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| Year 10 | **Topic: War Poetry and English Language Paper 2**  **Period:** Autumn 1 |
| **Overview of topic:**  Students will study a range of war poetry from the AQA Power and Conflict Poetry Anthology. This will build on the knowledge gained from the poetry they studied in Year 9. They will also begin developing their approach to tackling English Language Paper 2. This links back to the 19th century unit they completed in Year 9, and forward to their study of Dickens’ *A Christmas Carol* after half term. | |
| **Key** **knowledge:**  Knowledge of the form, structure, language and context of the following poems:  ‘War Photographer’ by Carol Ann Duffy  ‘Poppies’ by Jane Weir  ‘Remains’ by Simon Armitage  ‘Bayonet Charge’ by Ted Hughes  Knowledge of the content and requirements of, and successful approaches to, English Language Paper 2.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **conflict**  **suffering**  **PTSD**  **patriotism**  **haunting**  **brutality** | **monologue**  **stanza**  **rhyme**  **rhythm**  **enjambment**  **caesura**  **direct address**  **alliteration**  **fact**  **opinion**  **rhetorical question**  **emotive language**  **statistics**  **triples** | | **Key skills:**  English Language:  AO1:  Identify and interpret explicit and implicit information and ideas.  Select and synthesise evidence from different texts.  AO2:  Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  AO3:  Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.  AO4:  Evaluate texts critically and support this with appropriate textual references.  AO5:  Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  AO6:  Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.  English Literature:  AO1:  Read, understand and respond to texts. Students should be able to:  Maintain a critical style and develop an informed personal response.  Use textual references, including quotations, to support and illustrate interpretations.  AO2:  Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.  AO3:  Show understanding of the relationships between texts and the contexts in which they were written.  AO4:  Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  -Publicise all relevant age-appropriate writing competitions.  -Focus on career and life of the poets studied.  -MANACTCO poetry performance (date tbc). | **Key reading skills taught: clarify, question, summarise, predict**  **Key texts: various 19th and 21st century non-fiction texts. AQA Power and Conflict Poetry Anthology**  **Wider Reading Opportunities/Links:**  National Curriculum: and subject terminology, works from 19th century and poetry since 1789, making critical comparisons, use of textual evidence, evaluation and language analysis.  Cross-curricular: the knowledge you gain will help you in subjects such as History and Citizenship. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |