Birkdale High School	**English Department Foundation Stage**	**Curriculum Map**
Unit: Marginalised Voices - Poetry		**Year Group: 8**
INTENT: Aims of the Unit	**IMPLEMENTATION:** Knowledge and delivery	**IMPACT:** Assessment

INTENT	IMPLEMENTATION	IMPACT
- To encourage students to reflect on the diversity and richness of society. - To explore the concepts of identity, culture and diversity. - To explore how members are marginalised and seen as 'different' to the 'majority'. - To explore how poets present meaning and concepts. - To analyse how a poet uses both language and structural features for deliberate effects. - To explore how a poet uses symbolism within a text. - To make comparisons between texts dealing with similar themes: identity, culture, differences. - To use the anthology as a springboard for varied writing opportunities of varied forms: descriptive writing, letter writing, novel openings and	- Each lesson has an overarching 'big question(s).' These are shared with students in the front of their resource booklet and should be referenced by teachers at the start of the lesson as well as at key moments within the lesson. - Teachers should familiarise themselves with the Knowledge Organiser as well as the poems in the anthology prior to delivery. - The Knowledge Organiser should be given to students at the start of the unit and weekly self quizzing homeworks allocated on specific sections. This will also be checked using MCQ on SMHW. - The Tier 2 vocabulary that has been picked out for each poem (in a glossary beneath each poem) should be explicitly taught when accessing that particular poem. We use the model of defining the word, providing examples, students identifying correct and incorrect usage, applying the term to their own experiences and then using the word in their own sentences. It should then be explored in the context used by the writer when the students come across it whilst reading.	Students will receive multiple choice quizzes throughout the unit on the information from the Knowledge Organiser - this will ensure that they are retaining knowledge and embedding it in their Long Term Memories. The unit will culminate with students writing a response in their purple Assessment books to the following question: **How does the poet convey identity and marginalisation?** The impact of this unit will be to broaden students' understanding and empathy. Pupils will have a better awareness of the perceptions and prejudices that are experienced by other people. It will build empathy and tolerance for those seen as on the 'fringes' of society.

transactional writing (writing challenges).

Enabling Learning

Year 8 students studied poetry during year 7 so have experience of the poet's use of language and structure and how to start analysing a text. This unit builds and extends on this.

Students learn about identity, culture and identity. The opening lessons of the unit explore these concepts and use poetry to develop consideration and understanding of differences.

- When reading a poem, the teacher may choose to read out loud themselves or get students to read. Pre-reading homeworks may be given to facilitate this. This ensures that all are following and can read the poem aloud confidently.
- Poems have been provided in the student resource booklet so that the teacher can model annotation of key devices under the visualiser. Students must mirror the notes made by the teacher in their own booklets.
- We are going to be using the Reciprocal Reading method of reading a text: predict, clarify, question and summarise. This process should be modelled for each of the key extracts in the student resource booklet.
- For the delivery of the linked writing challenge, students should read the task, discuss as a class. Then ideas should be generated as a class and recorded on the whiteboard to ease cognitive load and model the planning process. The criteria should be defined with examples provided as necessary on the whiteboard. Students should then write in silence for 25 minutes - ideally with a visible timer and then peer assess against the criteria. This process will aid students in building writing stamina if applied consistently.
- Students should be developing their analytical skills throughout the unit. We encourage that students use the what, how and why method of

Students in year 7 have completed fortnightly writing challenges from the start of the year so their stamina should be building throughout the year and techniques/ vocabulary used in these earlier challenges should be revisited to ensure they are being retained in students' Long Term Memories.	analysis and some students may benefit from using the PETAL structure in their analytical paragraphs. The teacher should model this process before students are expected to write their own. We recommend using the 'I do' 'we do' then 'you do' approach.	

