

**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.

<b>Learning sequence – topic title</b>									<b>Endpoint</b>				
<b>Main learning steps</b>	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?				
<b>Key Vocab</b>	Poetry	simile	metaphor	personification	alliteration	effect	rhyme	rhythm	dialect	imagery	repetition	stanza	rhetorical
<b>Possible Assessment Topics</b>	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*.