



# YEAR 8 2023-24 Spring TERM 2

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Ballad Poetry

### Curriculum Intent

In addition to working further on objectives from Year \_\_, pupils will be taught, following National Curriculum guidelines, the following this term:

### Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays)
      - seminal world literature
        - choosing and reading books independently for challenge, interest and enjoyment.
        - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
        - understand increasingly challenging texts through:
          - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
          - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
    - checking their understanding to make sure that what they have read makes sense.
    - read critically through:
      - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
      - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these
    - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
    - making critical comparisons across texts
    - studying a range of authors, including at least two authors in depth each year.

### Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
  - writing for a wide range of purposes and audiences, including:
    - well-structured formal expository and narrative essays

### Skills/National Curriculum Links

- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

### **Grammar and vocabulary**

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.<sup>1</sup>

### **Spoken English**

Pupils should be taught to:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

	<p><b>Intent</b> – This unit of work is intended to build on previous knowledge of poetry. This year, the focus is introducing more poems from the English literary heritage and to make explicit links to when the poems were written. The focus of work here should be on structure, form and language: rhyme (internal, para, full, alternate, couplets etc), rhythm, metre (iambic), first, third person narrator, who it is addressing, dramatic monologue, narratives and other poetic techniques. They will read and practise their skills of analysis and interpretation; considering a range of ideas and meanings. Students should also be taught a ‘framework’ for poetry – how to analyse and approach unseen poems. These skills will be developed further in Year 9 and will be good preparation for GCSE.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> themes within the poems – individual feelings, consequences, morals  <b>PSHE/British Values:</b> empathy with others’ history, treating people with respect  <b>Skills Builder:</b> speaking, listening, creativity</p>
<b>Numeracy</b>	
<b>Literacy</b>	<p>Refer to PPTs for more detail  <b>Vocabulary Tier 2:</b> structure, form, ballad, rhyme scheme, context  <b>Vocabulary Tier 3:</b>  <b>Reading:</b> reading two challenging longer poems. Interpreting and analysing meaning and theme  <b>Writing:</b> a front page of a newspaper about events in the poem  <b>Oracy:</b> discussing key ideas and meanings</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> writing – journalism, teaching, research, international careers</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By product:</b> poems will be accessible to all students, whilst being challenging too. Choice of poem, depending on the class.  <b>By resource:</b> chosen poems have a wide range of resources available.  <b>By Intervention:</b> by providing different levels of supervision and support  <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.  <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.  <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p><b>Implementation</b> – The planned sequence of lessons will cover the core skills and knowledge. There should be an explicit focus on modelling and analysing unseen poems, as well as modelling how to read closely and make interpretations. As students progress, they should read and infer more independently, testing and exploring their ideas within the texts. It would help students to keep linking texts to the contexts as well as the relevance and links they have to modern texts. Teachers should emphasise the importance of concise, accurate communication and clear expression of ideas and point of view when writing analytical paragraphs.</p>
<b>Learning Outcomes (Knowledge)</b>	<p>In this unit, it is differentiated: all students will study <i>The Highwayman</i> and then the top bands study <i>The Rime of the Ancient Mariner</i>, while the middle and lower bands will study <i>The Lady of Shalott</i>. This will allow for students to be challenged by the texts they are studying, whilst making it more accessible for others.</p> <p>This unit of work will revisit and consolidate some of the skills taught in Year 7; the main poetic techniques, with a focus on imagery. Whereas last year was poetry from other cultures, this unit will be from the English literary heritage – Alfred Noyes, Alfred Tennyson and Samuel Taylor Coleridge. This year, students will learn more about form and structure in poetry, and their intended effects.</p> <p>The first week will introduce students to the ballad form, using shorter ballads as examples. This week should also be about how to approach unseen poems – with a poetry framework.  All students will study <i>The Highwayman</i> and the context of the author and the time the poem was set.</p>

	<p>Then most students will study The Lady of Shalott, and the high ability bands will study The Rime of the Ancient Mariner – this should allow sufficient time for in depth reading and analysis.</p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>• Be able to read for meaning – literal, metaphorical</li> <li>• Know how to approach challenging language</li> <li>• Be able to make links and patterns in the text</li> <li>• Be able to consider a range of interpretations</li> <li>• Know about poets and their contexts.</li> </ul> <p>Be able to analyse form, structure, language – how they convey meaning</p> <ul style="list-style-type: none"> <li>• Know what ballads</li> <li>• Be able to study a range of poems in ballad form.</li> <li>• Know the full range of poetic terms to analyse and interpret.</li> <li>• Know the poetic framework to analyse poetry.</li> <li>• Be able to PETER writ in depth about a poem.</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p> <p>Year 7 knowledge and skills</p> <ul style="list-style-type: none"> <li>• <b>Know the form and features of poetry</b></li> <li>• <b>Know skills in approaching and analysing a poem effectively and accurately.</b></li> <li>• <b>Know key subject Terminology- stylistic devices/ structure/ meaning/imagery/ language/ effect/ analysis.</b></li> <li>• <b>Be able to analyse language and consider the impact of the language used</b></li> <li>• <b>Know to plan and write an effective analysis of a poem</b></li> <li>• <b>Know how to understand and analyse quotations</b></li> <li>• <b>Know how to make inferences and support with evidence</b></li> <li>• <b>Know the context of the poetry from other cultures</b></li> <li>• <b>Know the skills of understanding and empathising with different historical, cultural and social perspectives.</b></li> <li>• <b>Know how to approach poetry with awareness of context.</b></li> </ul> <p>Links to previous learning.</p> <p>This unit will build on previous skills and knowledge taught and covered in Year 7 and 8 – poetry from other cultures, novel study, Freedom topic, as well as poetic techniques and the power of poetry. It is important for teachers to make explicit links to previous learning and how this unit will build on and develop skills and knowledge further.</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>In Year 8, poetry skills can be applied to the study of Gothic fiction; key terminology and analysing texts. Students will continue to read more challenging poems in Year 9 – linked to the theme of Love and Relationships. In Year 9, students will also be taught to compare poems using all the skills and knowledge they have learnt in previous years. Skills of reading, analysis and interpretation will continue to be developed in preparation for KS4.</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>