Birkdale High School	English Department Examination Stage	Curriculum Map
Unit: War Poetry		Year Group: Year 9
INTENT: Aims of the Unit	**IMPLEMENTATION:** Knowledge and delivery	**IMPACT:** Assessment

- For pupils to explore the war poems in the Power and Conflict cluster of poetry on the AQA GCSE specification. - Students will explore the context of the poems - the crimean war, WW2, the Vietnam war. - Students will also have an understanding of the effects of war on soldiers, their mental health and their loved ones. - Students will develop understanding of major themes (effects of war, violence, patriotism) and how they contribute to the understanding of a poem. - Students will explore the speaker's voice within the poem and the attitudes and feelings on war. - Students will explore terminology such as metaphor, sibilance, volta. - To analyse how an author uses both language and structural features for deliberate effects. And how to develop this into longer analytical writing. - To explore how a poet uses these devices to create an effect. - For students to make their own inferences regarding the poems studied - To make comparisons between poems and to write up these comparisons in an analytical and critical way. - To use the poems as a springboard for writing challenges once a fortnight. These are both descriptive/narrative based and transactional. - Student will practice reciprocal reading tasks: prediction, clarify, questioning and summarising.	- The booklet is split into the 5 poems with opportunities for longer analytical writing on each poem and also structured and modelled comparative responses with the final task being an individual comparative response. - Teachers should familiarise themselves with the Knowledge Organiser as well as the Tier 2 vocabulary and key comparisons between the poems and their themes. - The Knowledge Organiser should be given to students at the start of the unit and weekly self- quizzing homeworks allocated on specific sections. - The Tier 2 and Context vocabulary that is on the KO and throughout the booklet should be explicitly taught at the start of each lesson as a 'vocabulary builder' depending on what section is being covered. 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. - When reading the poems the teacher may choose to read out loud themselves or get students to read. Reciprocal reading (predict, clarify, question, summarise) should be used to help develop pupils' understanding. - Teachers should encourage pupils to use challenge and extension techniques in their work, building on these techniques as the unit progresses. - The teacher will use the visualizer to annotate key terminology, devices and summarise. This is a good opportunity to question pupils' comprehension. - The visualiser will also be used to demonstrate how to effectively highlight and annotate a poem. - Pupils should be developing their comparative and analytical writing throughout the unit	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. Students will answer comprehension questions throughout the scheme to ensure understanding of the context of the poems studied. They will focus on reciprocal reading tasks: predict, question, clarify and summarise. The unit will culminate with students writing a response in their purple assessment books – Students will be given a final comparative question to answer on 2 of the poems studied and their themes. The impact of this unit will hopefully influence pupils' understanding of the war poems from the Power and Conflict cluster.. They will be able to identify the themes and ideas in each poem as well as any links between them. Pupils will be able to include critical analysis of language and structural features and compare the effect of these.
Enabling Learning		

In year 7, students study **In the Sea there are Crocodiles** which give them an insight into conflicts in other countries and the effect on people which is further explored in this scheme.
Students will learn about pre-WWII in history prior to the unit. This will help pupils understand the basics, such as the trenches, front line and no man's land.

In year 8, pupils are introduced to poetry in the Marginalised Voices scheme which introduces key language and structural techniques as well as forms of poetry which is further developed in this scheme. This is further emphasised in the earlier topic in year 9 Descriptive Writing in which students craft their own use of devices.

Students in year 7 and 8 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.

Analytical skills will assist pupils as they move forward into GCSE level texts such as ACC, Blood Brothers, Macbeth and in the other poems in the cluster. By practicing reciprocal reading tasks they will become more independent in regards to reading, it will also allow them to achieve a more holistic view of a text.

| **Key Vocabulary** | **Wider Learning** |

Tier 2: High frequency / Multiple meaning	Tier 3: Subject related.	SMSC / RWCM / CEIAG
Patriotism / patriotic - having a sense of pride and devotion for one's country. **Conflict** - A prolonged disagreement or argument. **Nonchalance** - Feeling or appearing calm and relaxed. **Remorse** - Deep regret or guilt. **Turmoil -** A state of great disturbance or confusion. **Bias** - Inclination or preference for one person, group or idea. **Propaganda** - Information, usually biased, which promotes a political cause such as a war. **Ambiguity** - When a word or phrase has two or more possible interpretations. **Bayonet** - A blade/knife that is attached to the end of a rifle.	**Context Vocabulary/Information** **Crimean War** - (1953-56) - War between British & French versus Russians **Sabres** - Long, curved swords. **World War 1** - (1914 - 1918) - One of the most deadly global wars. **Armistice** - An agreement to end fighting. **Language Techniques** Simile - Comparing one thing to another using like or as. Metaphor - Comparing by saying one thing is another. Personification - Giving a non-human object, human characteristics. Oxymoron - A phrase combining two or more contradictory terms. Alliteration- Repetition of sounds at the start of a word close to each other Sibilance - Repetition of an S sound. Onomatopoeia - Words which sound like their meaning, e.g. splash, bang Repetition - Repeated words or lines at any point in a poem. Imagery - Detailed descriptions & figurative language which create a powerful, vivid image in reader's mind **Structural Techniques** Caesura - A full stop or punctuation in the middle of a line of poetry which halts the flow. Enjambment - No punctuation between stanzas. Volta - A turning point in a poem Stanza - A verse of a poem. In media res - A story/poem that starts in the middle of the action.	**Writing challenges will aid writing communication – along with the analysis of certain extracts.** **Reading questions will be constantly included to improve reading skills, along with practising reading for fluency and thus improving understanding. (Please see implementation.)** **Students will learn about historical wars and the effect of these on different people within society. PTSD and mental health aspects of war will also be explored and discussed to give students an understanding of the impact of such experiences**

Big Questions: War Poetry

How does socio-historical context contribute to the understanding of the text?
How many key poetic techniques can you remember the meaning of?
How do poets convey their messages and ideas?
How do I compare poems?
How does war have a lasting impact on our mental health?
How does Carol Ann Duffy present ideas of memory in her poem?
How do the poems present ideas about the reality of war?
Why do we want to hold on to our memories? How do memories help us to grieve?
How does Weir present the effects of conflict in her poem 'Poppies?'

War Poetry

Language Techniques

Simile - Comparing one thing to another using like or as.

Metaphor - Comparing by saying one thing is another.

Personification - Giving a non-human object, human characteristics.

Oxymoron - A phrase combining two or more contradictory terms.

Alliteration- Repetition of sounds at the start of a word close to each other

Sibilance - Repetition of an S sound.

Onomatopoeia - Words which sound like their meaning, e.g. splash, bang

Repetition - Repeated words or lines at any point in a poem.

Imagery - Detailed descriptions & figurative language which create a powerful, vivid image in reader's mind

Structural Techniques

Caesura - A full stop or punctuation in the middle of a line of poetry which halts the flow.

Enjambment - No punctuation between stanzas.

Volta - A turning point in a poem

Stanza - A verse of a poem.

In media res - A story/poem that starts in the middle of the action.

Summary of Poems

Charge of the Light Brigade - Describes a battle between British and Russian soldiers during Crimean War. A misunderstanding meant that the British ended up surrounded and many died.

Bayonet Charge - A single soldier's experience of a charge towards enemy lines over no man's land. Fear is replaced by patriotism.

Remains - A group of soldiers shoot a man running away from a scene. One of the soldiers feels he could have been unarmed and this plays on his mind - he is haunted by it.

Poppies - A mother describes her son leaving home to join army. The poem describes her emotions at this. After he leaves, she goes to places to remind her of him and sees a war memorial.

War Photographer - A war photographer has been around the world taking photos of war zones. Back in England, he remembers the death os a man and cries of his wife. He then thinks people who see his photos in newspapers do not really care about the people in the photos.

Key Themes & links

Effects of conflict - Poppies, COTLB and War Photographer are all about the effects of the war/battles.

Reality of war - COTLB and Bayonet Charge both show the harsh, violent and deadly reality of war.