Key Vocabulary		Wider Learning
Tier 2: High frequency / Multiple meaning See Work Booklet for tier 2 vocabulary selected and defined from each poem.	*Tier 3: Subject related.* Simile, metaphor, rhyme, rhythm, form, structure, imagery, oxymoron, alliteration, assonance, sibilance, personification, onomatopoeia, irony, pathos, stanza, verse, caesura, enjambment, narrative, blank verse (see below for full list from Knowledge Organiser).	**SMSC / RWCM / CEIAG** Writing challenges will aid with quality of written communication. Reading a range of texts from diverse perspectives should foster an understanding and tolerance and empathy towards difference, whether gender, class, background or ability.

Big Questions:

Fortnight 1:	What is identity? What is individuality?	What shared experiences or understanding do we have? **An Alien Sends a Postcard Home**	What is marginalisation? How can culture, identity and clothing be linked? **Presents From My Aunts in Pakistan**
Fortnight 2:	How can a person's heritage change our perception of them? **The Emigree**	How can past events e.g. conflict influence our identity? **What Were They Like?**	
Fortnight 3:	How can we compare poetry effectively? **Poetry comparison: Venn diagram**	Why are a poet's influences important when reading a text?	

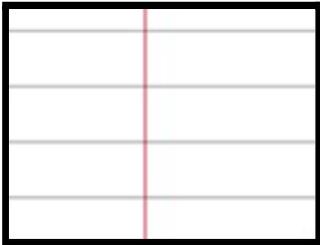|			
Fortnight 4:	How can ethnicity change perception and treatment? **Half-Caste**	How can gender link to identity? **Woman Work**	
Fortnight 5:	What are the negatives of marginalisation? **Not My Business**	Final assessment write-up and self-review	

Knowledge Organiser:

Year 8 - Knowledge Organizer – Marginalized Voices

*This unit covers a collection of poems that all represent the idea of diversity in some way. A collection of poems is called an **anthology**.*

1. Language Devices:	2. Form:	3. Structure Devices:
1. **Metaphor** - comparing to objects, ideas etc by saying one is the other. E.g. 'The moon was a ghostly galleon'.	1. **Speaker:** the voice behind the poem – the person we imagine to be speaking. This may be a character rather than the poet.	1. **Juxtaposition** - two or more contrasted ideas placed side by side.
2. **Simile** – comparing to objects, ideas etc. by saying one is like the other. E.g 'the lake was like a mirror.'	2. **Dramatic monologue** - a type of poem in which a speaker addresses an internal listener or the reader.	2. **Repetition**- a repeated word or phrase usually used to emphasise importance.
3. **Imagery**- visually descriptive language.	3. **Lyric**- a poem that expresses personal and emotional feelings.	3. **Caesura**- a piece of punctuation in the middle of a line, creating a pause in rhythm – usually for emphasis.
4. **Connotation** - associated meaning of word (e.g. home: safety, warmth).	4. **Blank verse** – non-rhyming lines written in iambic pentameter (iambic pentameter= stress/unstress 'DE-dum')	4. **Enjambment**- a sentence which continues, with no punctuation, into the line below.
5. **Semantic field**- words related in meaning (e.g. warfare: bomb, gun, fight).	5. **Free verse** - poetry without a regular pattern of meter or rhyme.	5. **Rhyme** - words that sound the same at the end. Rhyme can help us remember – we can predict the rhyming word. It can also be pleasing to listen to.

4. Key Vocabulary (part a and **part b**)		5. Analysis – What, How, Why
Identity	The qualities, beliefs, personality, looks and/or expression that make a person who they are.	**What** is the writer trying to make the reader think, feel or do? *This means you should explain the writer's intentions – e.g. to teach us something.*
Individuality	What makes you individual.	
Marginalisation	To treat a person, group or idea as less important or insignificant.	**How** does the writer achieve this? *Include a quote and identify the method used. For example, what language methods (simile, metaphor, personification, symbolism etc) are they using? How do these methods help present the writer's message or intentions?*
Pronunciation	How a word is said – how it sounds when you say a word.	
Migrant	A person who moves from one place to another, especially in order to find work or better living conditions.	
Ethnicity	**Belonging to a social group that has a common national or cultural tradition.**	**Why** is the writer presenting identity this way? *You should explain why the writer wants to make us think, feel or do something. This is where your analytical verbs come in useful. You should discuss what the writer is criticising, revealing, teaching and revealing the importance of etc.*
Dialect	**A particular form of a language that is used by a specific region or social group.**	
Heritage	**Objects, qualities, ideas or traditions passed on from previous generations.**	
Persecuted	**To treat negatively, especially because of religious or political beliefs, ethnic or racial origin, gender identity, or sexual orientation.**	

