ul>	Mini write up		<p>M2</p> <p>Sp2</p> <p>Sp3</p> <p>Sp9</p>
27	<p><b>Unseen Poetry</b></p> <p><b>Piano &amp; Background Material</b></p>	To identify how to approach unseen poetry	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Silent settler - mini quiz</li> <li>• Discuss exam requirements</li> <li>• Make a plan of steps to take</li> <li>• Turn to literature anthology Pages 10-11</li> <li>• In pairs discuss questions – ideas of what poems will be about – childhood/feelings/emotions</li> <li>• Focus on PIANO – how narrator remembers childhood – positive/negative</li> <li>• Write up brief introduction showing understanding of poem</li> <li>• Choose quotes that show something about childhood – link to methods – discuss</li> <li>• Link structure to overall meaning</li> </ul>	<p>Targeted questioning</p> <p>Discussion</p> <p>Mini write up</p>	<p>GCSE POD</p> <p>Out of Hours Booklet</p>	<p>So7</p> <p>C1</p> <p>C5</p> <p>M2</p> <p>Sp2</p> <p>Sp3</p> <p>Sp9</p>

			<ul style="list-style-type: none"> <li>Plan steps for analysing both poems comparatively</li> <li>Read Background Material – analyse language</li> <li>Thinking frame – comparing poems – discuss connections</li> <li>Plenary Choose a quote from each and write up comparatively</li> </ul>			
28	<b>Unseen Poetry</b>  <b>Don't Say it &amp; Flowers</b>	To identify how to approach unseen poetry	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Silent settler - mini quiz</li> <li>Discuss exam requirements</li> <li>Present questions linked to - <b>Don't Say it &amp; Flowers</b></li> <li>Read Don't say it – Link to relationships</li> <li>Link structure to overall meanings – discuss</li> <li>Sample structure paragraph – students write own</li> <li>Choose quotes which show negative response to ending of relationship – link to methods</li> <li>Read flowers – link to question + relationship</li> <li>Thinking frame – comparing poems</li> <li>Write up comparing language x3</li> <li>Plenary – write down steps to take in exam</li> </ul>	Targeted questioning  Discussion  Write up	GCSE POD  Out of Hours Booklet	So7  C1  C5  M2  Sp2  Sp3  Sp9
29	<b>L &amp; R</b>  <b>Before You Were Mine &amp; Mother Any Distance</b>	To create links between poems using language and structure	<ul style="list-style-type: none"> <li>Key Vocab</li> <li>Give sample exam style question - Compare how poets presents familial bonds in 'Before You Were Mine' and in <b>one</b> other poem from 'Love and Relationships'.</li> <li>True/false task BYWM</li> <li>Structural features quiz BYWM</li> <li>Link to MAD language/structure</li> </ul>	Questioning  Quote explode	GCSE POD  Out of Hours Booklet	So7  C1  C5  M2  Sp2  Sp3

			<ul style="list-style-type: none"> <li>• Highlight quotes from each poem that would be used to answer question – discuss</li> <li>• Link quotes to methods</li> <li>• Contextual analysis of both poems</li> <li>• Choose quote from each poem and write up – quote exploding + link to method</li> </ul>			Sp9
30	<b>L &amp; R</b> <b>Eden Rock &amp; Follower</b>	To create links between poems using language and structure	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Give sample exam style question</li> <li>• Compare how poets present strong bonds in ‘Eden Rock’ and in <b>one</b> other poem from ‘Love and Relationships’.</li> <li>• Students link other poems to question giving reasons</li> <li>• Write up brief introduction to question showing understanding of poems</li> <li>• Discuss structure + link to question</li> <li>• Analyse language + Link to question</li> <li>• Plenary – Poetry quiz</li> </ul>	Questioning  Linking poems	GCSE POD  Out of Hours Booklet	So7  C1  C5  M2  Sp2  Sp3  Sp9
31	<b>L &amp; R</b> <b>Parental Relationships</b>	To create links between poems using language and structure	<ul style="list-style-type: none"> <li>• Key Vocab</li> <li>• Familial poem quiz – parental relationships</li> <li>• Show over view of poems – Students write down which poem they think it is</li> <li>• Students list poems that show a parental relationship</li> <li>• Create thinking frames for each poem – discuss</li> <li>• Write up paragraph comparing two of the poems thematically</li> <li>• Make links to parental relationships in AIC</li> <li>• Plenary- Choose 2 poems + write up comparatively language x3</li> </ul>	Questioning  Linking poems  Write up comparison	GCSE POD  Out of Hours Booklet  Doddle quizzes	So7  C1  C5  M2  Sp2  Sp3  Sp9

