

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: English	Unit: Conflict Poetry	Term: Autumn	Year Group: 8
<p>Prior Learning: Pupils have previously studied poetry and are beginning to become more familiar with a range of poetic techniques. They have learnt how to infer and deduce meaning and use evidence from the text to support their ideas. They have begun to appreciate the style and structure of poetry and how it portrays the ideas and feelings of the poet.</p>		<p>Key Vocabulary: Conflict, Duty, Moral, Propaganda, Enlist, Alliteration, Analysis, Enjambment, Language Onomatopoeia, Poem, Poet, Repetition, Rhetorical question, Rhythm, Stanza, Structure, Theme, World War One</p>	
<p>By the end of this unit...</p>			
<p>most pupils will be able to: identify a wide range of poetic techniques and comment on their effects. Make insightful inferences and deductions making clear reference to the texts. Explore new vocabulary and extend their knowledge through understanding the context in which it is used. They will be able to use this new knowledge in their own writing and speech. They will be able to critically compare within and across texts drawing out similarities and differences and evaluating both texts. They will be able to make comment on the language choice, structure and grammatical features of a text, exploring the impact and effectiveness.</p>			
<p>some children will not have made so much progress. They will be able to: identify some poetic techniques and possibly their effects. Make inferences and deductions but not always based on evidence from the texts. Identify new vocabulary and begin to extend their knowledge through understanding the context in which it is used. They will be able to identify some similarities and differences between two texts. They will be able to identify some language choices, structure and grammatical features of a text.</p>			
<p>some children will have progressed further. They will be able to: identify a wide range of poetic techniques and comment on their effects. They make insightful inferences and deductions with appropriate evidence from the text to support their views. Explore new vocabulary and extend their knowledge through understanding the context in which it is used. They will be able to use this new knowledge with skill in their own writing and speech. They will be able to critically compare within and across texts drawing out similarities and differences and evaluating both texts. They will be able to make comment on the language choice, structure and grammatical features of a text, exploring the impact and effectiveness. They evaluate effectively the impact of the writing of others and their own writing.</p>			
<p>Programme of Study assessment areas:</p> <p>Reading:</p> <ul style="list-style-type: none"> - Read a wide range of fiction and non-fiction from English literature, including poetry - Learning new vocabulary and understanding it with the help of context - Making inference and referring to evidence in the text - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Recognising a range of poetic conventions and understanding how these have been used - Making critical comparisons across texts <p>Writing:</p> <ul style="list-style-type: none"> - Writing well-structured formal expository essays 			

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<ul style="list-style-type: none"> - Summarising and organising material, and supporting ideas and arguments with any necessary factual detail - Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness <p>Grammar and vocabulary:</p> <ul style="list-style-type: none"> - Extending and applying the grammatical knowledge from KS1 and KS2 to analyse more challenging texts - Studying the effectiveness and impact of grammatical features of the texts they read <p>Spoken English</p> <ul style="list-style-type: none"> - Participate in formal debates and structured discussions, summarising and/or building on what has been said - give short speeches and presentations, expressing their own ideas and keeping to the point 					
<p>This medium term plan is a guide to activities, it does not replace individual planning for the specific needs and abilities of each class. This plan should be adapted and differentiated for your class.</p>					
Wk	Learning Objectives	Content	Assessment Area:	Resources	ICT Opportunities
1	<p>To be able to:</p> <ul style="list-style-type: none"> • understand the context of WW1. • know how propaganda was used during the war. • understand how persuasive techniques were used to recruit soldiers. 	<p>Activities:</p> <p>Display different images of war around the room. Pupils circulate and add their thoughts and ideas. Ask some to summarise.</p> <p>Show clip to provide some background of WW1. Discuss these ideas?</p> <ul style="list-style-type: none"> • When war was declared, what would you be afraid of? • How do war effect of war you/family/community/country/world • Debate: is it right to go to war to help another country? <p>Blu-tac a WW1 propaganda poster outside the classroom. Put the pupils into teams and provide with a blank A3 sheet. Pupils take it in turns to send one person from the group outside to look at the poster for 60s, then run back and add to the blank sheet as much as they can remember.</p> <p><input type="checkbox"/> Think/pair/share: What techniques are being used to persuade young men to sign up to the army?</p>	<p>Pupil discussion and debate</p> <p>War propaganda using persuasive features</p> <p>Letter/diary entry</p>	<p>Powerpoint available with images etc for lessons 1-4</p> <p>A3 paper/pens</p> <p>Propaganda poster</p> <p>Private Peaceful extract</p> <p>Powerpoint</p> <p>Bingo examples (PP)</p>	<p>War propaganda poster</p> <p>Letter/diary entry could be typed</p>