Tier 2 Vocabulary

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding...
Identity (noun)	The qualities, beliefs, personality, looks and/or expression that make a person who they are.	Originally, the Latin *identitās* meant 'the quality of being the same', In the early 18th century it changed to mean 'personal characteristics'.	He had an **identity** card to prove who he was and that he had security clearance to enter the building. Speaking Welsh was part of her heritage and her **identity**.	What elements create a person's **identity**?
Individuality (noun)	What makes you individual.	From Medieval Latin *individualitas*. The meaning "condition of existing as an individual" is from the 1650s. This word has been used for hundreds of years!	At school, uniform gives a sense of conformity rather than **individuality** as the focus is on learning, not self-expression. Some people modify their cars to improve performance and also to show **individuality.**	Is **individuality** always a good thing? Why/not? Use the word 'because' to extend your answer.
Marginalisation (noun)	To treat a person, group or idea as less important or insignificant.		As the only female in the group, she was **marginalised** and not included in after-work events. He felt that he was being **marginalised** when he was left out of the group chat because he was twenty years older than everybody else at his workplace.	What might cause a person to experience **marginalisation**? E.g. because of their age.

Pronunciation (noun)	How a word is said – how it sounds when you say a word.		When learning a new word, it's important to get the **pronunciation** right. It was hard to understand what the customer wanted as he got the **pronunciation** of the console game's name wrong.	How does your accent affect your **pronunciation**? (e.g. the word 'bath')
Migrant (adjective or noun)	A person who moves from one place to another, especially in order to find work or better living conditions.	From the Latin **migrare** : "to remove, depart, to move from one place to another."	The farm relied on **migrant** workers in summer as there weren't enough workers locally. The UK economy is helped by **migrant** workers and equally, many people from the United Kingdom move abroad to work.	How are **migrant** workers important to the UK economy?
Ethnicity (noun)	Belonging to a social group that has a common national or cultural tradition.	From the Greek **ethnikos** "of or for a nation; a band of people living together, nation, people, tribe."	**Ethnicity** is not something that should set people apart, but allow us to learn from one another. Anna wished that she could get rid of the stereotypes of her **ethnicity**.	Why might job application forms include a question about **ethnicity**?
Dialect (noun)	A particular form of a language that is used by a specific region or social group.	From the Greek **dialektos,** meaning "talk, conversation, speech".	The student was surprised by the Sheffield **dialect** – old men called each other 'duck'! His **dialect** made him difficult to understand.	Can you think of any **dialect** words that you use? E.g. in Sheffield 'spice' means 'sweets'.
Heritage (noun)	Objects, qualities, ideas or traditions passed on from previous generations.		The identity of the nation depends on its cultural **heritage.** 'Day of the Dead' is now celebrated not only in Mexico but around the world - anywhere people of Mexican **heritage** are living.	What might the National **Heritage** charity be responsible for? Have you ever seen one of their blue plaques?

Persecuted (adjective)	To treat negatively, especially because of religious or political beliefs, ethnic or racial origin, gender identity, or sexual orientation.	From the Latin **persecutus**, meaning "to follow, pursue, hunt down; prosecute or start a legal action."	She was **persecuted** for speaking out about the treatment of the refugees. Britain has a history of being a tolerant country where **persecuted** people have fled from often oppressive regimes.	How might someone feel if they were persecuted? Extend your answer by using 'because'.