Importance of memory - Remains and Poppies show how important memories are to the main characters in each poem.

Individual Experiences of War - War Photographer, Bayonet Charge all show 3 different perspectives of war and its effect.

Tier Two Vocabulary

Patriotism / patriotic - having a sense of pride and devotion for one's country.

Conflict - A prolonged disagreement or argument.

Nonchalance - Feeling or appearing calm and relaxed.

Remorse - Deep regret or guilt.

Turmoil - A state of great disturbance or confusion.

Bias - Inclination or preference for one person, group or idea.

Propaganda - Information, usually biased, which promotes a political cause such as a war.

Ambiguity - When a word or phrase has two or more possible interpretations.

Bayonet - A blade/knife that is attached to the end of a rifle.
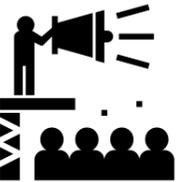
Context Vocabulary/Information

Crimean War - (1953-56) - War between British & French versus Russians

Sabres - Long, curved swords.

World War 1 - (1914 - 1918) - One of the most deadly global wars.

Armistice - An agreement to end fighting.

Word	Student-friendly Definition	Visual/ etymology / morphology	Two example sentences	Question to build understanding…
Patriotism / patriotic	Having a sense of pride and devotion for one's country.	From French *patriote*, from late Latin *patriota* meaning 'fellow countryman'	The soldier's patriotism was clear to see as he went to fight for his country. I felt very patriotic as I took part in the 'clap for carers' on a Thursday evening.	Is being **patriotic** a positive trait?
Conflict	A prolonged disagreement or argument.		The **conflict** between the two countries went on for five years. Thousands of people lost their homes and all their belongings in the **conflict** in Syria this year.	How can we eradicate **conflict** between countries?
Nonchalance	Feeling or appearing calm and relaxed.	From old French meaning 'careless.'	With his usual **nonchalance,** Jimmy arrived at his lesson 10 minutes late. The soldier feigned **nonchalance** as details of the battle were discussed.	When would it be inappropriate to appear **nonchalant?**
Remorse	Deep regret or guilt.	From Latin 'remordeō' meaning "I torment, I vex", literally "I bite back"	Joe felt deep **remorse** at having shot the civilian by mistake. Sarah was **remorseful** and apologised to her friend for the hurt she caused.	Have you ever felt **remorse?**

Turmoil	A state of great disturbance or confusion.	From French *tremouille* "mill hopper," in reference to the hopper's constant motion to and fro.	Her mind was in a constant state of **turmoil** due to the bullying she faced in school. The **turmoil** caused by war in the Middle East would take a long time to repair.	Have you ever read a book or watched a film in which there was **turmoil?** Explain what happened.
Bias	An obvious preference for one person, group or idea.	From old French 'biais' meaning "a slant, a slope, an oblique." – Leaning to one side.	The referee was obviously **biased** against our team when he showed his red card to our player. After a long court battle, the firm was found guilty of showing **bias** against females in its promotion practices.	When is it acceptable for the news to be **biased?**
Propaganda	Information, usually biased, which promotes a political cause such as a war.		Voters should pay attention to the facts and not to the **propaganda** in the media. **Propaganda** during WW2 could be seen as harmful to the soldiers who signed up to fight as some of them were underage.	How might **propaganda** be considered harmful?
Ambiguity	When a word or phrase has two or more possible interpretations.	From the 1400s, meaning 'uncertainty, doubt, indecision, hesitation.' Directly from Latin ambiguitatem meaning 'double **meaning.'**	It is best to avoid **ambiguity** when introducing new rules. The poem was very **ambiguous** and had multiple interpretations.	Why is the phrase 'The chicken is ready to eat' **ambiguous?**

Bayonet	A blade/knife that is attached to the end of a rifle.		The soldiers learned to assemble their rifles and brandish their **bayonet.** He removed his **bayonet** from his rifle and used it as a combat rifle now as he had run out of bullets.	Why might soldiers in WW1 need a **bayonet** on the end of their rifle?