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<ul style="list-style-type: none"> infer meaning from words and explain the effect on the reader. 	<ul style="list-style-type: none"> Show clip from 'Britain's Great War' (BBC) about the propaganda of WW1. Read Private Peaceful extract about recruitment rally. What did the soldier's believe war would be like? Find evidence from extract to support your ideas. What makes soldiers enlist in 2014? Is propaganda outdated? <p>For or against propaganda? Give your opinion, supported by evidence you have gathered during the lesson.</p> <p>Your Country Needs YOU! Bingo with persuasive language features.</p> <ul style="list-style-type: none"> Recruitment drive: Challenge pupils to use the features from the starter to write their own war propaganda (pair work) to be convince other pupils to enlist to join the army of WW1. Levelled success criteria for pupils to use persuasive lang. features and vocabulary choices. 'Dulce et Decorum est Pro Patria Mori' – what does this mean? Is it right? Who might agree/disagree? How would a soldier on the front line feel about this? Set a time limit Review success and what worked best. Would they sign up if they knew the whole story? <i>Ask pupils to bring a torch next lesson.</i> <p>Set up a dark room, with WW1 still on the board. As pupils line up, start air raid siren. Tell the class that we are under attack and must find shelter! When the 'air raid' is over pupils use their torches to read a black out poem (word cloud) made from Dulce et Decorum Est. What do the words have in common? What story might they be telling?</p>		<p>Air raid SFX</p> <p>Blackout poem Dulce et Decorum Est</p> <p>Full copy of Dulce et Decorum Est</p> <p>Paxman reading of Dulce et Decorum Est</p>

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		<ul style="list-style-type: none"> <input type="checkbox"/> Put the words into categories and explain your choices. <input type="checkbox"/> What images are being created? Inferred meanings <input type="checkbox"/> Watch video and read full version of the poem. <input type="checkbox"/> Why did people write war poetry? Effect on audience (propaganda)? • Write a letter/diary entry showing how you really feel about the war. • Explain your word choice and the effect you want it to have. <p>Homework:</p>			
2	<p>To be able to:</p> <ul style="list-style-type: none"> • identify poetic devices. • explain the effect of poetic devices within in a poem • compare language used in two separate texts • select and explain 	<p>Activities:</p> <p>Exposure:</p> <ul style="list-style-type: none"> • Recap on poetic devices if you feel your group needs to • Read Exposure and find examples of these devices • Looking at both Exposure and Dulce et Decorum Est, how would you say Owen felt about the war? • Mini white boards – Ask pupils to write down one word to describe how Owen feels. Now find a quote to support this idea. Stretch by asking pupils to justify and explain effect. • What types of words does he use? Analyse a quote to show the inferred meanings. • Use your evidence from the lesson to explain how Owen felt about the war, incorporating quotes from either/both poems. – respond to the BBC article ‘Has poetry distorted our view of WW1?’ (http://www.bbc.co.uk/guides/z38rq6f) Stretch by asking to write a ‘Letter to the Editor’ in response. <p>Gas Attacks</p> <ul style="list-style-type: none"> • Listen to clip of Private Peaceful gas scene (http://www.bbc.co.uk/programmes/p01n4qyb) and/or read extract 	<p>Annotation of poems</p> <p>Use of quotations in discussing Owen’s feelings towards war</p> <p>Comparison of Private Peaceful and Dulce et</p> <p>Gas attack description</p> <p>PEEL paragraph on Aftermath</p>	<p>Exposure</p> <p>Private Peaceful clip and extract</p> <p>Aftermath</p> <p>Shape outlines for writing words on</p>	<p>You could look at the iWonder BBC article online, allowing pupils to follow at their own pace.</p>

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	conflict language.	<ul style="list-style-type: none"> • Compare Dulce et with Private Peaceful gas attack scene • Select specific language to compare in a table written in the pupils books. Stretch by asking to use notes to write a summary, providing an explanation for similarities. • Write your own account of a gas attack in the trenches, carefully selecting your vocabulary for the best impact <p>Words as Weapons Enlarged copies of 'Aftermath'. Select words from the poem to write onto shapes these could be in the shape of bombs/guns/grenades. Challenge: Explain the effect of these words.</p> <ul style="list-style-type: none"> • Structured PEEL paragraph explaining the inferred meanings and why the writer has chosen these words. Link to context. • Go through model example with class • Peer assess • Use feedback to make 2 improvements <p>Write a question you would ask a soldier from the trenches OR one of the poets. Stick it to the question board. Ask G&T pupils to choose a question to respond to in character. Feedback about these and bounce questions around the room to involve all pupils.</p> <p>Homework:</p>			
3	To be able to:	<p>Activities: Over the Top Going over the top: (on field/playground or in classroom with</p>	Pupil discussions Own poem	Over The Top poem	Poems could be typed or created

