

English Department

Year 7 Learning Journey

Topic: Poetry

Prior learning: KS2 Curriculum: read and discuss an increasingly wide range of fiction, poetry; identifying and discussing themes and conventions in and across a wide range of writing; learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Learning sequence – topic title									Endpoint
Main learning steps	Understanding poetic methods in poem: 'Onomatopoeia' (e.g. imagery, repetition, rhyme, rhythm)	Analysing Wordsworth's methods: 'Daffodils' (e.g. imagery, personification, metaphor)	Method Analysis: "I Don't Like Poetry" (Siegal)	Method and Structure Analysis: "Shall I Compare Thee..." (Shakespeare)	Exploring effects of poetic methods: writing own creative poems based a given theme	Creative Writing: Create your own poem given a theme.	Theme analysis: identity Exploring effect of methods in representing identity in 'The British'	Consolidation: Exploring the effect of methods including personification in 'Mirror'.	Summative assessment: How does the poet present a key theme in their poem?
Key Vocab	Poetry simile metaphor personification alliteration effect rhyme rhythm dialect imagery repetition stanza rhetorical questions enjambment contrast semantic field hyperbole dialect poet								
Possible Assessment Topics	How does Wordsworth present nature in 'Daffodils'? How does Zephaniah present identity in 'The British'? How does Plath present appearance and identity in 'Mirror'? Using a variety of poetic methods, write your own nature poem.								

Where will we use these ideas again:

Autumn Term 2: *A Christmas Carol*, Spring Term 1: Introduction to Shakespeare and Narrative Writing, Summer Term 1 and 2: *Windrush Child*.