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<ul style="list-style-type: none"> • identify with the writer's viewpoint. • use appropriate language for effect and explain choices. • understand the effect of word choice and select effective vocabulary. 	<p>tables and chairs moved to side) Ask pupils to picture the scene of the Front Line and walk in slow motion as you read the poem <i>Over The Top</i> to them.</p> <ul style="list-style-type: none"> • Give one half of the class another poem about the war • Give the other half of the class the context resource on each poem. Ask them to summarise and be able to explain to a partner. • Partner's explain context to each other and add notes onto poems. (Not allowed to take their copy with them to explain!) • How is the same story told from different viewpoints? • What similarities can you find? • How are soldiers and their deaths presented? • <p>What images would you use to represent the fallen soldiers? Give examples to get started.</p> <p>Poppies – why do we use these to remember the fallen soldiers? How do they represent the soldiers?</p> <ul style="list-style-type: none"> • Coloured sheets around the room. Pupils choose quotes from any poem looked at so far this unit to write on the different colours. What do we associated with colours and why is this important? • Give pupils time to reflect on the most poignant quotes • Which features/viewpoint will you choose to 'borrow' from the poems we have studied so far to write your own poem? <p>Explain to your partner 2 poetic devices you will use and what effect you want them to have. Challenge: Link to a studied poem!</p>	<p>Recipe for war poem</p>	<p>Range of conflict poems and their context</p> <p>Coloured sheets</p>	<p>as a presentation/video</p>

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		<p>Creative writing task to generate ideas and poetic devices. Use a range of stimulus to spark imagination e.g. smelly socks, blow out a candle/match, music/SFX, visual images and film reel, voice clip.</p> <ul style="list-style-type: none"> Use all material so far to draft your own memorial poem. Mini plenary: If you have brown hair, stand up, swap seats etc. Check work and leave a feedback 'tweet' using key words. Complete a 2nd/3rd draft of the poem, carefully crafting the lines and your word choice. <p>Write a recipe for war poetry, including all the ingredients you've used.</p> <p>Pupils use remaining lessons to redraft and improve memorial poem before creating a display of poems.</p> <p>Homework:</p>		
4	<p>To be able to:</p> <ul style="list-style-type: none"> Examine a poet's choice of language, structure and grammar Comment on the effects created through 	<p>Activities: This week's activities guide pupils in contrasting two poems (The Hero by Sassoon and The Soldier by Brooke). Depending on the ability of the class you may wish to explore each poem separately before comparing them or start by looking at both together and working through their similarities and differences.</p> <ul style="list-style-type: none"> The Hero: Use images to elicit from pupils what makes a hero. What characteristics would we associate with them? What words would we use to describe them? Who are their heroes? Why? You could model by sharing who your hero is and why Look at the word cloud of the poem. Ask pupils to pick out heroic words then negative words 	<p>Pupil discussions and responses to comparison work</p> <p>Letter to Jack's mum</p> <p>PEE response to view on The Soldier</p>	<p>The Hero</p> <p>Comparison worksheet</p> <p>The Soldier</p>

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<p>figurative language</p> <ul style="list-style-type: none"> Evaluate the impact of a text Compare and contrast texts 	<ul style="list-style-type: none"> Is this a negative or positive poem? How do they know? Read the poem together, discuss if Jack's mum should have been lied to. Collect evidence from the poem and complete comparison table. Pupils write a letter to Jack's mum about what has happened remembering to include words which make him sound heroic. <p>The Soldier</p> <ul style="list-style-type: none"> Read the poem through. What are pupils first impressions? What stands out in the poem? Give context of the poem- does this change their view/understanding? Ask pupils to pick out the language that Brooke uses- specifically the words associated with war and those with peace. In pairs pupils discuss their findings Give pupils a statement in response to the poem: The narrator ignores the brutality of war, focusing, instead, on the nobility of giving one's life for one's country. Ask pupils to use their analysis to write a paragraph using PEE/A to agree or disagree with this statement. <p>Comparison:</p> <ul style="list-style-type: none"> How do the two poets present war? Why do they differ? What are their personal opinions of war? What language do they use to reflect this? How do they structure their poems? How does this add to their meaning? 		

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		<ul style="list-style-type: none"> • What grammatical features do they employ? How do these help to get their message across? • What similarities do they share? Why might this be? <p>The comparison can be done through discussion or in using a graphic organiser. The class could be split to look at different areas (language, structure, context, content etc) before feeding back.</p>		
		Homework:		
5	<p>To be able to:</p> <ul style="list-style-type: none"> • Examine a poet's choice of language, structure and grammar • Comment on the effects created through figurative language • Evaluate the impact of a text • Compare and contrast texts 	<p>Activities: During this week pupils plan and write a comparison essay. For this they must choose two of the poems studied in this unit. They should then complete the following task:</p> <p>Compare and contrast the presentation of conflict in your selected poems.</p> <p>They should consider:</p> <ul style="list-style-type: none"> • The poet's attitude towards war and conflict • The vocabulary they choose to reflect this attitude • The poet's personal experiences and context • The structure of the poems and the impact this has <p>They should select relevant quotations to support their views and ideas. The level of support given by the teacher will be dependent on the needs of the pupils.</p>	Essay comparing two poems	<p>Range of poems for pupils to select two from</p> <p>Graphic organiser (if needed) suitable for your class to plan and prepare essay</p>
		Homework:		

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6	<p>To be able to:</p> <ul style="list-style-type: none"> Understand and examine the narrative and viewpoint of an unseen poem. identify and explain poetic devices. compare the language used in 2 poems. explain the writer's language choice and how it compares to another poem. 	<p>Activities: Group Poem – understanding the meanings Find your group by matching up your poetic devices. Groups will each have a poem on A3 and highlighters.</p> <ul style="list-style-type: none"> What is the poem about? Create a visual storyline to show this. Who is telling the story? What other viewpoints could there be? How is the poem structured? Fill in the building blocks with evidence of rhyme, rhythm, themes etc. <p>Feedback the story of the poem to the class in a short drama. Other pupils can ask questions to clarify.</p> <p>Group poem – the writer's language Find the poetic devices in your poem and label them. Timed activity with points for examples given at the end.</p> <p><input type="checkbox"/> Colour code the words in your poem – put into categories. Label the categories with the themes/feelings these words reflect.</p> <ul style="list-style-type: none"> Now link this to the poetic devices you have found. Which words are being emphasised and why? What is the message of the poem? Use this to fill in A3 writing frame to make a PEEL paragraph. Allow pupils to 'scout' once per lesson to ask another group for help. Groups can also only use their 'teacher' token once/twice per lesson. <p>Group 'battle' to see who can give the most convincing argument that a poetic device from their poem is the most effective and imaginative.</p> <p>Group Poem – Compare and Contrast</p>	<p>Group work and discussions</p> <p>Analysis of poem and PEEL response</p> <p>Role on the wall</p>	<p>A3 poems</p> <p>Highlighters</p> <p>Group list</p> <p>Coloured pens</p>	<p>Pupils analysis could be completed through google docs</p> <p>Presentation created in google drive</p>

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		<p>Role on the wall (using A3 paper) and providing quotes to support the emotions/themes. Inside the shape, pupils write the feelings the voice of the poem is hiding or doesn't want to make obvious. On the outside of the shape are things you could see about them in person.</p> <ul style="list-style-type: none"> • Compare themes and language used. • Give pupils presentation criteria for final assessment. Group presentation about your poem, discussing the poetic devices, language choice and comparing it to another poem. • Choose another poem that you could compare with your poem. <p>Group Poem – Preparing your Presentation Ask one pupil in each group to feedback in the plenary on a set of prepared questions</p> <ul style="list-style-type: none"> • Independent work (could be more structured for weak groups) with a clear check-list and mini deadlines to ensure all assessments completed on time • You could ask pupils to swap over groups for sections of the lesson, to keep everyone engaged and give help to different abilities <p>One pupil from each group feeds back on progress using sentence starters</p> <p>Homework:</p>			
7	<p>To be able to:</p> <ul style="list-style-type: none"> • explain the writer's language choice. 	<p>Activities: Group Presentations What do we look for in a positive presentation? Class contribute ideas.</p> <ul style="list-style-type: none"> • Group presentations • Class complete peer assessment forms while watching <p>What could you improve on/learn from for next time?</p>	<p>Group presentations</p> <p>Pupil evaluations</p>	<p>Peer assessment grids</p> <p>Evaluation sheets</p>	<p>Summary of what has been learnt could be done as:</p> <ul style="list-style-type: none"> • Article • Blog post • Student

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	<ul style="list-style-type: none"> evaluate your learning. 	<p>Group Presentations and Evaluations Group presentations (complete with peer assessment) Individually complete evaluation and answer 2 questions in book to give evidence of understanding.</p> <ul style="list-style-type: none"> Set targets for next unit and steps to work towards meeting these. What have we learnt this unit? 		hand out <ul style="list-style-type: none"> Booklet Review Comic strip Video
		Homework:		